



APA Division 16 School Psychology
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The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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**PRESIDENT'S
MESSAGE**

Some Thoughts and Questions on Psychology and Education

Gary Stoner
University of Massachusetts - Amherst



“Please let me know if you would like to be involved, and/or about your ideas for addressing the issues and questions posed herein.”

I would like to begin by recognizing Cecil Reynolds and Elaine Clark for their service to Division 16 in serving two consecutive terms as President, and Past-President, respectively. Please join me in saying “thank you” Cecil and Elaine for such extraordinary service!

I am looking forward to both representing and serving Division 16 in the coming year. The theme I plan to emphasize relates to the intersection of psychology and education, and will be guided by some questions about school psychology worthy of serious consideration. For example, how can we design and conduct school psychology research and practice to improve our collective abilities to serve all students, not just those referred to us? How can we develop and use assessment tools and evidence-based practices to deliver an effective prevention- and intervention-oriented school psychology? How can we contribute to a psychology that is respectful of the field of education, while enhancing its effectiveness, and providing socially valid support for students, teachers and parents? Since we are not starting from scratch on these issues, I suggest that as a field and as individuals we have room for improvement. Consistent with these emphases, Lea Theodore (Chair of this year's Division Convention program) and others have been hard at work developing an enriching Division 16 program for the 2006 APA convention in New Orleans, including two very exciting invited addresses I am sure you will enjoy, befitting these themes.

Related to these psychology-education intersections, in December 2005 I served as the Division 16 representative at a meeting of the Coalition for Psychology in Schools and Education, sponsored by the APA Center for Psychology in Schools and Education. The Coalition is engaged in exciting work with direct relevance to school psychology. As one example, the group is conducting a national survey of inservice teachers (<http://www.apa.org/ed/cpse/>), to learn more about teachers' professional development needs, with an eye toward designing Coalition efforts to support teacher effectiveness, teacher retention, and teacher self-efficacy. This work promises to be interesting and informative to school psychology research and practice.

Professional development and development of our profession also are issues of critical importance to school psychology. During the coming year I will ask the Division's Executive Committee to consider how best to increase the visibility of our profession among a wide array of constituents, from parents and students in public schools (who according to my graduate students, often are unaware of our existence!), to undergraduates in psychology, education, and related fields who might have an interest in pursuing school psychology as a career. For example, how can we improve our partnerships with parents to promote early school success? Could we collaborate with the Teachers of Psychology in Secondary Schools (the High School Teacher Affiliate organization of the APA: <http://www.apa.org/ed/topss/homepage.html>) to include information about school psychology within high school psychology courses? In addition to addressing these and other related questions, I will continue to ask, “How we can best support the professional development of our members, affiliates, and students, across the stages of their careers?”

Finally, on behalf of our membership I want to recognize and express our appreciation for the years of service provided to Division 16 by Tanya Eckert (Vice President for Membership), Sam Ortiz (Vice President for Professional Affairs), and Elaine Clark (Division President) who are completing their terms of service on the Division Executive Committee. In closing, I ask that you consider serving Division 16 in some capacity in the coming year. The Division Executive Committee continuously works to plan its APA Convention program, to recruit new members, to support and communicate with our student affiliate group, to produce publications and communications with its members and the public, and to advocate for the profession of school psychology and for social, ethical, and ethnic minority affairs as they relate to our profession. Please let me know if you would like to be involved, and/or about your ideas for addressing the issues and questions posed herein.

RESEARCH FORUM

Trends in Female Authorships, Editorial Board Memberships, and Editorships in School Psychology Journals from 1991-2004

Gabrielle A. Roberts, Aimée Gerrard-Morris, Dinorah Zanger, Kim S. Davis,
& Daniel H. Robinson
University of Texas

Abstract

In a previous study that examined female participation in school psychology journals from 1985 to 1994, Skinner, Robinson, Brown, and Cates (1999) found that although females had gained a majority in terms of membership in school psychology organizations, they still remained a minority in terms of authorships, editorial board memberships, and editorships as of 1994. In the present study, we examined female participation in four school psychology journals (*School Psychology Quarterly*, *Psychology in the Schools*, *School Psychology Review*, and the *Journal of School Psychology*) from 1991 to 2004. By 2004, the majority of both primary and secondary authors were female and two of the four editors were female, compared to zero in 1991. Thus, females continued to make gains in school psychology journals, although males continued to hold a majority of editorial board memberships.

The influx of females in the field of school psychology in recent years has been deemed “the most dramatic change in the field” (Curtis, Grier, & Hunley, 2004). Curtis et al. noted that within the last decade or so, women have accounted for a large majority of both school psychology graduate students and school psychologists. In 2003, NASP membership was 73% female. The membership of APA Division 16 was also predominantly female by 2003, though by a narrower margin than that of NASP (51%). Similarly, the percentage of female members of APA across all divisions was 52% in 2004, and women accounted for 60% of the members, affiliates, associates, and fellows of APA in 2004. Curtis et al. predicted that this “feminization” would continue, such that the field would be primarily female at least until the year 2020.

This increase in the number of females in the field of school psychology may not be evident among school psychology faculty, however. Alpert, Genshaft, and Derevenco (1988) reported that in 1983, 59.5% of school psychology doctoral recipients were female—almost double what it was 10 years prior (32.3%). Yet, in 1981, women accounted for just 21.2% of psychology graduate department faculty (Alpert et al., 1988). A broader look at university faculty reveals that in 1999, only 33% of all university faculty members were female. Moreover, the majority of the female faculty members were assistant professors (43%) as opposed to associate (33%) or full professors (24%). The distribution of

male faculty members, on the other hand, was rather top-heavy, as 26% were assistant professors, 29% associate professors, and 45% full professors. Of course, given the increasing numbers of female graduate students and expected retirements of male full professors, it is possible that the landscape will change in the coming years and females will make gains in school psychology faculty positions.

With regard to the current role of females in school psychology, the predominant female presence in terms of school psychology organization membership and graduate school attendance is not reflected in the level of female participation in school psychology journals as authors, editorial board members, and editors – positions usually dominated by persons who have been in the field for several years. A recent study of the top 20 most productive authors in school psychology journals from 1991 to 2003 revealed that 18 of the 20 authors received their doctorates more than 12 years ago and only 6 of the 20 were female (Davis, Zanger, Gerrard-Morris, Roberts, & Robinson, in press). This finding supports that of Helmreich, Spence, Beane, Luckner, and Matthews (1980) who found that in the 15 years after receiving a doctoral degree, females tend to publish less frequently than males. Further, despite observing an upward trend in the number of female authors from 1985 through 1994, Skinner et al. (1999) found that males still constituted a greater proportion of both primary and secondary authors in 1994. Likewise, in a study examining female authorship from 1990 to 1999 in the field of



“The influx of females in the field of school psychology in recent years has been deemed “the most dramatic change in the field”

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rehabilitation counseling, Skinner and Walker (2001) found that although the data suggested an increase in the percentage of female authors, males were still more likely than females to be primary authors.

Both the Skinner et al. (1999) and Skinner and Walker (2001) studies examined data from at least 5 years ago. In a more recent study examining the field of educational psychology, Evans, Hsieh, and Robinson (2005) found that by the year 2000, females had gained a majority of both primary and secondary authorships. Accordingly, perhaps the field of school psychology has experienced similar changes in female participation only more recently.

Similarly, while there have been demonstrated increases in female participation on editorial boards of school psychology journals, the participation of females has not yet been shown to be comparable to that of males. Alpert et al. (1988) reported an increase in female editorial board participation across three school psychology journals from 1976 to 1985. As of 1985, the largest percentage of female editorial board members was on *School Psychology Review* (29%) (Alpert et al., 1988). Still, by 1988, no females had served as editor-in-chief across the school psychology journals examined. Thus, despite the increasing trend with regard to female membership in school psychology organizations and graduate schools, participation in school psychology journals has yet to demonstrate a female majority among authors, editorial board members, or editors (Skinner et al., 1999).

The purpose of this study was to examine the participation of female authors, editorial board members, and editors of school psychology journals and to examine what trends, if any, have occurred between the years 1991 and 2004. Additionally, we took a closer look at the characteristics of the 2004 editorial board members with regard to the average number of publications and the year that each member and editor received his or her doctoral degree. The present study expands upon earlier research to determine whether the trends observed by Skinner et al. (1999) continued into the 21st century.

Method

All issues of *School Psychology Quarterly*, *Psychology in the Schools*, *School Psychology Review*, and the *Journal of School Psychology* for the years 1991 through 2004 were used in this study. With the exception of book reviews, test reviews, editorials, and introductions, every article in all four

of the journals was included. For each article, we documented the number of authors, female authors, male authors, female secondary authors, and male secondary authors. We also determined the sex of the primary authors and the editors and editorial board members for each year of each journal (using the first issue). For the purpose of this study, an editor was defined as the editor-in-chief, or one of the co-editors-in-chief. Associate and consulting editors were included as members of the editorial board. To compare publication rates of male and female editors and editorial board members, we counted the number of publications for each individual across the four journals in our database. Further, we visited the websites of each editor and editorial board member in order to document the year in which his or her doctoral degree was earned. In the event that we were unable to obtain this information via website, we contacted the individual by email.

Similar procedures were followed in our determination of the sex of authors, editors, and editorial board members. As was done in the Robinson et al. (1998) study, if we were unable to determine the sex of an individual due to an ambiguous name, we first attempted to find the information on the person's website or by contacting either the individual or co-authors by e-mail. If those efforts failed, the data were not included in the study. Only 0.2% of the data was excluded.

Results

Average Number of Authors Per Article

As shown in Figure 1, the average number of authors per article increased from 1991 to 2004. In 1991, the average number of authors per article was 2.23, and in 2004, the average was 3.10. This finding is consistent with that of Robinson et al. (1998) and Evans et al. (2005), who found a rising trend in the average number of authors per article in educational psychology journals.

Percentage of Primary and Secondary Authors Who Were Female

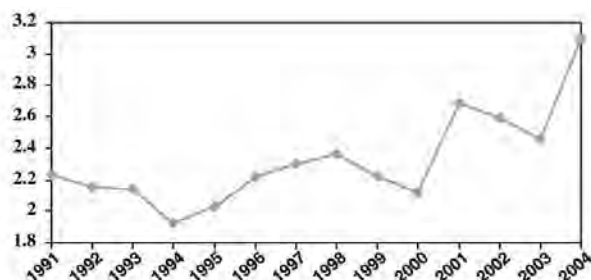
In 1991, 36% of primary authors were female; by 2003 that number had grown to 52%; and in 2004 46% of primary authors were female (see Figure 2). Thus, by 2003, over half of all primary authors in the school psychology journals were female. Though the percentage of female primary authors decreased in 2004, the number remained close to 50%. Likewise, in 1991 40% of secondary authors were female; by

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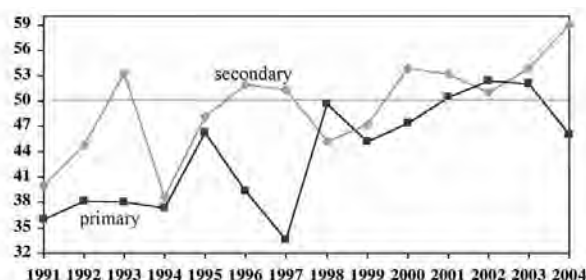
Trends in Female Authorships, Editorial Board Memberships, and Editorships in School Psychology Journals from 1991-2004

Figure 1.

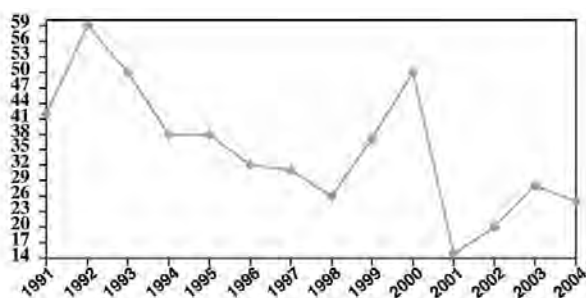
Average number of authors per article has increased from 2.23 in 1991 to 3.10 in 2004.

**Figure 2.**

Percent of both primary (from 36% in 91 to 46% in 04) and secondary (from 40% in 91 to 59% in 04) authors who are female has increased.

**Figure 3.**

Number of single-authored articles has decreased from 42 in 1991 to 25 in 2004.



2004, it had soared to 59%.

Number of Single-Authored Articles

As the average number of authors per article has increased, the number of single-authored articles has decreased (see Figure 3). In 1991, there were 42 single-authored articles, but by 2004 the number had dropped to 25. This pattern, combined with the rising number of authors per article, suggests that school psychology research is becoming increasingly collaborative.

Percentage of Single-Authors Who Were Female

As shown in Figure 4, by 2004 the percentage of single-authored articles written by females reached 50% for the first time

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(as compared to 36% in 1991). Thus, even though the percentage of single-authored articles declined by 2004, this finding reflects the increase in female authorship.

Figure 4.

Percent of single authors who were female reached 50% for the first time in 2004.

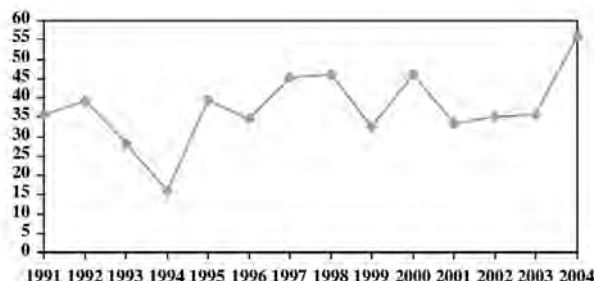


Figure 5.

The number of editors who are female has equaled those who are male since 2000.

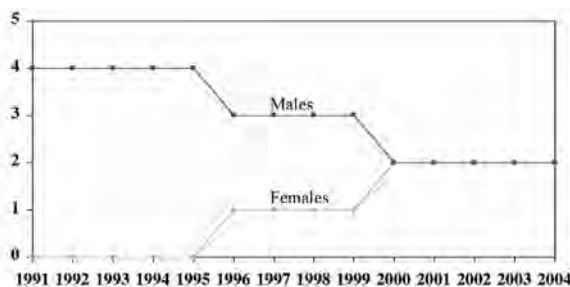
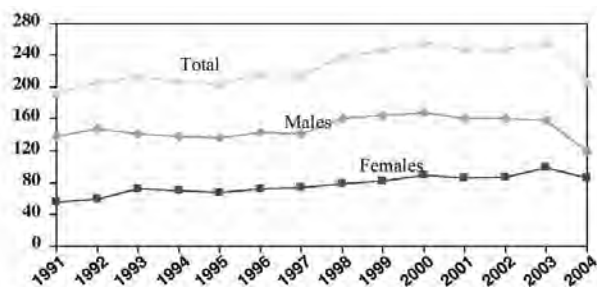


Figure 6.

The number of editorial board members rose steadily from 1991 to 2003 and then dropped in 2004. Percentage who are female has increased from 28 in 1991 to 42 in 2004.



Ratio of female to male editors and editorial board members from 1991 to 2004, the percentage of editors who were female increased from 0 to 50% (see Figure 5). Specifically, in 1991 there were no female editors and four male editors. In 2004, there were two female editors and two male editors. Unlike the clear gains made by female editors,

however, female editorial board members still held less than 50% of the editorial board positions in 2004 (see Figure 6). In 1991, there were 55 female and 138 male editorial board members. In 2004, there were 86 female and 120 male editorial board members. Thus, despite female representation on editorial boards increasing over the 12-year span from 28% in 1991 to 42% in 2004, an apparent gap still exists between male and female editorial board members.

Examination of 2004 Editorial Board Members

A closer look at the editorial board members from the four journals in 2004 revealed several interesting trends. Overall, male editorial board members in 2004 were more senior in the field in the sense that they received their degrees earlier, on average, than did the females. Male editorial board members also had approximately twice as many publications on average than the females.

A more detailed inspection of the 2004 editorial boards in terms of the year each member received his or her degree, however, sheds a more useful light on male versus female participation. For example, of those editorial board members who received their doctoral degree within the last 10 years, 68% were female. These females also had slightly more publications on average as compared to their male counterparts. Conversely, males constituted a larger proportion of editorial board members who received their degrees over 10 years ago. In fact, the majority of the male board members received their degrees 21 or more years ago. Interestingly, the largest discrepancy among editorial board members in terms of articles published was in the group of editorial board members who received their degrees between 11 and 20 years ago. Of these individuals, males published more than three times as many articles on average than did the females, further supporting the finding of Helmrich et al. (1980).

Among the editors of 2004, in contrast to the findings for editorial board members, the females are senior in terms of how long ago they received their doctoral degree. The average female received their degrees 21 years ago, whereas the average male received his doctorate 16.5 years ago. Moreover, of the editors, the women have approximately twice as many publications as the men in the four journals from 1991 to 2003.

Discussion

The present findings indicate that the role of female authors in school psychology journals has

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Trends in Female Authorships, Editorial Board Memberships, and Editorships in School Psychology Journals from 1991-2004

increased from 1991 to 2004. By 2004, females represented the majority of both primary and secondary authors in the four school psychology journals examined. These findings are consistent with the observation of Skinner et al. (1999) that there was an apparent upward trend in the number of female authors in school psychology journals. Moreover, these findings echo those of Evans et al. (2005), who found that in educational psychology journals, females represented a majority of primary and secondary authors by the year 2002. The trends are also consistent with the current membership data of NASP and APA, indicating that women account for a majority of both organizations.

These increases in female authorship and membership were also met by an increase in the number of authors per article, and a decrease in the number of single-authored articles. Additionally, not only has the number of female authors increased, but as of 2004, female authors accounted for more than half of the single-authored articles written. This is the first time since 1991 that the percentage of female single authors even reached the 50% mark across these four journals. It would be interesting to see whether this trend also existed in related fields, by examining the educational psychology journals included in the Robinson et al. (1998) study. Future research on this topic may also be well served by examining female author trends with respect to the type of article published. Skinner et al. (1999) reported an increase from 1985 to 1994 in female authors of empirical, but not expository, articles. It may be fruitful to explore whether the current increase in female authorship is concurrent with an increase in empirical versus expository articles.

Further, while females continue to hold less than 50% of editorial board positions overall, the finding that a far greater percentage of editorial board positions among those individuals who received their degrees within the last 10 years belongs to women is very promising. The majority that the females hold in that category in terms of positions and publications suggests that perhaps the overall make-up of editorial boards of school psychology journals will undergo change with respect to female participation over the next several decades. This potential change would align with the "feminization" prediction made by Curtis et al. (2004).

Finally, a closer look at the characteristics of the editors of the school psychology journals also

offered some insight. The finding that the female editors have, on average, been professionals in the field for a longer time and publish at a much higher rate than the male editors suggests that perhaps only the most senior, high achieving, females get editor positions. Whether that is due to self-selection or obstacles in the field for females is unclear. That is, it may be that only the most senior females tend to seek out editor positions, and more males than females may seek out editor positions overall. On the contrary, it is also possible that it is easier for males who have fewer years in the field to earn these positions as compared to females with an equivalent amount of experience.

Overall, these findings demonstrate an increase in the involvement of females in the field of school psychology, and support the notion of "feminization" of the field (Curtis et al., 2004). Based upon the prediction of Curtis et al. that these trends will continue into the next several years, it will be increasingly valuable to observe changes in the type of literature produced in the field and the collaborative nature of the research. It may also be important to examine whether females are able to gain ground on editorial boards as female faculty gain a majority of senior positions, or whether males will continue to comprise a majority of editorial board memberships.

Clearly, authors in the field of school psychology also publish in journals not included in this study. Our conclusions are therefore limited by our sample of only school psychology journals. Likewise, we hoped to capture a majority of editors and editorial board members in the field of school psychology by selecting these four principal journals; however, our count is certainly limited by the exclusion of editors and editorial board members of other related journals not included in this paper.

In closing, we hope that examinations of the demographic characteristics of persons participating in different aspects of the field of school psychology will increase awareness of both equity issues and the changing nature of how research is produced. As in other similar fields, such as educational psychology, that are becoming "feminized," it appears as though research in school psychology is becoming more collaborative. Such collaboration undoubtedly has the potential to benefit the field of school psychology by producing higher quality research articles and enriching the training of

"It may also be important to examine whether females are able to gain ground on editorial boards as female faculty gain a majority of senior positions..."

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graduate students and junior faculty co-authors.

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RESEARCH FORUM

At Least Five Important Activities to Complete Early in One's Career: Advice Shared at the School Psychology Research Collaboration Conference

Elaine Clark, University of Utah
Maurice Elias, Rutgers University
Patti Harrison, University of Alabama
Randy Kamphaus, University of Georgia

George Noell, Louisiana State University
Shane Jimerson and Amanda VanDerHeyden
2005 SPRCC Co-Chairs, University of California at Santa Barbara

The bi-annual School Psychology Research Collaboration Conference (SPRCC)¹ was in session on August 17 and 18, 2005 in Washington, DC. The SPRCC aims to enhance the research efforts and skills of early career researchers who conduct psychological research relevant to education and the practice of psychology in the schools. Through a structured series of small group discussions among scholars with shared interests, the SPRCC is designed to facilitate multi-site collaborative research by encouraging scholarly interactions between early career researchers and senior researchers. It is anticipated that collaboration among conference attendees will continue to result in researchers being able to address complex and important problems relevant to education and the practice of psychology in the schools (see for instance, short-term outcomes of the 2003 SPRCC, Jimerson & VanDerHeyden, 2004).

During the 2005 SPRCC, one session included five experienced school psychology scholars (Elaine Clark, Maurice Elias, Patti Harrison, Randy Kamphaus, & George Noell), presenting their insights regarding the "Five Most Important Activities to Complete Early in One's Career." In this paper, each panelist has summarized his or her advice to early career scholars. Activities that several of the panelists emphasized included publishing frequently, maintaining a passion for science and research, attending to the local politics of the environment in which one is trying to work and striving for one's personal best (i.e., becoming a better scientist). Other ideas included attempting to be thematic in one's work, focusing on being positive in the profession and avoiding unnecessarily criticizing others' work, and arranging systematic reinforcement to sustain one's efforts over time. These words of advice are applicable to

all scholars striving to contribute meaningfully to the profession of school psychology.

Elaine Clark, University of Utah

1. *Maintain a research focus.* Don't get distracted pursuing other people's research projects, instead clarify your thinking about the research you wish to pursue. Find a research mentor and/or collaborator to help you with this. Then, make sure that you keep your focus and engage in activities that support your research agenda. This may mean negotiating teaching assignments so that you are able to teach in a content area that fits your area of research. This allows new faculty to engage in conversations with students who might be interested in working on research projects. Make sure not to become overwhelmed with service demands. You want to be a "good citizen" in your department and college. However, avoid doing more than your fair share of the work, and at the start of your career, make sure you keep your service load in check.
2. *Build confidence in your academic skills.* One way to build confidence is to know your methodology well. Take the time to increase your knowledge about the type of research designs and methods that best answer your research questions. If necessary, take seminars and courses from other faculty to help you improve your skills and ensure that you will receive critical mentoring. Then make sure that you are on a regular reinforcement schedule by publishing early and regularly. One way to do this is to find a research mentor and collaborator to work with early on in your career and take a "Baby Step" approach to developing your career and research agenda. Work on research and writing projects that have a high probability of



“...find a research mentor and collaborator to work with early on in your career and take a “Baby Step” approach to developing your career and research agenda.”

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“...show initiative to conduct and publish empirical studies and secure funds that will support you and the students in your program.”

getting published in a peer-reviewed journal that will give you momentum and will draw attention to your work. Also, apply first for grants that you have a good chance of getting (e.g., intramural grants and early career awards).

3. *Develop a scholarly persona.* You need to establish, early on, your identity as a scholar. Take advantage of opportunities to talk about your research. Even if you are engaged in clinical practice and important service activities, avoid spending a disproportionate amount of time engaged in conversations about this. Spend time discussing with colleagues, students, and others, your research agenda. If not asked to make formal, or informal, presentations on your research, volunteer to do this in other faculty's classes and college or departmental meetings and seminars. Also, submit proposals to present your research at professional meetings, but avoid spending so much time on the road or in the air you do not prepare your papers for publication or write grants that support your research program.
4. *Ensure that you get the full market share.* Consider pursuing research in areas that ensure that you are in a position where your work is widely recognized and has high value in terms of publication and funding. At the University of Utah, school psychology faculty are involved in high and low incidence disabilities that increase the chances of getting work published and getting the funds to support these research projects (i.e., examining methods that reduce externalizing behaviors of children with developmental and acquired disabilities such as autism and brain injuries).
5. *Take responsibility for your career.* Devote yourself and your time to important research projects, publications, and grant writing activities that benefit you and your students. And if you are not actively involved in these activities and making adequate progress, make sure you do not start believing your own excuses. Instead, show initiative to conduct and publish empirical studies and secure funds that will support you and the students in your program.

Maurice Elias, Rutgers University

1. *Think of “no” as a conditional “yes.”* When it comes to publications and especially grant applications, it can be very helpful to not think of a “no” as a definite and final answer, but as a

“yes” if only you can identify the conditions that will create the conversion. I had this experience early in my career, when I followed up a grant rejection with a letter that explained my surprise and interest in learning more about the Foundation's criteria, which I thought I had read accurately and responded to carefully. This phone call eventuated in a meeting to have the latter conversation, which was followed by another opportunity to submit. This time, I got funded. Now, it is a bit harder as there are layers of technology between the funding agent and the applicant. So it is important to try to have some personal contact with the person who is reviewing, the key decision maker, etc. The same applies to journal articles, where one positive review can sometimes be the wedge you can use to turn a “do not resubmit” into a “well, okay, we might be willing to take another look.”

2. *Always assume amnesia.* This lesson is widely applicable in many contexts. Its foremost application is in intervention work. Do not assume that whomever you have trained, counseled, tutored, or otherwise attempted to change has retained much from your encounter. Even if you see some evidence of learning or transfer, there is no guarantee that the new skills will be applied when a situation warrants. Therefore, design your procedures as if the individual involved has amnesia. This makes your fundamental concern how to remind the person to do what they need to do, in context. We use verbal, visual and electronic prompts, cues, and other kinds of reminders to help people recall what was trained/taught, and we encourage a lot of review and role playing and reporting on what one “might” have done, all designed to build a new habit pattern in support of change. We do find that in children, spontaneous generalization of curriculum-based skills to new contexts without external prompts takes place after about three years of skill development and prompted practice.
3. *Be the best psychologist in your department.* Success depends in part on the kind of departmental citizen you are. Certain duties build up your “credits.” Be willing to step into tasks when the department (and especially those in positions to influence your promotion) really needs you. For example, during accreditation visits, curriculum reviews, admission processes, and hiring/promotion opportunities, departmental resources are usually strained.

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Pitch in then, and you are building up generalized expectancies that you are also a great teacher and scholar. Try to schmooze strategically. Walk in your building in ways that make you seem visible, past people who will see you who otherwise will not. Attend the minimum number of functions, be sure to talk to key people so they know you were there, do not spill anything on them, and then you can leave if you like.

4. *Work to criterion, and identify the "right" benchmark to aim for.* Know what it takes to get promoted. Do not guess. Talk to people in your department, including people you do not know well. Try to talk to people out of your department who sit on Personnel and Promotion committees. Are there key journals that people are looking for? How much does first authorship matter? Sole authorship? How are books viewed? Does the publisher matter? What "weight" is assigned to editing a book? What other things indicate scholarly heft and will increase the respect and esteem in which you are held? For example, what about book reviews? Grant reviews? Being on journal editorial boards? How much weight is teaching assigned and how do they determine how good a teacher you are? What indicators do you have to be sure to impact upon? Remember, promotion is an interpersonal process. You cannot predict or control the dynamic in the room when faculty convene to make their decisions, but you can count on the fact that just about all of them are looking for "something" or a few "somethings" that will indicate to them you are promotable. It's not a bad idea to read Malcolm Gladwell's books, *The Tipping Point* and *Blink*, to get a better sense of how decisions get made, opinions change, and bandwagons get rolling.
5. *Do theory-rich work.* Even when you are doing an evaluation study, embed it in a clear theoretical context. Theory-rich work has generalizability beyond a specific study. It can inform a variety of types of work. For example, much of my work is based on ecological-developmental approaches in a community psychology framework. I will embed measures into my study that may allow me to ask construct questions as well as outcome questions. An outcome study of a bullying intervention can also include an embedded analysis of the consistency of bullying across

various contexts, as well as factors that might mediate bullying behavior which can include different ecological levels (e.g., self-efficacy, especially expecting positive outcomes from negative actions, and classroom climate, especially the firmness of discipline and perceived peer support). Always try to frame your work as adding to, enriching, clarifying, contextualizing theory, in addition to whatever pragmatic questions you are trying to answer.

6. *Draw the line, balance work with life.* On one occasion, I was being a particularly emotionally unintelligent parent, admonishing my daughter for her lack of responsibility in ever-more irate, and sing-song tones. She stepped back and said, "You talk to me like that and you call yourself a child psychologist?" That was a great lesson. It's important to allow your family to teach you lessons, which will only happen if you spend time with them. Balancing life and work activities is why, as noted earlier, you need to be strategic in attending meetings and in being visible. Otherwise, you can find yourself sucked into things that will take you away from your family much too much. Further, you will learn much more about being a psychologist through your family life, community life, dealing with parents and siblings, handling family holiday gatherings and milestone events, going to the mall, doing food shopping and laundry, and participating in your kids' various school and recreational events than you will by attending meetings, especially departmental meetings. Balance is the key, but always tilt the balance toward your family.

Patti Harrison, University of Alabama, Tuscaloosa

1. *Analyze expectations at all levels (university, college, department, etc.).* You can expect the expectations to change, so continue to analyze the expectations throughout your career. For example, new leadership in your institution, new priorities, lower levels of funding, increased emphasis on grants and research, increased emphasis on credit hour production, etc. may have different implications for merit, promotion, and tenure of faculty members. Understand that expectations are dynamic, and change your goals accordingly. Most importantly, do not forget to continuously analyze your own expectations for yourself, in terms of what you want to achieve in your professional career and

"Know what it takes to get promoted. Do not guess."

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“For votes about tenure, however, senior faculty consider both professional accomplishments and whether or not a faculty member has been a good colleague.”

your personal life.

2. *Set specific priorities for your career, based on your analysis of expectations at your institution and expectations that you have for yourself.* Realize that you cannot be everything to everybody, so strategically plan and prioritize your activities in order to achieve your goals. Continue to evaluate your achievements and strategies and revise your plans as needed.

3. *Be flexible, or at least as flexible as you can be within your strategic plan.* Colleagues, students, and department heads expect some flexibility, as warranted. For example, a department head told me recently about a new faculty member who insisted on teaching a course at a specific time and in a specific classroom, but did not demonstrate any flexibility in teaching schedule in order to accommodate department and student needs. If you find that it is difficult to be flexible when a request is made, given your own priorities, do not simply say “No, I will not do that.” Instead, it is a good idea to talk with your administrator and discuss possible alternative solutions so that your needs, as well as institution and student needs, are met.

4. *Be a good colleague.* Be a team player and good academic citizen. A senior colleague told me early in my career that “Senior faculty vote to grant promotion because of a faculty member’s research, scholarship, teaching, and other professional accomplishments. For votes about tenure, however, senior faculty consider both professional accomplishments and whether or not a faculty member has been a good colleague. Tenure votes are based, in part, on senior faculty members wanting to keep you in the department.” Although some departments may place more, or less, emphasis on academic citizenship than my institution, it is important to analyze the expectations of colleagues at your institution and plan accordingly.

5. *Be sensitive to the climate in your department and institution.* As with any type of agency, the employees of universities show great diversity in opinions, values, and behavior. Yes, universities can be very political places and have unique climates and people. Because climate issues are seldom explicit or discussed openly, observe your colleagues carefully. Identify which faculty members seem to have their pulse on the climate of your department and whose advice

will be helpful, and listen to and learn from them. For example, the climate of some departments can be quite social and nurturing, with implicit assumptions about everyone getting along and no one person complaining or making waves to upset the balance of the department. Some departments thrive on friendly debate and even competitiveness. Some departments operate better in a climate of faculty members functioning very independently, with little interaction. Analyze the climate carefully, and expect to adapt to the climate of your department, instead of expecting other members of the department to adapt to your needs and preferences.

*Randy Kamphaus,
University of Georgia*

1. *Consider the possibility that you really do not have to be all that smart to be a college professor.* I have worked with many people who would likely be considered very smart but yet they fail in academia, mainly because they do not produce. It is more important that you work hard and be productive. In that regard, I suggest that you consider adopting a blue-collar work ethic for your professorial job. By that I mean that you attend work every day, stay there for eight or nine hours, and get everything done that you can. A number of my most successful colleagues use this approach and they seem to be more productive for doing so. A blue-collar work ethic may be difficult for some of you to adopt if you come from college-educated families, but give it a try.

2. *Focus, focus, focus on research productivity.* Very few have heard of colleagues who did not get promotion and tenure because they could not teach well. It is always the research productivity that determines success in academia. I suggest that you ask yourself the following question about every activity that you consider accepting, “Will I get a publication out of this”? If this answer is “no,” reconsider accepting this new responsibility or task. Of course, you should not be unduly selfish about your time, but you should invoke this touchstone often to ensure that you do not get over-extended and maintain focus on your scholarship.

3. *Fall in love with your scholarship.* Do not study some phenomenon that is of marginal interest to you. You will need to develop a healthy

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obsession with your scholarship to maintain your passion in the face of rejection from journal editors or critical remarks from colleagues and others who evaluate your work. Keep searching for your research interests until you fall in love. Remember that Alfred Binet spent a failed career dabbling in introspection and related phenomena until he found his unlikely niche in intelligence testing.

4. *Be positive.* We have plenty of opportunity to criticize one another in editorial work and in the promotion and tenure process, so there is no need to look for new opportunities. Daniel Kahneman, of Princeton University, the most recent psychologist to win the Nobel Prize said in his acceptance speech that he prided himself on never writing a paper that was critical of the work of others. He was proud of not doing so because he thought that it was not a good use of his time. Instead, he devoted himself to his science in order to produce a breakthrough in his field and quite obviously succeeded. Over the long haul you too will be more appreciated for your contributions than your criticism. You would do better to find a cure for autism than to write a journal article or two criticizing the work of other researchers in this field.
5. *Work with the best scholars.* Whereas it is enjoyable to work with people who are affable and with whom you have similar interests, you will grow much more as a scholar by working with people who challenge and even disagree with you. Try to work with people who challenge you to get better theoretically, methodologically, or otherwise. I was fortunate to have gone to the University of Georgia for graduate school where I was exposed to some of the best minds among people far more talented than I. I had the good fortune to have been pushed hard by Alan Kaufman, John D. Nolan, Alice Klein, and Carl Huberty of that faculty, and to have exceedingly talented fellow students like Patti Harrison, who is also on this panel. She was younger and smarter than me, and served as a statistics tutor. In other words, she was a great person to get to know because she could challenge my thinking. Also, don't be shy about contacting the best people in your field for feedback, criticism, or collaboration. If they do not reside at your institution, send them an email and set up a call. You may find a new collaborator.

George Noell,
Louisiana State University

1. *The opportunity to be a scholar is a gift: Use it wisely.* University faculty live in times and cultures possessed of such amazing wealth that some of us have the freedom to pursue new knowledge for its own sake. In the history of humankind, this freedom to pursue knowledge is a rare and precious gift that should be cherished, respected, and acted upon.
2. *Science is a craft that can improve with time and experience.* If you engage with the scientific process seriously, read broadly, and attend to feedback on your work, your craft will improve. Scholarly activity provides a tremendous impetus for ongoing professional and personal development. However, growth will require action, which will lead to mistakes and new growth opportunities. Take chances, learn, and refine your craft. Do not wait until you "know the answer" to engage in the process, because you will never really have a final answer.
3. *Use the editorial process to learn.* The editorial process is an amazing opportunity to learn. When you are first given the opportunity to serve as a reviewer, produce your best work and be on time. When the full set of reviews and decision letter come back to you, reread the manuscript, read all the reviews, and read the decision letter. Your work will be strengthened as a result.
4. *Commit to something and focus on that (be thematic in your work).* Making a substantive contribution requires sustained work focused on a particular theme. Jumping from topic to topic or opportunity to opportunity will diffuse your work so that it is less substantive. Focus on an issue or two that is of importance to you and commit to completing at least ten studies on that topic.
5. *Think nationally.* Those things that will contribute to your long-term impact on the profession and science are those things that have national visibility (i.e., publications, grants, and national level service). Those immediate local pressures or opportunities are less likely to make an enduring contribution to your career.
6. *Do less and do it well.* Each professional activity is an opportunity to elevate or degrade your work. Many of our most important psychologists did not produce the greatest volume of studies.

“Over the long haul you too will be more appreciated for your contributions than your criticism.”

“Take chances, learn, and refine your craft. Do not wait until you “know the answer” to engage in the process, because you will never really have a final answer.”

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“It is our hope that the ideas above will contribute to the success of early career scholars in the field of school psychology.”

What they did was produce carefully crafted, important work. In the long view of history, quality will trump quantity. Additionally, high quality work will open doors to you that you can not anticipate a priori.

7. *Write.* To stay in the profession you must publish. To publish you must write. Many bright young scholars fail to tenure because they do not get into the habit of writing. The moral is self apparent.

It is our hope that the ideas above will contribute to the success of early career scholars in the field of school psychology. The SPRCC will continue to focus on five key objectives; (1) early-career researchers will obtain collaborative and mentoring support for their research; (2) discussion of important issues and ideas relevant to the application of psychological research to education and the practice of psychology in the schools; (3) the development of friendships and professional relationships for diverse networks of researchers, resulting in more individuals having an outlet for their research energies and talents; (4) a constructive dialogue will be established between researchers to help establish and/or clarify research priorities; and (5) the quality of psychological research conducted and published will be enhanced. Planning for the next SPRCC, scheduled for March 2007 prior to the annual meeting of the National Association School Psychologists, is currently underway.

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

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RESEARCH FORUM

The Lynn-Flynn Effect and School Psychology: A Call for Research

**A. Alexander Beaujean, University of Missouri & Applewood Centers, Inc.
& Shawn F. Guiling, University of Missouri & Columbia Public Schools**

Defined, the Lynn-Flynn Effect (LFE) is the continued rise of psychometric IQ test scores (approximately .3 IQ points/year), an effect seen in many parts of the world, both in developed nations and undeveloped countries (Daley, Whaley, Sigman, Espinosa, & Neumann, 2003; Rushton & Jensen, 2003; Sundet, Barlaug, & Torjussen, 2004).¹ The LFE is named after British differential psychologist Richard Lynn and New Zealand political scientist James R. Flynn, who “re-discovered” the effect in the early 1980’s—Lynn (Lynn, 1982; Lynn & Hampson, 1986) publishing data about the effect in Great Britain and Japan, with Flynn (1983, 1984, 1999) focusing more on the United States (but also see Flynn, 1987).

In the 20+ years research has been done in this field, the findings have been enigmatic. While multiple sources have found that psychometric IQ has been rising, general intelligence (*g*; Spearman, 1904) has not increased (Jensen, 1998; Kane & Oakland, 2000; Must, Must, & Raudik, 2003), and IQ endophenotypes have shown a mixed reaction, with chronometric measures (i.e., reaction times) showing no decrease (Nettelbeck & Wilson, 2004), but head size showing a marked increase (Storfer, 1999). In addition, although LFE appears to affect the entire range of the IQ distribution, there does appear to be a definite concentration among those at the lower end (Colom, Lluís-Font, & Andres-Pueyo, 2005; Teasdale & Owen, 1989).

Another aspect of the LFE that has puzzled researchers is that although there are mean increases in average psychometric IQ scores, ethnic group differences on the same IQ tests have not diminished (Murray, 1999; Jensen, 1998; Rushton, 1999, 2003). While some have posited that the LFE, ipso facto, implies IQ malleability and, hence, the inevitability of the distributional convergence of Black and White IQ scores (Flynn, 1987), the one standard deviation difference between Black and White test takers is as pervasive today as it ever was (Rushton & Jensen, 2003, 2005; but also see Ceci, Rosenblum, & Kumpf, 1998). This is likely due to the fact that variance involved in the LFE is not made up of the same factors as those involved in the Black-White IQ gap (Wicherts et al., 2004).



To date, the LFE has mostly been a topic of research for differential psychologists, with various parties giving their explanation as to why the effect exists (e.g., Blair, Gamsonb, Thornec, & Bakerd, 2005; Brand, 1996; Burt, 1952; Eysenck & Schoenthaler, 1997; Lynn, 1989, 1990; Mingroni, 2004; Rodgers, 1999) or, perhaps, why it does not

(Beaujean, 2005; Sundet et al., 2004; Teasdale & Owen, in press). Within this scholarship though, there has been some applied research that has tested to see how ubiquitous the effect is, with the majority of the findings showing the effect is present in a multitude of subpopulations, including those with various learning exceptionalities (Bolen, Aichinger, Hall, & Webster, 1995; Kanaya, Scullin, & Ceci, 2003; Sanborn, Truscott, Phelps, & McDougal, 2003; Truscott & Frank, 2001). Unfortunately, there has been little serious discussion within the field of school psychology, per se, as to the field’s response; moreover, what little text is given over toward it seems rather haphazard and undeveloped. For example, in the fourth edition of NASP’s Best Practices, Reschly and Grimes (2002) write:

The newest revisions and most recent norms for a test should be used because recent studies show that the stringency of norms changes over time and more recent norms typically are tougher than older norms. The now well-known Flynn-Effect must be considered to avoid undue effects of out-of-date norms. (p. 1347)

While superficially this might “solve” the dilemma, it more than likely does not, as the next section will illustrate. Consequently, this brief manuscript is to serve two purposes: First, to show via two contrived situations—based on the LFE literature—possible “real world” effects of either ignoring the LFE or responding to it via unresearched remedies; and second, to call for a more concentrated effort within the field of school psychology, both to discuss and further the research in practical applications of this effect.

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Lynn-Flynn Effect and School Psychology**Contrived Examples***Example A*

Suppose Student A (SA) was assessed for gifted placement in 2003 and the school psychologist gave him the Wechsler Intelligence Scale for Children-Third Edition (WISC-III) to assess his IQ. Say SA had a true score of 130 on the WISC-III, but due to (random) measurement error, he received an obtained score of 128. Being that the threshold for placement at his school was 130, he was not placed, although he was so close that the district decided to assess him again during the next school year. Fast forward to 2005, after the school district has purchased the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), with which the school psychologist will now assess SA for gifted placement. As the norms have changed from the WISC-III to the WISC-IV (and thus the LFE is now a factor), SA now has a true score of 125 (Flynn, 1984, 1990), but due to random measurement error receives an obtained score of 127—still high, but it does not cross the placement threshold, even though his obtained score (due to random error) is actually above his true score. Were SA to experience the same (random) error on the WISC-III, his score would have been 132, which would have been high enough for admittance to the gifted program.

Example B

Suppose Student B (SB) was assessed for a reading learning disability (RLD) in 2002. At School 1, where SB attended in 2002, the school psychologist used the WISC-III and the Woodcock Johnson-III Tests of Achievement (WJ-3) to do the assessment for the RLD. SB had a true score of 100 on the WISC-III, but obtained an observed score of 101. For the Broad Reading section of the WJ-3, SB had a true score of 85 and scored exactly an 85, giving her a discrepancy of 16 points and thus qualifying her for special assistance from the school. Three years later, SB is up for her triennial re-evaluation, but she has moved to School 2, where they use the WISC-IV and the WJ-3. On the WJ-3, because reading tests do not appear to be significantly influenced by the LFE (Scott, Bengston, & Gao, 1998), SB still has a true score of 85 on the Broad Reading score, but due to random measurement error receives an obtained score of 87. On the WISC-IV, however, due to the different norms (and, thus, the LFE), SB has a true score of 95, but due to random measurement error receives a score of 93. This leaves a discrepancy of only 6 points, which means a potential loss of her special services.

Prevalence

No known research to date has examined the absolute prevalence of the LFE in populations of students who are gifted or have learning disabilities. One study has examined the prevalence with students diagnosed with mental retardation (Kanaya, Scullin, & Ceci, 2003), in which they found both a statistically and politically significant effect:

In longitudinal IQ records from 9 sites around the country, students in the borderline and mild MR range lost an average of 5.6 points when retested on a renormed test [*italics added*] and were more likely to be classified MR compared with peers retested on the same test. (p. 778)

While an issue that can be investigated empirically, it is doubtful that epidemiology of students who are gifted or learning disabled would fare much better from their peers with mental retardation.

School Psychology's Response

To date, there has been a minimal response by the field of school psychology to the LFE. While there is occasionally the one-or-two-paragraph description of the LFE and the subsequent solution of "use the newest revisions and most recent norms" preferred (e.g., Reschly & Grimes, 2002), it appears that applied psychology in general, and school psychology in particular, has not given much systematic thought and investigation to this phenomenon. Consequently, as a place to begin, this manuscript advises that research needs to be done in this area. More specifically, three different areas need investigation.

First, the epidemiology of placement effects due to the LFE needs much more investigation. As it stands, there is little knowledge of how many students are given a diagnosis, or have a diagnosis taken away, based, at least in part, on differently-normed IQ instruments being used during different evaluations over the student's educational career. To that end, Kanaya et al.'s (2003) article can serve as a model study of what school psychologists should look to when studying the LFE and educational diagnoses.

Second, there needs to be more systematic investigation of the positive and negative effects that arise from various LFE "interventions." For example, what are the pros and cons of keeping a given intellectual assessment with a student for his/her academic career? If a child's first testing involves norms from students, say, in 2000, then what are the

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effects of always using psychometric instruments that were normed circa 2000? Moreover, which of these "interventions" best aligns itself with assessment ethics (AERA/APA/NCME, 1999; American Psychological Association, 2002; National Association of School Psychologists, 2000)?

Third, there needs to be more research in alternative measures of cognitive ability, both general and specific aspects. For example, we know a sufficiently diverse battery of chronometric tasks can be a proxy for general cognitive ability (Jensen, 1998, Chapter 8), and that a specific enough battery of them can discriminate between LD and non-LD populations (Beaujean, Knoop, & Holliday, in press). Moreover, these tasks do not appear to be subject to the LFE (Nettelbeck & Wilson, 2004), so what are the pros and cons to begin using them in a diagnostic battery?

Most likely, there will not be a single right answer for this given dilemma, as various situations will call upon unforeseen variables; but a decision that is definitely wrong is to either continue to ignore the issue or to throw palliative remedies at it.

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

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Footnote

¹In other texts, this effect is sometimes referred to as simply the Flynn Effect. This is (mainly) due to the fact that the Herrnstein and Murray (1994) coined the term in their widely-read book on the importance of IQ in determining life outcomes. In actuality, both Richard Lynn and James Flynn deserve credit for the finding, as Lynn (1982) first brought the effect to the world's attention, even though the effect was seen over a half-century earlier (Smith, 1942; Tuddenham, 1948). This text will follow the recommendation made by Rushton (1997) and keep the effect entitled *Lynn-Flynn Effect*.

PRACTICE FORUM

Strattera™, Adderall™/Adderall XR™, and the FDA: Public Health Advisories are Not Just for Antidepressants Anymore!

Thomas Kubiszyn, University of Houston

The U. S. Food and Drug Administration (FDA) issued multiple public health advisories warning about potential increased suicidality in pediatric patients taking antidepressants in 2003 and 2004 (Kubiszyn, 2005). Since then, the FDA has issued additional advisories and a warning for children and adolescents taking certain medications for attention deficit-hyperactivity disorder (ADHD).

The FDA issued a warning in December 2004 and a public health advisory in September 2005 for pediatric patients with ADHD taking Strattera™ (atomoxetine), and a public health advisory in February 2005 for pediatric patients with ADHD taking Adderall™ and Adderall XR™ (amphetamine mixed salts). Because serving children with ADHD is typical for child clinicians, school psychologists often encounter students with ADHD who are taking these medications. In light of the recent FDA actions, parents, teachers, administrators and prescribers may wish to discuss the safety of these drugs with school psychologists. To respond ethically and credibly to such requests, school psychologists must be able to disseminate accurate information about the FDA actions.

Yet, accurate information regarding these important advisories may not be readily accessible to busy practitioners, media reports may be sensationalized, and colleagues, prescribers and laypersons may not be accurately informed about the specifics or nuances of the FDA advisories. This article is intended to inform school psychologists about the FDA's rationale and basis for its Strattera™ and Adderall™ products (i.e., Adderall™ and Adderall XR™) actions, to help disseminate this important information, and to underscore the importance of careful, informed consideration of the risks and benefits of pediatric drug treatments. The FDA Strattera™ warning and advisory will be described first, followed by the Adderall™ products advisory.

Strattera™ (atomoxetine)

In December 2004 the FDA issued a warning about the potential for hepatotoxicity (liver damage) in pediatric patients taking Strattera™ (FDA, December 17, 2004). The warning resulted from the development of severe, but reversible, liver

problems in two patients out of approximately 2 million who took Strattera™ prior to December 2004. In the clinical trials that led to FDA approval for Strattera™ for pediatric ADHD, no evidence of hepatotoxicity was noted in over 6000 patients.

As part of this warning, the FDA required Eli Lilly, the manufacturer of Strattera™, to add a bolded warning about possible severe liver injury to its product labeling. Eli Lilly then agreed to alert prescribers with a Dear Health Professional letter, and updated its package insert to add a warning about possible severe liver injury and to include the signs and symptoms of liver problems, including pruritis (itchy skin), jaundice (yellowing of skin), dark urine, upper right side abdominal tenderness, and unexplained flu-like symptoms. The FDA warning asked prescribers to report adverse events to Eli Lilly, but included no specific recommendations.

In September 2005, the FDA issued a Public Health Advisory alerting prescribers to reports of suicidal ideation in children and adolescents taking Strattera™ for ADHD (FDA, September 30, 2005). The FDA also instructed Eli Lilly to develop a Medication Guide for distribution to parents and caregivers with each prescription or refill that warns about the potential for increased suicidal ideation. The advisory was based on an analysis of 12 short-term, placebo controlled studies that included over 2200 pediatric patients, with 1357 taking Strattera™ and 851 taking a placebo. The rate of suicidal ideation was about 4 per thousand in those taking Strattera™, while none of the patients taking a placebo reported suicidal ideation. There was one suicide attempt in the patients taking Strattera™.

The FDA recommended that patients treated with Strattera™ should be closely monitored for clinical worsening, agitation, irritability, suicidal thinking or behavior, and unusual changes in behavior during the initial months of treatment and when the dosage is increased or decreased. The FDA further recommended that monitoring should include daily observation by families and caregivers, and frequent contact with the prescriber. These recommendations parallel closely the recommendations made by the FDA when the antidepressant advisories were issued in 2003 and

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Strattera™, Adderall™/Adderall XR™, and the FDA

2004 (Kubiszyn, 2005), perhaps because the putative mechanisms of action for Strattera™ and some antidepressants are similar (i.e., inhibition of norepinephrine transporters).

Adderall™/Adderall XR™ (amphetamine mixed salts)

In February 2005, Health Canada, the Canadian drug regulatory agency, suspended marketing and sale of Adderall™ products based on reports of sudden unexplained death (SUD) in pediatric patients taking Adderall™ products. According to Health Canada, pediatric SUD was associated with amphetamine abuse, and in children with structural cardiac irregularities (abnormal arteries or valves, abnormally thickened walls, etc.) taking prescribed doses of amphetamines, including Adderall™ products, among other amphetamines.

Following the Health Canada ban, the FDA issued a Public Health Advisory (FDA, February 9, 2005). The Advisory noted that the FDA was aware of the cases of pediatric SUD and evaluated the risk of SUD prior to approving Adderall™ for adults with ADHD in 2004. The Advisory also noted that in August 2004, the labeling for Adderall XR™ was changed to include a warning that patients with underlying heart defects might be at increased risk for sudden death and that these patients should not be treated with Adderall™ products. The Advisory explained that there were 12 reported cases of SUD associated with Adderall™ products between 1999 and 2003, and that there were 30 million prescriptions written for Adderall™ products between 1999-2003. The FDA also noted that the SUD rate "...for Adderall™ is only slightly greater, per million prescriptions, than the number reported for methylphenidate products..." (e.g., Ritalin™, Concerta™, Metadate™).

The Advisory concluded that the number of reported sudden deaths did not exceed the expected number of sudden deaths in this population and declined to take further regulatory action. Nevertheless, the FDA is continuing to monitor reports of serious adverse events in patients being treated with Adderall™ products and related amphetamine products. In August 2005, Health Canada rescinded its ban on the sale of Adderall™ products, although a revision of its product information literature was required to include warnings about the potential for misuse of Adderall™ products and that Adderall™ products should, in general, not be used in patients with structural cardiac abnormalities.

Conclusions

The FDA warning and advisories alert us to the potential for liver damage and increased suicidality associated with the use of Strattera™, and for sudden unexplained death in patients with underlying heart defects associated with the use of Adderall™. Eli Lilly, the manufacturer of both drugs, was instructed to add a bolded warning about possible liver damage to the Strattera™ packaging, develop a Medication Guide for caregivers that describes the symptoms of suicidality, and encourage daily monitoring for these symptoms at treatment onset and any time the dosage is changed. For Adderall™ products, the FDA did not take any regulatory action, noting that the labeling for Adderall XR™ was changed in August 2004 to warn that patients with underlying heart defects may be at risk for sudden unexplained death and should not ordinarily be treated with Adderall™ products.

The information in this article was provided to (a) inform school psychologists about the rare, but potentially very serious, adverse events associated with two commonly prescribed ADHD drugs, (b) encourage dissemination of the information provided by the FDA to other professionals, parents and others, and (c) underscore the importance of carefully considering risks and benefits of pediatric drug treatments. Those who may feel it is beyond their competency to contribute to such risk-benefit analyses, or who feel uncomfortable discussing these issues, can refer interested parties to the FDA websites listed in the references to enable others to access the information directly. In any case, it is hoped that this article disseminates useful, accessible information about these recent FDA actions.

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

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PRACTICE FORUM

Understanding Perceptions of Mental Health in People of Asian Descent in the United States: Implications for School Psychologists

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One of the major challenges facing public education today is the preparation of school staff to be able to address the needs of an increasingly diverse student population (Holcomb-McCoy, 2004). Future projections indicate that by 2020 a majority of school-age children attending public schools will be children of color or children from diverse cultural, ethnic, and linguistic backgrounds (Holcomb-McCoy, 2004). During the 1990s, the population of Asians and Asian Americans increased by 72%, making them one of the fastest growing ethnic groups in the United States (U.S. Census Bureau [USCB], 2003). According to the Census, Asians and Pacific Islanders represent 4.4% of the U.S. population, and they number 12.5 million people in the United States (USCB, 2003). It is estimated that the number of Asians and Pacific Islanders in the United States will reach 20 million, or about 6% of the total U.S. population by 2020 (U.S. Department of Health and Human Services [DHHS], 2001).

"Asians" in an American context refer to those individuals from the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (USCB, 2003). Asian Americans are citizens or permanent residents of the United States who are of Asian descent (Seráfica, 1997). The term "Asian American" applies to 43 ethnic groups, including 28 Asian groups and 15 Pacific Islander groups that live in the United States. Asians and Asian Americans are not a homogeneous group in that they differ in terms of population, immigration history, language, educational level, family income, religion, and exposure to war trauma (USCB, 2003). Due to the diversity of this population and its fast growth, school psychologists must be prepared to provide effective services to Asian and Asian American children and their families.

It is beyond the scope of this article to address the mental health needs of all Asian and Asian American subgroups. The main focus of this article is to review the relevant literature pertaining to East Asian immigrants, specifically, those from China,

Japan, and Korea, and to understand their perceptions of mental health issues. Factors affecting Asian immigrants and Asian Americans' help-seeking behavior are also examined. Suggestions are offered to school psychologists on how to apply this information to promote psychological well-being of Asian and Asian American children.

Cultural and Contextual Factors that Pertain to Mental Health

Traditional Asian Cultures

Culture is defined as "human designs for living that are based on the accumulated knowledge of a people, encoded in their language, and embodied in the physical artifacts, beliefs, values, customs, and activities that have been passed down from one generation to the next" (Seráfica, 1997, p. 125). To some extent, culture facilitates certain modes of expressing psychological distress while suppressing others, and it shapes symptoms and the pattern of their interrelationships (American Psychological Association; APA, 1996). Therefore, cultural and social perspectives are essential both for understanding the etiology of mental health problems and for uncovering issues related to the diagnosis and treatment of mental illness.

Despite significant differences across ethnic groups, East Asians are assumed to share a common ancestry and socialization; therefore, they have a unique set of identifiable cultural values that originated from the philosophical principles of Confucianism (Rhee, Chang, & Rhee, 2003). In general, there are seven values held in common by Asian traditional cultures (Pedersen, Draguns, Lonner and Trimble, 1996), including:

- 1) Family structure. The family is the primary social unit in Asian cultures and a source of strong identity for its members (Hsu, Davies, & Hansen, 2004). Roles and positions of hierarchy are evident in traditional Asian families. Specifically, elders are placed in roles



"Future projections indicate that by 2020 a majority of school-age children attending public schools will be children of color or children from diverse cultural, ethnic, and linguistic backgrounds."

“In summary, traditional Asian values emphasize obligations to the family, obedience to authority, use of shame and guilt to control behavior, reserve and formality in interpersonal relations, and restraint and inhibition of strong feelings.”

of authority and men are considered to be higher on the social hierarchy than women (Hsu, et al., 2004).

- 2) A sense of shame. Shame has been used to reinforce expectations and proper behaviors. Improper behaviors or problems can be sources of great shame and may be considered as a loss of face, and even cause community rejection and family disownment.
- 3) An expectation for self-control. Individuals are expected to express modesty in behavior, humbleness in expectations, and appropriate hesitation. Such values significantly shape interpersonal relationships.
- 4) Assumption of a middle position, with an emphasis on reinforcing social norms. It is a process for Asians to foster an individual's sense of belonging and togetherness, and avoid conflicts.
- 5) Awareness and sensitivity to the opinions and feelings of others. Individuals are expected to subordinate their feelings in the interest of social solidarity, which reflects the group orientation of Asian cultures.
- 6) Buddhism: fatalism and karma. Many East Asians believe in Buddhism, a religion that teaches that life involves suffering and the ultimate goal is to escape suffering by forming a union with the universe. Buddhists are resigned to suffering and see it as punishment for their own actions in previous lives. Fatalism is a belief that one's fate is predetermined, and thus individuals are powerless and have little control over their own lives. Karma is defined as the individual's actions or thoughts (often of an evil nature) in a prior existence that affects life in the present (Hsu et al., 2004). Therefore, personal misfortune is inevitable and current life stressors or failures depend on actions of the previous life (Kinzie, 1989).
- 7) The value of being invisible based on the fear of attracting attention. Traditional Asian culture emphasizes humbleness, and teaches people to avoid being the center of attention.

In summary, traditional Asian values emphasize obligations to the family, obedience to authority, use of shame and guilt to control behavior, reserve and formality in interpersonal relations, and restraint and inhibition of strong feelings. These cultural values have a significant impact on the psychological characteristics of Asians and Asian Americans.

Acculturation is another important factor that should be explored to obtain a complete picture of the mental health needs of Asians and Asian Americans in the United States. Acculturation was defined by Redfield, Linton, and Herskovits (1936) as “phenomena which results when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups” (p. 149).

A study by Atkinson and Gim (1989) found that students of Asian descent with higher levels of acculturation to U.S. society were more likely to recognize personal needs for professional psychological help, to be tolerant of the stigma associated with psychological help, and to be open to discuss their problems with a psychologist. The following section describes how the concept of acculturation pertains to people of Asian descent in the U.S. In particular, the impact of acculturation on educational attainment and perceptions of mental health will be emphasized.

Acculturation in Asians and Asian Americans

Asians and Asian Americans may exhibit varying degrees and types of acculturation depending on their length of stay in the United States and their attitudes toward the acculturative process. Asian or Asian American individuals may espouse a wide range of cultural values, from very traditional to very “Americanized”. Four different types of acculturation based on Berry's (1980) model are described below with regard to Asian immigrants and Asian Americans. The types of acculturation discussed include Separation, Integration, Assimilation, and Marginalization.

Type 1: Separation. This type refers to the traditional Asians and Asian Americans who were born and raised in the ancestral homeland. They hold strong beliefs in traditional values and speak only their native languages and dialects. They practice traditional customs and belong to family associations and other social clubs consisting of people with a similar heritage (Lee, 1997). These individuals have limited exposure to and contact with mainstream U.S. society. Many may be unfamiliar with the American mental health system (Pedersen et al., 1996).

Type 2: Integration. This type applies to bicultural Asians and Asian Americans, representing individuals who succeed in both assimilating into the mainstream society while maintaining their

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ethnic identities. These individuals are familiar with both Eastern and Western cultures, and feel comfortable in both cultures. They are often more educated and hold professional jobs (Pedersen et al., 1996).

Type 3: Assimilation. The assimilated or the “Americanized” Asians and Asian Americans, are individuals who are fully assimilated into the U.S. society. Most of these individuals were born and raised in the United States. As generations pass, the roots of the traditional Asian cultures begin to disappear, and individuals tend not to maintain their ethnic identities. They only speak English and adopt a more individualistic and egalitarian orientation.

Type 4: Marginalization. The “marginal” Asians and Asian Americans refer to individuals who are alienated from both the Western culture and their culture of origin. They reject the social roles expected by their culture; yet feel abandoned by the dominant culture.

Asians' and Asian Americans' Perceptions of Mental Health Issues

Asian immigrants compose a large incoming group to the United States and have dramatically changed the demographics of Asian Americans in this country (USCB, 2003). However, mental health services have not been prepared to adequately meet the needs of this growing and diverse population, and little is known about Asian and Asian American families with children who have mental health problems. The following section will explore culturally-based perceptions of mental health issues.

Mental health problems are still a taboo topic in many traditional Asian cultures, which are strongly influenced by religious and spiritual beliefs. General attitudes toward mental health problems have been that of fear, ostracism, and repression. Culturally-based mental health beliefs and attitudes determine help-seeking responses (Seráfica, 1997). Therefore, it is necessary to examine these beliefs and attitudes among Asian and Asian American populations. Pedersen (1985) described seven common perceptions of mental illness among traditional Asian cultures. We have selected three perceptions that may still be common among recent immigrants:

- 1) Supernatural intervention. Mental health problems may be seen as some form of spiritual unrest meted out to the individual through the agency of a ghost or vengeful spirit. Mental health problems may be viewed as evil and shameful (Sue, Wagner, Ja,

Margullis, & Lew, 1976).

- 2) Religious beliefs. Mental health problems may be viewed as a form of chastisement or bad karma inflicted on the family for moral wrongs or deeds from past lives or punishment from God or Buddha.
- 3) Genetic vulnerability or hereditary defects. Mental health problems may be considered a result of vulnerable genes passed through generations.

Because of these traditional perspectives, many Asians and Asian Americans may attempt to deal with their problems without seeking professional mental health services. Religious faith healing may be perceived as the path to seek help. For instance, families with members who have mental health needs may believe that there is a supernatural power, which can cure the mental health problems through the power of the families' faith and prayer. Many may find a mental health professional as the last resort.

Besides the different cultural perspectives of mental health issues, there are other factors that may explain why Asians and Asian Americans underutilize mental health services and resources. The following section will focus on exploring these factors.

Factors that Influence Help-Seeking Behaviors

Despite the existence of an advanced, highly institutionalized U.S. medical system and availability of health professionals, many Asians and Asian Americans (specifically, those in the separation and marginalization level of acculturation) appear to have extremely low utilization of mental health services, compared to other U.S. populations. The Chinese American Psychiatric Epidemiological Study (CAPEs) found that only 17% of those experiencing mental health problems sought care (DHHS, 2001). Similarly, in a small sample of Asian Americans who participated in the National Comorbidity Study (NCS), less than 25% of those experiencing a mood or anxiety disorder had sought care (DHHS, 2001). Asians and Asian Americans may still prefer utilizing the traditional healing methods for physical health and emotional problems.

Language is another significant barrier that many Asian immigrants face when they do seek mental health assistance. About 35% of Asians and Asian Americans live in households where there is limited English proficiency in those over age 13 (USCB, 2003). Shon and Ja (1982) indicated that

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communication problems conflicted over direction of psychotherapy, and service providers failed to understand Asians and Asian Americans' behavior within an Asian-American context.

The lack of language-appropriate and culture-appropriate information concerning the nature of the mental illness and the course of interventions affects both parents and children throughout diagnosis and treatment. It is estimated that nearly 1 out of 2 Asians and Asian Americans will have difficulty accessing mental health treatment because they do not speak English or cannot find services that meet their language needs (DHHS, 2001). The problems of language and communication that Asian American families may experience could be compounded by a lack of understanding of the systems in the United States, especially the health and educational systems. Lack of understanding may restrict access to programs and pursuit of services.

Bilingual and bicultural professionals among provider agencies are limited, and translation services are generally unavailable. Approximately 70 Asian and Asian American providers are available for every 100,000 Asians and Asian Americans in the U.S., compared to 173 per 100,000 whites (DHHS, 2001). Furthermore, some Asians and Asian Americans may delay seeking treatment simply because they cannot afford to pay for care.

The types of low-income jobs in service, manufacturing, or small business that Asian immigrants often hold may not provide health insurance, and with low wages, parents cannot afford private insurance. Overall, about 21% of Asians and Asian Americans lack health insurance, compared to 16% of all Americans (DHHS, 2001). The increasing poverty level makes it difficult for these families to pay out of their pocket.

Finally, some Asian individuals in the U.S. may be hesitant to seek professional mental health services, because of a fear of disclosing their illegal status and being deported from the United States. Documented immigrants may fear that accessing subsidized care will threaten residency status, application for citizenship or later ability to sponsor relatives (DHHS, 2001).

Implications for School Psychologists

School psychologists working with Asian and Asian American children need to take into consideration how traditional values, beliefs, and culture have an impact on child development. Moreover, school psychologists need to be aware that their own cultural background may influence

their therapeutic strategies in working with these children.

It is impossible to generalize about Asians and Asian Americans because there is no monolithic Asian or Asian American culture that influences the psychological experiences and behaviors of all individuals of Asian ancestry. However, school psychologists can consider various issues to facilitate positive outcomes in their work with Asian and Asian American children.

First, school psychologists should be aware of their own cultural values and belief systems. Imposing one's values and belief systems without seeking to understand the children's background will hinder the effectiveness of mental health services. Second, it is essential to build a meaningful therapeutic relationship with Asian and Asian American children and their families. According to Salton and McGill (1983), in order to establish a good working relationship with Asian Americans, school psychologists need to understand and join the individuals in their language and context, to help them respond to problems differently, and to reaffirm their increased problem-solving strategies. Lum (1986) suggested that school psychologists should learn about the individual's support systems and skillfully promote the individual's sense of power and competency. Further, cultural rules relating to authority structures, differentiation, and boundaries should be acknowledged to avoid sending culturally incongruent messages to the individual. In addition, it is necessary to confirm the correctness of interpretation when two languages are involved in the process.

Conclusion

The population of Asians and Asian Americans in the United States has been increasing rapidly (DHHS, 2001). However, knowledge of the mental health needs of Asian and Asian American children is limited. Without greater understanding of the Asian cultural background and the attitudes towards mental health, it will be difficult for school psychologists to design optimal and culturally sensitive interventions and promote psychological well-being of Asian and Asian American children. Therefore, this article reviewed relevant literature pertaining to traditional Eastern Asian cultures, and explored the perceptions of mental health problems among Eastern Asian immigrants and Asian Americans. Moreover, the article discussed factors that influence Asian and Asian Americans' help-seeking behaviors. It is hoped that this paper serves

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as a helpful introduction to working with Asian immigrant and Asian American children and families in U.S. schools.

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**PRACTICE
FORUM**

Certification and Credentialing for School Psychologists: Separating the Wheat from the Chaff¹

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University of Hartford

Professional certification and licensure are critical for professional practice. Just as a physician must possess appropriate state licensure to practice medicine, and just as physicians typically acquire board certification as attestation of professional competence, so too, school psychologists must acquire appropriate state regulatory credentials to practice, and may also acquire various national professional certifications. Unfortunately, a growing proliferation of state and national credentials has created growing confusion for the public, as well as for students, faculty, and related professionals. This article is intended to help provide clarification on the issues.

Credentialing

For school psychology, credentialing is typically a prerequisite for professional practice. In most instances credentialing as a Certified School Psychologist, or in some instances as a Licensed School Psychologist, from the State Department of Education, is necessary to practice full time in the public schools. Still, state credentialing is only part of the complexity of credentialing issues facing school psychologists.

While a clinical psychologist who has completed a doctorate and holds the requisite post-doctoral experience may find credentialing relatively straightforward – become a Licensed Psychologist through the State Department of Health Services and possibly become Board Certified through the American Board of Professional Psychology [A.B.P.P.] – school psychologists may acquire multiple state and national credentials.

On a broad scheme, there are approximately 37,000 school psychologists in the United States, with approximately two-thirds trained at the specialist (e.g. Post-Master's, 60 credit, Sixth-Year Certificate or Educational Specialist) level. Further, of the approximately one-third of school psychologists who hold a doctorate, only one-third of that group hold the doctorate in psychology

(Fischetti & Crespi, 1999). Thus, the majority are not eligible for credentialing as a Licensed Psychologist through the State Department of Health Services nor qualify for Board Certification through the American Board of Professional Psychology.

Given that one-third of school psychologists pursue doctorates, but in areas outside psychology, it is instructive to realize that school psychologists who pursue that type of doctorate often elect to pursue a degree in such as areas as Educational Leadership or Special Education. Most of these individuals, however, having previously completed a "Specialist Program" in School Psychology are eligible for various state and national credentials including State Department of Education credentialing as a Certified School Psychologist, and as national credentialing through the National School Psychology Certification Board as a Nationally Certified School Psychologist [N.C.S.P.].

With approximately half the states willing to accept that the N.C.S.P. meets state certification standards, and with the National Association of School Psychologists serving as the largest professional group representing the specialty in the world, the credential is of note. This means that a newly minted school psychologist who completed a specialist program are eligible to become both a Certified School Psychologist and Nationally Certified School Psychologist [N.C.S.P.].

For doctorates who receive a degree in school psychology, such as a Psy.D., multiple credentialing options are available: four clear credentials are of possible attainment:

- Certified School Psychologist
- Nationally Certified School Psychologist [N.C.S.P.]
- Licensed Psychologist
- Board Certified School Psychologist [A.B.P.P.]

Are other options available for either those who complete a Specialist Program but either do not possess a doctorate or hold one outside psychology? Yes!

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Certification and Credentialing for School Psychologists

At The University of Hartford, graduates of the NASP-Approved School Psychology Specialist Program earn an M.S. Degree with a Major in School Psychology and a Specialization in Clinical Child Counseling as well as a Sixth-Year Certificate. These graduates, following completion of appropriate post-degree supervision, in addition to state and national credentialing as a Certified School Psychologist and Nationally Certified School Psychologist [N.C.S.P.], may also become Nationally Certified Counselors [N.C.C.] and Licensed Professional Counselors [L.P.C.]. With approximately 40,000 N.C.C.'s in the United States alone – the examination used to acquire both the N.C.C. and L.P.C. – this credential has a measure, certainly, of acceptance. As such, an individual who completes a specialist program and then subsequently earns a doctorate in School Psychology might hold the following:

- Certified School Psychologist
- Licensed Psychologist
- Licensed Professional Counselor [L.P.C.]
- Nationally Certified School Psychologist [N.C.S.P.]
- Nationally Certified Counselor [N.C.C.]
- Board Certified School Psychologist [A.B.P.P.]

Further, while a clinical psychologist in a psychiatric hospital with administrative interests might make application for an administrative position, such as Director of Psychological Services, a Certified School Psychologist interested in a public school position as a Director of Psychological Services (or as Director of Special Education) would typically be required to acquire a State Department of Education administrative credential, a credential ordinarily requiring coursework and training in Educational Administration and Supervision. Thus, for students, and the public, the maze of credentialing continues to escalate.

The multiplicity of credentials available for school psychologists is notable as many related mental health professionals in the schools are eligible, and may acquire, an array of markers. A State Department of Education Certified School Counselor, as example, might hold the following: Jane L. Sincere, M.A., N.C.C., N.C.S.C., C.C.M.H.C., L.P.C. (Nationally Certified Counselor [N.C.C.], Nationally Certified School Counselor [N.C.S.C.], Certified Clinical Mental Health Counselor [C.C.M.H.C.], and Licensed Professional Counselor [L.P.C.]). Truly, with colleagues potentially holding multiple markers, there can be compelling reasons to appear equally qualified. Yet, this may only

escalate a race to acquire credentials and further spur proliferation of potentially confusing credentials.

Still, this only portrays a sampling of options. A school psychologist might also consider an array of additional national credentialing options ranging from credentials in substance abuse counseling to play therapy. Moreover, most of the associations offering such markers are licensed by individual state boards to offer such designations. At the same time, such a growing number of designations itself suggests the confusion experienced by both the public and professionals.

Within neuropsychology, as illustration – an area of growing interest and discussion for both parents with special needs children as well as for professionals interested in developing specialty skills – there exist a wide array of national credentialing choices. Selective credentials might include the following: A.B.P.P., A.B.C.N. Certification in Neuropsychology

- American Board of Clinical Neuropsychology
- A.B.P.N. Diplomate in Clinical Neuropsychology
- American Board Professional Neuropsychology
- A.B.P.d.N. Certification in Pediatric Neuropsychology

- American Board of Pediatric Neuropsychology

In a broad fashion, these credentials all require a doctorate in psychology and appropriate post degree training and experience. Still, not all credentials in neuropsychology require this level of training. As example, the American Board of School Neuropsychology awards the A.B.S.N.P. Diplomate in School-Neuropsychology – a new term – to those school psychologists with specialist training and supervision. Notably, this stands as illustration of the growing multiplicity of credentials. Who gauges appropriate entry to practice in neuropsychology? Is a doctorate necessary? Many boards would suggest such training is necessary but this relatively new credential suggests a division in viewpoints. Ultimately, who is to decide? Who decides legitimacy?

Particularly problematic, growing numbers of so-called “vanity boards”, credentialing bodies typically approved by a state but of varying levels of value, as well as more accepted and recognized credentialing options, means that a school psychologist can accrue a vast array of designations. What markers are of value? Will the public understand distinctions between credentials?

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Certification and Credentialing for School Psychologists**The A.B.P.P. Board Certification:
The Marker For Post-Doctoral Excellence**

A.B.P.P. Board Certification is intended to assure the public and profession that a School Psychologist possesses the education, training, and experience of a post-doctoral specialist. This requires a doctorate and/or post-doctoral preparation with three or more years of qualifying experience and includes appropriate credentials review and rigorous examinations and interviews.

Requirements include a doctoral degree from a program in psychology which at the time the degree was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*. Applicants credentialed by the National Register of Health Service Providers in Psychology or the Canadian Register of Health Service Providers in Psychology qualify.

Applicants must possess licensure or certification at the independent practice level. (Limited exceptions exist for prior to 1983 doctoral preparation and include allowances for formal retraining.) Further, the applicant must have completed a 1-year (or 2 half-years) internship of at least 1500 hours. In addition, at least 1 year of supervised experience as a licensed/certified psychologist is necessary.

Two letters of endorsement must be sent with the application from psychologists attesting to the applicant's practice as a School Psychologist and professional. An endorsement from an ABPP Diplomate or APA Fellow is welcomed.

The examination process is comprehensive and includes the following areas: a) Assessment and Intervention, b) Science Base and Application, c) Ethics and Legal Foundations, d) Professional Identification, and e) Consultation and Supervision.

In a specific way the process includes three phases: a) Stage I involves initial application and review, b) Stage II involves preparation of two practice samples, meeting board standards, and a professional statement, and c) Stage III involves a rigorous oral examination by an examination committee of three Board Certified Specialists in School Psychology. The examination is intended to examine competencies and skills within the specialty and appropriately explores ethical, legal, and professional components related to the specialty. In general, successful attainment of Board Certification is considered the highest standard for professional practice.

Considerations and Conclusions

In a basic way, credentialing is intended to protect the public and provide assurance of certain competencies and educational attainments. Because of the vast number of different types of designations available to school psychologists, however, as well as the heterogeneous nature of state and national regulatory credentialing, certification and licensing has assumed a growing presence and importance. In school psychology the array of credentials offered to practitioners is of concern, as school psychologists can and often do acquire multiple markers as a routine part of professional practice.

The examples and discussion raised here underscore the developing trend toward an increasing number of credentials. Indeed, most school psychologists who are trained at the non-doctoral specialist level of training, typically a minimum of 60 credits, are eligible to become Certified School Psychologists through the State Department of Education and Nationally Certified School Psychologists through the National School Psychology Certification Board.

In addition, doctorates in school psychology may become Licensed Psychologists through the State Department of Health Services, as well as Board Certified Specialists through the American Board of Professional Psychology. While these four credentials are accepted as valuable, and even the highest markers of excellence, they are only part of the available array. Many graduates might also pursue additional, accepted and respected, designations which might include Nationally Certified Counselor [N.C.C.] and Licensed Professional Counselor [L.P.C.].

With so many legitimate options, the array can be daunting. For school psychologists, State Department of Education and National School Psychology Certification Board credentialing provide a base vehicle to substantiate education and training experiences at the non-doctoral level, while at the doctoral level State Department of Health Services licensing and A.B.P.P. Board Certification offers the public and related professionals appropriate markers to substantiate specialty training at the post-doctoral level. Still, the problem of "credential creep" cannot be discounted.

How will professionals and the public address the growing array of credentialing options? One possibility is that school psychology associations might begin to talk about these markers in order to better address the issue. Another possibility is that

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Certification and Credentialing for School Psychologists

associations might consider sub-conferences on credentialing in order to better refine and narrow specialty boards.

Unfortunately, the solutions are not easy. At the same time, the vast array of options, in school psychology alone, suggests a possible area of concern.

How many credentials should a graduate of a school psychology program pursue? What markers should faculty possess, model, and mentor? Truly, the array is problematic. Sometimes more is not better. Sometimes it is only more.

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THE COMMENTARY SECTION

Below is a critique in response to several TSP commentaries from the 2003 issue (i.e., Specialization in Neuropsychology: Contemporary Concerns and Considerations for School Psychology by Crespi & Cooke), the 2004 issue (i.e., The Application of Neuropsychology in the Schools Should Not be Called School-Neuropsychology: A Rejoinder to Crespi and Cooke by Pelletier, Hiemenz, & Shapiro), and 2005 issue (i.e., School Neuropsychology Redux: Empirical versus Arbitrary Conclusions? by Lange, and The Future of Neuropsychology: Read Your Horoscope Lately? A Response to S. Pelletier, J. Hiemenz, and M. Shapiro's Rejoinder to Crespi and Cooke by Parrish).

Playing in the Sandbox: A Reply to Parrish and Lange

Shelley L. F. Pelletier, Washington Elementary School District, Phoenix, AZ
Jennifer R. Hiemenz, Clinical Center for the Study of Development and Learning, University of North Carolina at Chapel Hill
Marla B. Shapiro, Department of Psychology, Georgia State University

“...use of such a test by an individual without proper training does not make the examiner a neuropsychologist any more than the use of Emeril's Cookware™ makes one a chef.”

We are pleased that this topic has generated so much thought and discussion, both in press and in person, and we thank Crespi and Cooke (2003) for raising the questions that have prompted this exchange. We are pleased to see and hear colleagues discuss this issue in a mutually respectful fashion – and hope that this type of communication continues. In that spirit, we would like to offer the following comments to clarify issues raised in two recent responses to our rejoinder to Crespi and Cooke. Most recently, Dr. Susan Parrish replied to our comments, through her presentation of a discussion regarding her dream of two visions of the future of neuropsychology. We agree with Dr. Parrish that, in many respects, there are two worlds of neuropsychology. As she alluded, there are several theoretical debates within the field of neuropsychology that cause significant anger and division. We choose not to enter into these debates, and not to add to the divisiveness within the field of neuropsychology. Our intention was, and remains, to discuss issues related to the proper integration of school psychology and neuropsychology, with respect to training, practice, and credentials. We will first discuss several concerns Dr. Parrish raised regarding specific comments in our original article, and then move on to several significant misinterpretations she made regarding our intentions.

What is Neuropsychological?

While there are many tests that include the word ‘neuropsychological’ in the title, use of such a test by an individual without proper training does not make the examiner a neuropsychologist any

more than the use of Emeril's Cookware™ makes one a chef. The examiner must have the skills to administer and interpret the test properly. As noted by Dr. Parrish, the Halstead Reitan Neuropsychological Battery (HRNB) is a collection of psychometric tests with well-documented links to brain function. However, the application of this battery should not occur in an automated, ‘paint-by-numbers’ fashion, but requires a well-trained clinician to provide an appropriate interpretation of the data. We are well aware of the importance of standardized tests that permit valid inferences about brain function, and their role historically and currently in neuropsychology; however, ultimately the correct use of such tests depends on a well-trained, competent clinician.

Moreover, while Parrish took significant offense with the comment, we certainly never claimed that observing a child playing with a stick in a sandbox could substitute for a complete battery, but were simply making the point that clinicians need to be properly trained. Our statement regarding the possible use of “a stick in a sandbox as part of a neuropsychological evaluation” was intended to highlight the fact that it is the examiner who provides the knowledge and skills in the interpretation of a neuropsychological evaluation. Mere administration of a test, even a reliable and well validated test, does not insure that valid results will be obtained. Our comments focused on the correct means of specialization and its credentialing, not assessment approaches.

Utility of Neuropsychological Approaches in the Schools

Inasmuch as we agree with Dr. Parrish that the

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mere categorization of a child as “brain-injured” or normal – is of little practical value to a treatment team, we are relatively less enthusiastic about the HRNB as a tool that can guide educational practice in and of itself. As is true of many other neuropsychological measures, we find the evidence to support her claims regarding the HRNB to be mixed at best. Certainly there are specific efforts underway to link evaluation results and test data to educational interventions and outcomes (i.e., Naglieri, 2002; Reitan and Wolfson, 1992); however, in general, the empirical foundation for linking neuropsychological functioning to most educational recommendations (i.e., ecological validity in terms of aptitude X treatment interactions) has historically been debated.

Dr. Parrish reported that our comment that neuropsychology began “as a pin the tail on the lesion” specialty reveals a “disdain for lesion localization.” This interpretation was certainly not our intent. In fact, as we all should know, lesion detection was a primary goal of neuropsychology in the initial years. Such detection was not always completed with prior knowledge of where the lesion was, thus the pioneers in the field often were “blind” to the actual lesion location. Our reference to the childhood game was simply to highlight this point. Early clinicians were required to use their skill and clinical acumen to determine the lesion location (until physical examination was possible). With the advent of imaging technology that provides lesion localization, the goal of assessments has shifted. Models of brain functions are utilized to provide evaluations that are focused more on describing behavior than on lesion localization. And, despite Dr. Parrish’s apparent concerns, such evaluations often must include norm-based measures and scores, whether we like them or not, in order to satisfy most state and federal eligibility criteria for eligibility for special education services.

Along those same lines, while lesion location has historically been a critical component of neuropsychology, lesion detection alone does not suffice in and of itself. We were specifically discussing the issue of practice with children in schools, and in general, frank lesions are rarely found in children with developmental learning disorders. In most cases, lesion location is already known in children with documented neurological disorders. While exceptions certainly exist, the role of the pediatric neuropsychologist is rarely to diagnose lesions, although it is often to describe impairment in brain function. Even if the

identification of a lesion location is involved, it does not dictate behavioral outcome in a one-to-one fashion. This can be highlighted quite clearly by the case referred to by Dr. Parrish. Clearly, the neuropsychological evaluation results did not correspond to the physical data as expected.

Dr. Parrish claimed we demonstrate a profound misunderstanding of the work of Ralph Reitan – however, our original paper made no reference to him, and was in no way about him or his significant role in the history of neuropsychology. Our concerns related to the training and credentialing of today’s school psychologists in the field of neuropsychology, through the self-proclaimed field of school-neuropsychology.

Training Standards, Credentials and Labels

Dr. Parrish raised several other concerns. First, she reported that the Houston Conference standards are not universally accepted. The Houston Conference was attended by several dozen neuropsychologists, representing dozens of institutions, who generated the “aspirational, integrated model of specialty training in neuropsychology” (NAN website). Although we are aware of Dr. Reitan’s objections to these standards (Reitan, 2004), we concur with the vast majority of the professional organizations representing the field that have accepted the Houston Conference standards (D40, AACN, APPCN, ABCN, NAN).

Disputes regarding the Houston Conference are not, again, our primary concern. We feel strongly that standards for training and credentialing are crucial. While we agree wholeheartedly with the need for neuropsychological training for school psychologists, such specialization and its credentialing should be completed in a manner which provides clear representation of skills. The awarding of a diplomate credential that is intended to signify competence to individuals who may not be able to practice is problematic. Of even greater concern to us is the lack of oversight or endorsement by any major professional organization in the fields of neuropsychology or school psychology, as well as the interrelatedness of the training program and credentialing association.

Regardless of the assessment approach a professional chooses to espouse, we merely claim that one requires proper training and credentialing. Our concern is not the various routes one may take to obtain the proper training and credentialing. In fact, as Parrish states, individuals with training in school psychology can become trained as

“The awarding of a diplomate credential that is intended to signify competence to individuals who may not be able to practice is problematic.”

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Playing in the Sandbox: A Reply to Parrish and Lange

“Our agenda, if it can be called that, is to serve as a bridge between school psychology and neuropsychology and to stimulate collaborative dialogue and training efforts within and between these two fields.”

neuropsychologists. We agree wholeheartedly. We feel that a background in school psychology can serve as a strong foundation for further training in neuropsychology. We are not advocating for or against a particular assessment approach, nor “defending the turf” of either specialty. We would like to see a world in which professionals practice within their area of specialty, appropriately represent their training within their area of specialty, and work collegially with other professionals in related fields whose perspectives may differ from their own. Although valid points are sometimes made, we find it offensive and divisive when professionals in either the field of neuropsychology or school psychology make disparaging comments regarding the other, closely related field. Such comments do not serve either profession or the children with whom we all work. To that end, our hope all along has been to stimulate dialogue between our two fields regarding common training needs and practice issues.

The issue we raised related to the emergence of the self-described and self-credentialed field of “school neuropsychology.” While the practice of school psychologists within the field of neuropsychology is not necessarily a new issue (Hartlage & Long, 1997; Stone, Gray, & Dean, 1989), the use of a specific title and credential that distinguishes those with a specific level of training is relatively new (Crespi & Cooke, 2003). To date, there has been no clear evidence presented that school neuropsychologists provide a service that is substantially different from credentialed pediatric neuropsychologists. As such, one would expect them to perform to the same training and credentialing standards. We do not view this as a “turf skirmish” (Hartlage & Long, 1997), as we are not aiming to protect the turf of either school psychologists or neuropsychologists. As Parrish states, “the more the merrier.” However, we see a need to protect the public from the damage that can be done through the promotion of misleading credentials, and we would hope that our primary professional organizations in school psychology would meet this professional obligation of working to inform and protect the public.

We also wish to address several gross misinterpretations and assumptions made by Dr. Parrish regarding our intent or “agendas” with respect to the employability of school psychologists with or without additional training in neuropsychology. This interpretation could not be further from the truth (and we even question its

relevance). Our agenda, if it can be called that, is to serve as a bridge between school psychology and neuropsychology and to stimulate collaborative dialogue and training efforts within and between these two fields. We each have obtained the training and credentials necessary to be employed fully as school psychologists or pediatric neuropsychologists and view the diversity across our collective current practice settings as a significant asset in our efforts.

Current NASP training guidelines require coursework in both assessment and the biological bases of behavior. We believe that training in neuropsychological theory and methods is consistent with these guidelines and should be very useful for practicing school psychologists. However, it certainly is not necessary for all school psychologists to complete lengthy certification programs or post-doctoral fellowships as we did in order to practice independently as neuropsychologists, or to have a separate title to signify their doing so. It is not unusual for school psychologists to formally or informally pursue specialty training in a number of areas (such as preschool assessment or autism), and to function effectively as specialists within these areas of practice without a separate title – and especially a title that is misleading. Perhaps efforts to suggest that the world will be bleak for school psychologists who do not complete training in neuropsychology come from those promoting the title of school neuropsychologists, as we do not perceive that to be the case.

Recommendations

Most importantly, we believe that there is a need to represent training and credentialing to the public in a manner that is not misleading. Parents, with whom we interact on a daily basis, often have difficulty distinguishing between psychiatrists, psychologists, and social workers, and the training and competencies of each type of professional. We often spend time explaining differences in titling and credentialing to parents who are capable of understanding such distinctions, but have not been provided proper information. The creation of another title, which has not been demonstrated to encompass skills and training that are substantially different than those already in existence (pediatric neuropsychology and school psychology) is problematic. To a greater extent, the provision of a diplomate credential is designed to represent the highest level of practice in a given field. Allowing individuals who may not be able to practice to

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Playing in the Sandbox: A Reply to Parrish and Lange

represent themselves as diplomates in the field is a gross misrepresentation. Regardless of whether one is trained as a pediatric neuropsychologist or a school psychologist, the attainment of a diplomate in school neuropsychology would not improve one's ability to practice if one does not have the proper certifications. Specifically, if one is a pediatric neuropsychologist, but not a school psychologist, the "school neuropsychologist" credential in and of itself will not make one eligible to be licensed/certified as a school psychologist in most states. Conversely, a school psychologist who attains this diploma, but is not licensed for independent practice by their state's psychology board, cannot practice as a neuropsychologist.

Dr. Parrish concluded with a description of her two visions of neuropsychology. We most certainly agree that the bickering described in her negative world is detrimental to the field. However, at this time, the issue involves credentialing in yet another field, and there are important reasons to discuss credentialing – and we feel this discussion can be accomplished collegially by grown adults, and without "bickering." We agree with Parrish that "There are a variety of ways to become trained in the field of neuropsychology," and that "there is always room for practitioners who have adequate training and follow good methodology." Moreover, we also believe strongly in the need for oversight and standards for training, practice, and credentials that are endorsed – or at least guided – by the predominant professional organizations in both fields.

Mr. Lange's (2005) comments highlight the need for research in this area. We agree wholeheartedly. Clearly we do not believe that research is needed to document the need that professionals provide the public with appropriate representations of their training and credentials. However, we do see significant value to investigations in ways to further the collaboration between school psychologists and neuropsychologists. We encourage our colleagues in school psychology and neuropsychology to join us in exploring more ways we can all work together appropriately to improve training, practice, and credentialing within and across both fields.

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**EXECUTIVE
COMMITTEE**

Public Health and School Psychology: The Future of School Psychology Goal 5 Working Group

“...the 5th goal from the conference specifically calls for increased child and family services in schools that promote health and mental health and are integrated with community services.”

The 2002 Conference on the Future of School Psychology produced five broad goals that likely will define the future of the field. These goals address fundamental areas of identity, training and practice across school psychology that should position the specialty to meet the needs of children, families, and schools in the 21st Century. A pervasive theme from the conference and its resulting goals is the need for comprehensive, integrated services that both promote positive outcomes and prevent problems. Indeed, the 5th goal from the conference specifically calls for increased child and family services in schools that promote health and mental health and are integrated with community services.

Accomplishing this goal will require a significant reconceptualization of school psychology identity, training, and practice. Mainstream school psychology presently reflects a variant of the traditional clinical model, wherein services typically are delivered to individual children who have been identified as having a problem. Although efficient in directing services toward those who need them, this model is reactive and weakness-oriented, and generally initiates interventions late in the development of problems. In contrast, the public health model, which emphasizes prevention, promotion of positive outcomes, population-based assessment and interventions, and comprehensive services, may provide a better paradigm for meeting the goals of the Futures Conference, and particularly Goal 5 from that initiative.

Since the conference, the Goal 5 Working Group has been working to conceptualize and elaborate a public health framework for modern practice of school psychology. We now are expanding our efforts in several ways, including exploring best practices in the public practice of school psychology, identifying exemplary cases of public health in the schools, the present status of public health education and training in school psychology, and the present status of public health practice by school psychologists. The Working

Group invites interested school psychologists to join our efforts to define and promote this important facet of school psychology training and practice. In addition to communication via listserv and periodic conference calls to plan and monitor activities, our next meeting will occur at the upcoming NASP conference in Anaheim. If you'd like more information or you want to be a part of a collegial group addressing an interesting and innovative area of our field, please contact any of the following members. We look forward to having you join us.

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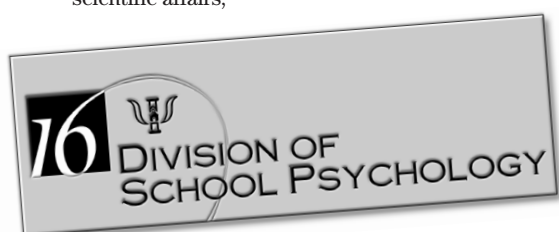
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- c. to support the ethical and social responsibilities of the specialty, to encourage opportunities for ethnic minority participation in the specialty, and to provide opportunities for professional fellowship; and
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BOOK REVIEW

School Neuropsychology: A Practitioner's Handbook

Authors: James B. Hale, & Catherine A. Fiorello

Year of Publication: 2004

Publisher: The Guildford Press, New York, NY

Number of pages: 328

ISBN: 1-59385-001-5

**Reviewed by Abiola O. Dipeolu, Ph.D., LP
Wichita State University**

“The focus is on helping school practitioners apply neuropsychological principles in their work with children.”

Armed with the conviction that knowledge of neuropsychological processes can shed light on important psychological functioning, Hale and Fiorello (2004) invite school psychologists to venture into critical areas of brain-behavior functioning. While these authors focus on school neuropsychology, they also include discussions of developmental issues and different types of learning disorders that are linked to abnormal brain development. The focus is on helping school practitioners apply neuropsychological principles in their work with children. The text challenges the belief that psychopathology is the sole purview of mental health practitioners and rarely is it the proper domain of the school psychologist. The authors address head on the commonly held belief among some school psychologists that the content of most neuropsychology textbooks are often too complex and hence not accessible to those who would likely benefit from them. Hale and Fiorello (2004) invite school psychologists to incorporate neuropsychological principles into their practice, but are quick to indicate that adopting these principles should not replace the training necessary to become a neuropsychologist.

The text is not simply neuropsychology focused, but contains concepts and ideas familiar to school psychologists, thereby helping practitioners build upon familiar skills. Included in the text are signs of brain damage, some of which are abnormal reflexes, changes in pupil size, visual field loss, and hearing loss. This information is essential to conduct an effective evaluation process. The implication of brain structure to learning is woven throughout the text, making it practitioner friendly. The text is, however, different from other textbooks on neuropsychology in that it clearly supports its claims with literature and research that utilized child

samples. The authors invite school practitioners to shun the cookbook approach to problem solving while encouraging the use of evidence-based strategies. In essence, this is not just a text on neuropsychology, but a text on neuropsychology tailored to be useful for the school psychologist.

The text consists of eight chapters. The first four chapters help set the stage for the more practitioner-focused Chapters Five through Eight. Chapter One includes discussions of legal mandates such as IDEA 1997, section 504 and ADA, including future trends, assessment, and issues related to the placement of children with disabilities in special education. Chapter Two distinguishes between adult and child brain functioning, with a focus on typical and atypical brain development. Reviews of major brain structures are included, and important information on current neuropsychological issues of behavior are addressed for the practitioner who needs an update. Chapter Three includes a neuropsychological approach to assessment interpretation with emphasis on developmental aspects of the process. The discussion here is emphatic, indicating a major point by the authors, because, as they suggest, children are not merely small adults! The authors contend that developmentally sensitive evaluation should include recognizing strengths with less focus on weaknesses. It was especially pleasing to see a strong discussion of the Cognitive Hypothesis Testing (CHT) model, because significant characteristics of this model incorporate test results and findings within a larger problem-solving model. This is to allow built-in corrections for error during the intervention phase when data-based decisions regarding efficacy are made. Appropriately titled “Linking Assessment to Intervention,” Chapter Four helps the reader connect assessment with

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Book Review School Neuropsychology: A Practitioner's Handbook

intervention utilizing a problem-solving consultation model designed to reduce the number of referrals for formal evaluation. This is particularly significant, because the current IDEA 2004 Response to Intervention model appears to be similarly focused. Perhaps a most useful aspect of this chapter is its detailed and extensive coverage of the commonly used intelligence measures, including several that are primarily neuropsychological tests.

One of the strengths of this text is its extensive coverage of the neuropsychology of learning disorders. Specifically, Chapters Five to Seven cover the neuropsychological aspects of reading, written language, and mathematics disorders. With an understanding of the neuropsychological processes involved with each learning disorder, the practitioner could comfortably formulate ideas about a child's processing strengths and weaknesses, and determine which brain area is involved in the performance of a given task. Discussing each disorder, authors take the reader from assessment through intervention. This is an obvious strength, because in far too many cases, information about evidence-based intervention, if included, is presented as an afterthought in most neuropsychology textbooks. Arguably, the most useful aspects of these chapters are the lists of suggested interventions, an invaluable wealth of information for the interested school practitioner. In the end, practitioners are left with a thorough understanding of the neuropsychological aspect of the learning disorders.

The text ends with a most fascinating chapter. In Chapter Eight, the authors establish the connection between cognitive functioning and psychopathology, a rare focus of most texts of school neuropsychology. The chapter ends with an in-depth look at selected childhood psychopathology, including mental retardation, pervasive developmental disorders, autism, asperger's syndrome, and ADHD.

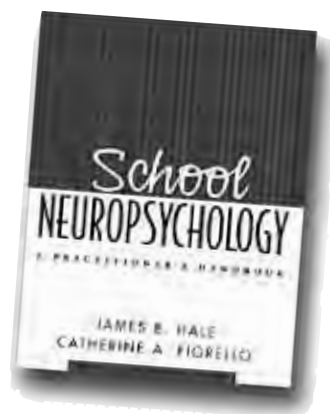
The strength of the book lies in its use of case study, its practical application sections, and highlights of important points at the end of each chapter that help to solidify what was discussed in earlier pages. To aid practitioners' grasp of the often complex concepts in neuropsychology, the authors utilize a terminology review section in Chapter Two, a strategy to help new beginners grasp information being presented. For clinicians who desire further reading on the subject, other texts were recommended as well. The overview sections are deliberately simplified but include reference

materials for more indepth study.

Despite the overwhelming strengths of this text, there are a few limitations. For example, the authors indicate, that few, if any, of the interventions suggested were developed with the knowledge we now have about brain-behavior relationships.

Nonetheless, the text is both comprehensive and thorough. The authors provide readers with what we know and don't know about the topic of school neuropsychology, citing approximately 1,000 references! In the end, School Neuropsychology is an important contribution to the profession and will assist school practitioners to better understand the principles and concepts of neuropsychology.

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BOOK REVIEW

Essentials of Assessment Report Writing

Authors: Lichtenberger, E.O., Mather, N., Kaufman, N.L., & Kaufman, A.S.

Year of Publication: 2004

Publisher: Wiley, New York, NY

Number of Pages: 287

ISBN: 0-471-39487-4

Reviewed by Kristen L. Beriloff & Rosemary Flanagan
Adelphi University

“Perhaps the main strength of this edition is that current professionals in a variety of psychological fields can utilize this book to strengthen and improve their report writing skills.”

Description and Opening Remarks

Essentials of Assessment Report Writing (Lichtenberger, Mather, Kaufman & Kaufman, 2004) is a welcome addition to the current report writing literature. Speaking to a wide variety of psychological and educational service providers in a clear, concise, and highly palatable manner, the current volume fills an unnecessary void in the genre. While numerous books have been written on the topic of preparing effective and efficient assessment reports (Ownby, 1997; Tallent, 1993; Wolber & Carne, 2002), this volume is unique because it is written in the parsimonious “essentials” format that is ready reference. *Essentials of Assessment Report Writing* (Lichtenberger et al., 2004) was written with those new to the clinical and educational field in mind, and speaks to novice report writers, interns, and graduate students as well as those who wish to gain a better understanding of reports written by others.

Perhaps the main strength of this edition is that current professionals in a variety of psychological fields can utilize this book to strengthen and improve their report writing skills. Previous literature has documented that reports are written for a wide variety of audiences, especially within the educational and clinical setting (Ownby, 1997; Tallent, 1993; Wolber & Carne, 2002). It is critically important to remember that reports serve as legal documents, and should be written with the intent of providing clear, concise, and meaningful answers to a wide variety of referral questions (Ownby, 1997). Additionally, psychological reports should be understandable to parents and teachers, while serving as a means of communication among professional psychologists. Common to the report writing literature, and this text in particular, is the important notion of “intelligent testing” (Kaufman, 1994; Kaufman & Lichtenberger, 2002). Although the purposes of assessment reports vary across specialty areas, the main goal is common: to provide

answers to referral questions that are deeper than test scores on a page, while maintaining focus on the individual. This can be a difficult task for novice and veteran report writers alike (Lichtenberger et al., 2004). Each chapter contains numerous sections which highlight key points as well as contain challenging questions for training purposes. These features solidify the books’ purpose as a paperback reference text.

Summary of Content

Chapter One reviews the current literature available on the rationale behind assessment report writing, with a focus on the concept of “intelligent testing” (Kaufman, 1994; Kaufman & Lichtenberger, 2002), as well as outlining the major sections of an assessment report. Too often novice report writers focus on scores, at the expense of developing a description of the individual person (Lichtenberger et al., 2004). By outlining the major sections of an assessment report, and demonstrating ways to integrate data in response to a referral question, the authors seek to enable the novice writer to maintain focus on the individual. With clear examples, purposeful integration of the various sections of a report is illustrated; this extends to those outside of the psychological field, such as parents and educators.

Chapter Two focuses on the various technical aspects of report writing, which can be daunting to even the most experienced writers. As the style one uses to write psychological reports relies on strict attention to grammatical, punctuation, and spelling detail, the task can be overwhelming for the novice report writer. Providing numerous examples, the authors outline both strong and weak report writing, covering topics such as organization, smooth transitions, concise wording, grammar, and punctuation. The examples are presented in a manner that effectively supplements graduate-level classroom instruction on report writing. Perhaps the

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most effective portions of this chapter are the quick reference sections, which demonstrate how to avoid common grammatical problems and wordiness. Report writing with a minimum of technical errors is emphasized. Novice and veteran alike can benefit from the clear, concise, and practical suggestions provided. Moreover, effective proofreading strategies are provided, along with practical solutions to common, yet overlooked, errors.

Each subsequent chapter focuses on a specific section of the assessment report, with Chapter Three focusing on effective presentation of background and referral information. Here, the authors provide a guide to collecting and presenting background information with regard to the referral question. Multiple rapid reference sections provide sample referral questions and indicate important information to be gathered in response to the referral question, as well as practical solutions for accomplishing this task. Perhaps the most difficult task for those new to the field can be gathering information from parents and service providers alike (Lichtenberger et al., 2004). The authors aspired to ameliorate the stress prompted by these situations, and provided a handy “go-to” guide, which one could conceivably reference before any structured interview. Processing contrasting information from multiple sources (i.e., parent, child, teacher) is also addressed, as is the importance of attending to non-verbal cues and responses. The authors provide clear ways to interpret and organize the collected information, with regard to recency and duration of the problem. Moreover, special attention is given to gathering information on sensitive topics, such as family discord, abuse, and history of drug and or alcohol problems, making this text a welcome resource for graduate students and interns-in-training.

Chapter Four focuses on the description of observable behaviors that occur during testing, as well as in home and school settings. Although the aim is to help evaluators describe and interpret important qualitative behaviors effectively, the authors acknowledge that this task may be difficult for beginners because there is considerable emphasis on administering a test correctly rather than attending to subtle behaviors (Lichtenberger et al., 2004). As this book is written with training purposes in mind, there is emphasis on key principles addressed in graduate courses, such as practicing and familiarizing oneself with tests administered. The importance of generating

hypotheses to organize and interpret conflicting observational data is also discussed, with figures provided to clearly delineate the process. Perhaps most helpful are the “*Don’t Forget*” (emphasis added) sections, which clarify and emphasize key points to be included in the behavioral observations section, and in so doing, exemplify both the “do’s and don’ts” of a clear and concise report. A brief but comprehensive section of this chapter is devoted to current tools utilized to assess behavior objectively both in and out of the school setting. Examples are provided of tools used to assess behaviors during administration of commonly used cognitive batteries, such as the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV; Wechsler, 2003). In addition, specific attention is given to observation methods specific to behaviors exhibited in a naturalistic setting, such as event recording, time sampling, duration recording, and narrative recording; published observation systems such as the Behavioral Assessment System for Children - Student Observation System (BASC-SOS; Reynolds & Kamphaus, 2002) and the Child Behavior Checklist - Direct Observation Form (CBCL-DOF; Achenbach, 1986) are also discussed. By providing a practical guide for collection, analysis, and integration of data in a format appropriate for a wide variety of referral questions, the notion that it is overly challenging to develop a description of behaviors understandable to a varied audience is debunked.

Chapter Five focuses on interpretation and integration of information with respect to qualitative and quantitative data. In this era of computerized score interpretation and report writing software, the creation of comprehensive, concise, and jargon free reports has become an increasingly challenging task. Emphasizing the “intelligent testing” strategy (Kaufman, 1994), a basic organizational format is provided that facilitates a process that is otherwise complex. Reemphasizing that the focus should remain on the individual and not the scores, reference examples are provided. These examples were developed with consideration given to the interpretation of consistent and inconsistent findings, the organization of test scores, and the integration of qualitative behavioral data with quantitative test scores. By creating a comprehensive and concise section on organization, integration, and interpretation of test data, complete with examples and summary tables, a paperback reference guide for elucidating the scores section is

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provided. Those in and out of the psychological field can utilize this.

The focus of Chapter Six is the preparation of concise and effective report summaries, as well as creating valid diagnostic impressions, whether these be included in the summary or afforded a separate section. As this book is intended for a wide variety of psychological service providers, the initial portion on diagnostic impressions is written outside the scope of educational practice. However, as those practicing in the educational setting (i.e., school psychologists, social workers, etc.) are often required to understand reports written by other practitioners (i.e., psychiatrists, neuropsychologists, clinical psychologists, etc.) for utilization in the academic environment, this section can help clarify clinical and diagnostic information for parents, educators, and school service providers alike. While perhaps not originally intended, the clear and comprehensive manner of presentation lends itself readily to this purpose. This chapter covers the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR; American Psychiatric Association, 2000) Multiaxial Classification System, and reconciling varied data, in order to develop supported conclusions with consideration to setting, hence, effectively describing clinical impressions. Practitioners are reminded that one should embark on this practice only if qualified to do so, which is an important reminder for eager graduate students and interns alike.

The remaining portion of Chapter Six focuses on developing a summary, which may be the most influential part of the report, as it may be the only section of a lengthy report that is carefully read. While the authors elucidate reasons that some may choose not to include a summary section, the reader is reminded that this section lends itself to being a natural and comprehensive way for concluding a report. Contents that should be included in the summary section are discussed, and clear examples and figures that organize the information presented are available for the reader. Rapid Reference sections provide the novice report writer with examples and sample templates illustrating the typical wording of a summary section. In addition, several key principles for writing summaries are provided. These include: keeping sections concise, not including new material, avoiding vague and ambiguous statements, and providing conclusions that effectively describe the individual's strengths, as

well as weaknesses. This last point is of special relevance to the novice report writer, as one tends to be unduly focused on the individual's weaknesses, failing to document individual strengths.

Chapter Seven solidifies *Essentials of Assessment Report Writing* (Lichtenberg et al., 2004) as an all inclusive reference handbook, by including a comprehensive guide to effectively documenting personality assessment. By concluding the chapter with a fully annotated evaluation, the authors assist the trainee by putting theory into practice. Written in clear format that can be applied to interpretation and creation of personality sections across various psychological fields, the authors discuss the merits of these guiding premises. This section is somewhat lengthy, as it addresses writing a comprehensive guide to an individual's personality functioning that can stand alone, or be utilized as a section in an evaluation. The authors outline fundamental qualities of a clear, vivid, and persuasive personality report (Lichtenberger et al., 2004), and remind the reader that one should only proceed in this matter after giving careful consideration to the purpose of the evaluation and for whom the report is being written. This is impressive, given that some may argue that developing a narrative to explain personality test data is one of the most difficult and intellectually demanding practitioner tasks.

The use of technology is addressed, and cautions are given to refrain from using computer generated reports as the basis of a personality assessment report. Rather, a narrative should be individually developed and based on carefully gathered information that is interpreted by the writer and prepared in a manner that is understandable and useful for all stakeholders. Most relevant to educational settings is the section devoted to the challenges of writing about children and adolescents. Guidance is given for providing feedback to the child, how to remain sensitive to parent fears and defensiveness, and how to address the tumultuous conflict that often occurs between parents and adolescents, who view an evaluation as "punishment." Most importantly, a personality report should give the reader a sense that the evaluator has captured a perspective on the individual's inner life, and the authors provide novice and veteran alike a refresher course in this challenging task.

Chapter Eight discusses the specific ways to address referral questions and utilize the critical

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findings of an evaluation through the recommendation section. The authors provide principles to consider such as focus and placement of the recommendations given in the report, and the use of language understandable to the reader that conveys the findings in a comprehensive manner. Guidelines are given for determining the optimal number of recommendations to make, and how to determine whether specific or broad recommendations are indicated. Each of these principles is deconstructed, allowing the writer to describe the person in a comprehensive manner. With special consideration being given to how this section informs educational decision-making, the authors urge collaboration with professionals outside the writer's scope of practice (i.e., speech pathologist, reading specialist, etc.). Rapid reference sections provide examples and resources for creating and implementing useful recommendations. Developing recommendations that are easily implemented in the school setting and at home are discussed. By clearly outlining the "do's and don'ts" of making recommendations, the authors provide ample reasons why recommendations are not implemented, and how to avoid these errors. Special attention is given for recommending accommodations and interventions; examples are given, along with direction for providing a clear rationale (supported by data) for the accommodation or intervention.

Chapter Nine addresses several special issues related to assessment report writing, including presenting feedback to the examinee and referring parties, using computers to facilitate assessment, and creating reports that reflect ethical practice. Presenting findings in a multidisciplinary conference setting for varied stakeholders, such as a meeting to develop an Individual Education Plan (IEP) is addressed with regard to conference participants such as parents, children, and teachers. This is discussed in both individual and multiple individuals' format. The "do's and don'ts" of feedback conferences are clearly presented in a highlighted reference box. Responding to positive and negative feedback from participants is addressed. Use of computers for assessment is discussed; a sample computer generated report is included in this section. While the authors praise the technological advances computers have made possible for scoring data and storing records, they also advise caution with regard to incorrectly entered data and writing "canned" reports. Previous authors (Ownby, 1997) and both the American Psychological Association and the National Association of School Psychologists (APA, 2002; NASP, 2002) have warned practitioners about the ethical issues when using computer-generated interpretations as the basis of a psychological report. Confidentiality and ethical standards in assessment are outlined and discussed, and rapid reference sections highlight the relevant principles from the ethics code of the American Psychological Association (APA, 2002). Moreover, pertinent excerpts from the Code of Fair Testing Practices in

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Book Review: Essentials of Assessment Report Writing

Education (Joint Committee of Testing Practices, 1988) are noted.

Chapter Ten is a concluding chapter containing over 50 pages of sample illustrative case reports. In this section, reports about varied presenting problems are presented. All sections discussed previously are clearly referenced, and provide examples that can facilitate report writing for the novice.

Concluding Remarks

Writing clear, comprehensive, and concise assessment reports for a wide variety of audiences can prove a daunting task for even the most experienced professional. As psychological reports in the educational setting often serve as a means of communication between school personnel (e.g., teachers, social workers, psychologists, administrators), family members, and outside professionals (e.g., clinicians), the authors of these important documents must recognize the need for user-friendly, jargon-free reports, that contain easily understood interpretations, and specific, realistic, and practical recommendations written with positive intentions for the student in mind (Cruise, 2005). *Essentials of Assessment Report Writing* (Lichtenberger et al., 2004) fills a void in the current report writing literature, by creating a comprehensive reference guide to writing accurate, informative, and illustrative reports in response to a broad variety of referral questions. The book is designed with busy mental health professionals in mind. Each section is comprehensively written and key points are illustrated clearly in highlighted rapid reference sections. Numerous examples of both strong and weak report writing are illustrated. The book is an all-inclusive guide, useful for training those new to the field, as well as for strengthening skills of experienced professionals. *Essentials of Assessment Report Writing* is an asset to the current literature, and stands out among the rest.

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

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EXECUTIVE BOARD ELECTION

Nominee for President

Jean A. Baker



I am honored to be nominated for President of Division 16. I was previously elected and served one year as President-Elect but resigned that position in December of 2003 due to health problems. My health is excellent now and I look forward to renewing my commitment to work with the Division. Following is my original candidate statement, with a few revisions for 2005!

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

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

Shortages have created critical issues within areas of professional practice that Division 16 must continue to address. One of these is the credentialing of psychologists from other disciplines

for work in schools. Although we should treasure innovative models of practice, Division 16 must work within APA and with state organizations to ensure that school-based psychologists conform to school psychology's rigorous training and professional standards. As its representative, Division 16 must work to insure that doctoral level training is supported, for example, through expansion of APA-approved internships in school psychology. The fact that school psychology has both doctoral and non-doctoral level practitioners has sometimes been confusing and contentious. Division 16 should continue to work collaboratively and respectfully with NASP in support of mutual goals, yet remain cognizant of APA's unique responsibilities to doctoral level school psychologists.

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

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



Jean A. Baker

Baker was elected President in 2004. Due to medical reasons she withdrew prior to serving her presidential term in 2004 and now runs unopposed.

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

Phyllis Anne Teeter Ellison

Nominee
2006 DIVISION 16 ELECTION



Phyllis Anne Teeter Ellison

It is my honor to be selected by the Nominating Committee as a candidate for the Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA). For the past six years, I have served Division 16 as the co-chair for the Committee on Women in School Psychology. In this capacity, I facilitated the establishment of the mentoring program for women pursuing academic careers in school psychology. The committee also established a network of women in school psychology who routinely meet during APA annual conferences. This subcommittee reports to the current vice president of SEREMA and it has been my pleasure to work with Melissa Bray. I also served on the Division 16, Membership Task Force between the years of 1993-1995. As a current member of the Council of Directors of School Psychology Programs, I am aware of the challenges facing universities, colleges and professional schools when addressing the unmet needs of underrepresented groups – whether by preparing culturally competent graduate students, improving psychological services to children, adolescents, schools and families, or increasing research with diverse populations.

This opportunity is particularly interesting to me given my current position as Professor of Educational Psychology and director of training for our doctoral and MS/Ed.S. programs at the University of Wisconsin-Milwaukee. As a large urban university, it is our mission to prepare school psychology professionals who are culturally competent and who embrace diversity in all its forms. In my position, I have grappled with training issues for the past 26 years, and remain dedicated to improving the cultural competence of school psychologists through ethical practice, research and teaching. If elected, my experiences will facilitate my role as vice president of SEREMA.

Background

Recent publications in *School Psychology Quarterly* (2004) and *Journal of Aggression, Maltreatment and Trauma* (in press) identified risk and resiliency factors in urban, African American youth facing high rates of community violence exposure. This fall, one of my doctoral students was recognized by Division 37: Child Youth and Family Services. In our APA poster, *Prospective Study: Cognitive Moderators of Depression in Urban Children*, we reported data from this longitudinal study. My current research focuses on improving self regulation in youth at-risk for social-emotional and learning problems in urban schools. My editorial board experiences include *School Psychology Review*, *Journal of Learning Disabilities*, *Journal of Attention Disorders*, and *ATTENTION*; and ad hoc reviewer for *Archives of Clinical Neuropsychology*, *Journal of Consulting and Clinical Psychology*, and *Professional School Psychology*. As a board member and the current President of Children and Adults with Attention Deficit Disorders (CHADD), I have had the experience at the national level planning community forums, advocating for cultural competence training, and addressing the unmet needs of African American and Hispanic/Latino youth with ADHD. I also participated in a meeting with African American Physicians and Psychiatricians that generated a consensus statement on the unmet needs of African American children and families coping with ADHD. Finally in collaboration with Regina Bussing, I am exploring stigma and barriers to help-seeking behaviors in girls and African American youth.

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

Karen C. Stoiber, Ph.D.



I feel privileged to have the opportunity to serve the members of Division 16 as Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA). I have been actively involved in Division 16 and appreciate being able to further this involvement by representing and informing D16 members on concerns and issues related to the welfare of children, youth, and families. Having a profound sense of respect for the achievements made by Division 16 in recognizing and addressing the social and ethical rights of all children and families, my primary goal would be to continue its emphasis on promoting healthy development. I am committed to facilitating a focus on issues of social justice within the school psychology arena, especially advocating support for underrepresented and at-risk groups and in the use of culturally sensitive approaches in our service delivery.

I am very interested to work with the Executive Committee and Division 16 in continuing to foster cultural competence and knowledge of ethical and social issues among school psychology professionals. I look forward to coordinating the collective efforts of the four committees that are facilitated under the VP-SEREMA office (i.e., Ethics Committee; Committee on Children, Youth, and Families; Committee on Ethnic Minority Affairs; and Committee on Women in School Psychology) and to facilitating communication across these vital groups. I would maintain active liaisons within D16 and explore additional venues for furthering an awareness of important socio-cultural influences through research, teaching, and the practice in school psychology. If elected to this office, I would be honored to contribute to the dialogue and decisions regarding how our profession can best service the diverse ethnic and social cultures among the individuals, schools, and communities we serve. If elected, I also would ensure that all the responsibilities linked to the role of VP-SEREMA would be carried out in a responsive manner. I would plan to draw on the knowledge and skills represented among our profession, including individuals who function as researchers, trainers,

and/or practitioners.

I regularly collaborate with schools and school districts in promoting school reform, the development of early literacy, and mental health promotion. Much of this work involves working with schools and their staff in providing professional development aimed at promoting improved outcomes for children and families, especially those living in impoverished environments. I also have conducted applied research in the areas of children's mental health and health risk (including sexual risk, substance use, and delinquency behavior) among urban and low social-economic groups. In this work I have facilitated intervention groups both for adolescent and pregnant teens as well as classroom-based interventions to promote resiliency and reduce risk-taking behaviors among urban middle school and high school students.

My work in school reform has attempted to move schools to the new three R's: Relationships, Rigor, and Relevance. This work has taken on different forms depending on the needs and issues facing schools, including helping school leadership and collaborative teams improve school climate and the competencies of staff so as to better address the achievement gap for the ethnic minority youth. I am currently involved in several projects aimed at improving the development of early literacy and social competencies among impoverished minority children. Engagement in school improvement activities has made me extremely aware of inequities and unmet needs in students of poverty and of color, and that high-quality scientifically based approaches are needed as much at the preschool level as at the high school level. Yet keeping schools focused on the use of evidence- or scientifically-based practices as they develop their agenda for reform or improved outcomes is not an easy goal to achieve! I am well aware of the many demands being faced on a daily basis by practitioners, students, and families, and how these demands make setting priorities as a profession critical for "improved outcomes" to be a reality. I have come to personally learn the value and importance of continually assessing and reassessing how things are going, so as to figure the next step to



Karen C. Stoiber, Ph.D.

Nominee for Secretary

Vincent C. Alfonso



Vincent C. Alfonso

I am very flattered and of course pleased to be selected as a nominee for Secretary of Division 16. In the past I have served the Division in various capacities including my combined six-year term as Associate Editor and Editor of *The School Psychologist* (TSP). I learned much about publishing during that time period and believe that, with the help of many other individuals, we produced one of the highest quality newsletters within the American Psychological Association (APA) that continues under the editorship of Linda Reddy. I remain an advisory editor of TSP and have been serving as Publications Chair of the division this past year.

As former Coordinator of the school psychology programs at Fordham University, former Executive Director of two University-based assessment centers, and current Associate Dean for Academic Affairs, I believe that I have the leadership skills to be an active, valuable member of the Executive Committee of Division 16. In addition, I have served as an elected officer in several regional and local school psychology organizations. I would like to continue serving school psychology on the national level by being elected Secretary of Division 16.

As secretary I know that I will have to work closely with the Executive Committee since the secretary keeps the records of all meetings, issue notices of meetings and the election of officers, receives and expedites correspondence with Division Services of the APA, and updates and maintains the Operations Handbook of the Division. If someone were to ask me for one major goal that I would have as secretary, I would say to help make Division 16 the most visible and active division within the APA. The Division has so much to offer through its newsletter, journal, videos, executive committee, council representatives, and general membership that I would do my best to "get the word out" about everything we do that has a positive, healthy influence on children of all ages, races, cultures, and religious affiliations.

In sum, I am honored to be a candidate for Secretary of Division 16 and will work with due diligence to fulfill my responsibilities. I look forward

to working with the entire Executive Committee of the Division. I welcome your support!

Background Information:

Vincent C. Alfonso, Ph.D. received his doctoral degree from the combined program in clinical/school psychology at Hofstra University in 1990. After graduating, he spent several years in the field as a school psychologist in the Carle Place school district on Long Island and in several special education preschools. At the same time, he worked as an Adjunct Assistant Professor at Hofstra and at St. John's University. Currently, Vinny is Associate Dean for Academic Affairs in the Graduate School of Education at Fordham University. He is former Coordinator of the specialist and doctoral level School Psychology Programs at Fordham, former Executive Director of the Rosa A. Hagin School Consultation Center and the Early Childhood Center, and former editor of TSP. His research interests include psychoeducational assessment, early childhood assessment, training issues, and psychometrics. In November 2003, Vinny received the Leadership in School Psychology Award from the New York Association of School Psychologists. He is a certified school psychologist and licensed psychologist in New York State and has provided psychoeducational services to individuals across the lifespan for more than 15 years.

Nominee for Secretary Fredrick A. Schrank



It is an honor to be nominated as a candidate for Division secretary. The nomination came as a surprise to me. After struggling a bit with the “why me?” question, I figured that I should probably study the responsibilities of the position prior to responding to the request to stand for election. The division secretary is required to attend official meetings, maintain records, compile minutes, prepare official correspondence, and work with other executive committee members on division objectives and priorities. I considered the level of commitment required and accepted the nomination. The following statement is an attempt to address—perhaps for myself—the “why?” question.

Gifts and Opportunities

I consider my current professional positions to be both gifts and opportunities. As executive director of The Woodcock-Muñoz Foundation (WMF), I oversee the foundation’s instructional materials grants and research programs. As an associate director of Measurement Learning Consultants (MLC), I work with a small and dedicated group of test development professionals. I am fortunate to have colleagues whom I consider to possess very high levels of professional integrity. I find my work rewarding because it provides the opportunity to contribute to the construction and production of something I consider to be worthwhile.

Prior to earning my doctorate, I was employed in a broad array of psychological service positions in educational institutions at every level from preschool to graduate school. After earning the PhD from the University of Wisconsin-Madison, I taught in dual training programs for school counselors and school psychological examiners at Truman State University and the University of Puget Sound. Later, I was vice president, clinical assessments, at the Riverside Publishing Company.

Commitment to Professional Service

I am a licensed professional psychologist in the state of Washington. For the 2005-2006 term, I am committed to professional service as president of the American Academy of School Psychology (Academy). The Academy consists of all holders of the diploma in school psychology that is awarded by the American Board of Professional Psychology (ABPP) through its member board, the American Board of School Psychology (ABSP). Recently, I completed a three-year term of service to the ABSP, fulfilling the roles of examiner and exam chair as needed.

Frequently, I listen to National Public Radio (NPR) as I work. Periodically, they run an essay in a series called “This I Believe.” In this program, Americans share their personal philosophies and core values. Some of the essays are so riveting that they cause me to review my own philosophies and values. Several recent essays have homed in on the value of service. These essays seemed timely as I considered the additional responsibilities of taking on another professional service role.

Like many of those who are now serving, or have served, as officers of Division 16, I believe I have a personal responsibility to make a positive impact on school psychology. I am an advocate for the practice of school psychology as a specialty area of professional psychology. To me, this means being broadly educated in psychology as well as being experienced and knowledgeable about the role and function of the school psychologist within the school system. Psychology, as a science, is a discipline in constant pursuit of knowledge. A psychologist seeks knowledge and learns from experience—every day. So it is out of a commitment to professional service that I will fulfill the duties of division secretary if elected. For me, it is the development of knowledge—in the process of service—that makes the commitment worth it.



Fredrick A. Schrank

Nominee for APA Council Representative - Seat 1

Deborah Tharinger



Deborah Tharinger

I am very pleased to have been nominated for a second term as one of the APA Council of Representatives from Division 16. If again elected, I would bring 3 years of experience on the Council of Representatives, 12 years of experience on the Executive Committee of the Division and 18 years of experience within the governance of APA to the task. I believe that these experiences have prepared me to continue to represent our division well on the APA Council in matters that pertain to school psychology related to practice, education and training, science, and public interest. I continue to be committed to a strong interface between Division 16 and APA, and I believe that School Psychology is strengthened by its close association with all of APA.

During my first term on Council I feel I have learned the ropes, helped with several initiatives that have resulted in attention being paid to child, youth, and school issues, and participated in the leadership of the Child and Adolescent Caucus, which I will begin chairing in 2006. Continuity on the Council has value for Division 16 and I am committed to keeping child and school issues at the forefront of the APA agenda. I feel well prepared to continue to represent Division 16's best interest. I also feel that my APA experience has created relationships with other divisions and council representatives that will help construct and maintain coalitions to facilitate our interests and the interests of children.

I welcome your support of my continued efforts on behalf of Division 16 and APA to address the needs of children and youth within their schools, their families, and their many environments.

Background:

I am completing my 24th year on the School Psychology faculty at the University of Texas, am a Licensed Psychologist, have a small independent practice of psychology, and have a medium-sized child in middle school. Within the Division, I am completing my first term as a Representative to Council (and have served this past year as the senior Council Rep). Previously I served as President, Vice President for Professional Affairs, and Secretary of Division 16. This past year I chaired the Task Force to update our Petition for Continued Recognition of the Specialty of School Psychology within APA, assisted by a very able group of Division 16 colleagues. Our Petition was affirmed at the August 2005 APA Council meeting.

I have been recognized for my service through being recipient of the APA Division of School Psychology Jack Bardon Distinguished Service Award. I am a Fellow of the Division and APA. Within APA, I have served as Chair of the Board of Professional Affairs, Chair of the APA/BPA Committee on Professional Practice and Standards, and Chair of the APA/BPA Sponsored Task Force on Child and Adolescent Professional Psychology. I have also been a member of the Advisory Committee to the APA Office of Policy and Advocacy in the Schools, the APA Inter-directorate Task Force on Psychological Principles and Educational Reform, the APA/CAPP Sponsored Working Group on Schools as Health Service Delivery Sites, and the APA Working Group on Implications for Education and Training of Child Abuse and Neglect Issues.

Nominee for APA Council Representative - Seat 1

Thomas Kubiszyn



The Council of Representatives is the official policy making body of the American Psychological Association (APA). Council representatives represent and advocate for the diverse constituencies of the APA (55 divisions and 58 state and provincial psychological associations). In spite of its relatively small size, Division 16 historically has wielded influence in Council that is disproportionate to its size; a testament to the policy, advocacy and political skill of our current and past Council representatives and colleagues. Given this context, it is truly an honor to be asked to run for the position of Division 16 Council Representative, and I would welcome and appreciate the opportunity to serve the Division and the field of school psychology in this role. I believe my experiences and the relationships I have developed during more than 10 years of experience with APA will enable me to continue the Division's long tradition of effective representation and advocacy at APA Council for the emerging and ongoing issues that concern and affect our field and those we serve.

From 1995-2001, I was an APA central office staff member, a consultant, and an advisor. I also served in a governance role as a member of the APA Committee on Psychological Tests and Assessment (CPTA) from 2002-2005. For five years (1995-2000) it was my responsibility to attend each Council meeting while I directed the APA Office of Policy and Advocacy in the Schools, and later when I served as a consultant to this Office. During this period I worked extensively and collaboratively with the Division 16 Council Representatives and Executive Committee leadership, other Council representatives, and APA staff to advance various policy initiatives while advocating for the Division, and for child and family services. In addition to attending Council meetings, I participated in the caucus meetings that take place prior to Council. It is at these caucus meetings that much of the political work of Council is accomplished.

My years as an APA staff member made it imperative that I master the complex, interdependent structure and function of APA

governance and staff. In doing so, I forged strong, collaborative relationships with a number of key governance and staff members that can only enhance my capacity to advocate for the best interests of the Division, the field, and those we serve. My years as a member of CPTA enabled further broad relationship development because of the unique nature of CPTA within the APA governance structure. Although CPTA reports directly to the Board of Scientific Affairs (BSA), CPTA is the only permanent APA Committee that is also responsible to the Board of Professional Affairs (BPA), the Board of Educational Affairs (BEA), and the Board for the Advancement of Psychology in the Public Interest (BAPPI).

Together, these experiences over the last 10 years have enabled me to experience first hand, and to appreciate fully, the seeming paradox of the APA policy development process, and the crucial role that Council representatives play in it. On the one hand, it is careful, deliberative, sometimes glacial in its pace, and incorporates a structure of checks and balances that ensures that all interested parties have an opportunity to be at the table and that no special interest group controls the process. On the other hand, without sacrificing due diligence, it can also be remarkably responsive to both evolving and rapidly changing needs and contexts, with important issues unexpectedly emerging on the floor of Council to address emerging and ongoing crises and situations. I have thoroughly enjoyed the opportunities I have had to be a part of this dynamic, evolving process in the past, and I would welcome the opportunity to represent you and the Division on the APA Council of Representatives. I ask for your support, and in return, I vow to do my best to represent the Division and the field of school psychology at Council.

Background Information

Thomas Kubiszyn obtained an M.A. and Ph.D. in school psychology from the University of Texas at Austin. He is currently Professor and Director of Training for the School Psychology Program at the University of Houston, and is a licensed psychologist



Thomas Kubiszyn

Nominee for APA Council Representative - Seat 2

Randy Kamphaus



Randy Kamphaus

I am most appreciative of the opportunity provided to me to serve on the Council of Representatives (Council) for the past two years and look forward to my third year of work. Although I may be the chronologically senior member of our crew, I feel like the junior member in the company of Drs. Cindy Carlson and Deborah Tharinger, who bring considerable experience and expertise with APA governance. I also think that our readership should know that I have received several unsolicited accolades regarding Cindy's service as chair of the Board of Educational Affairs. Her work in this important role pays dividends for all of us associated with Division 16.

I have tried to bring some focus to my work on Council by first partnering with Deborah to ensure a smooth approval process for our re-accreditation as a specialty. With Deborah's guidance, I assist her with negotiating changes in our specialty document, and that of child clinical psychology, with Michael Roberts and other child clinical members of Council. I am pleased that we were able to use time associated with Council meetings to work collaboratively to make both specialty applications better, and obtain eventual approval without controversy.

Although not directly related to Council, but to membership on the Executive Committee, it was a pleasure to work with Pat Harrison, Frank Worrell, Division members, and the entire EC to create a stance regarding LD implementation regulations on behalf of the Division. Many Division members contributed to the effort that was published in the immediate past issue of the newsletter.

Among other issues, I am very interested in a topic on the agenda for our February meeting, a committee report about the removal of the post-doctoral requirement for licensure in psychology. Currently, most states, save Oregon, require a post-doctoral year prior to licensure for independent practice. The report we will hear in February is the result of about a decade of work on this issue. Some of our colleagues have questioned the uneven quality of post-doctoral experience, the competitive disadvantage of recruiting students due to the time it takes to become licensed to practice psychology

compared to other professions, and the financial burden placed on students who receive low wages in these positions and yet have to begin student loan payback after receipt of the doctorate. I think that this issue is vitally important to the Division and psychology at large, because we are only as good as the individuals that we can attract to this profession. Applications to school psychology programs are generally holding steady for the time being. I am concerned, however, that the best students will increasingly compare the time involved in obtaining licensure in psychology (six years) to that of medical school (four years) or that of law school (three years) and choose to not become school psychologists. Please feel free to write me with your views on this issue at rkamp@uga.edu.

Myriad issues that may affect the work of our membership come up at Council. A large part of a Council Representative's job is to be heard, and to ensure that our profession and discipline are represented in all decisions made by this governing body. A recent example was the appointment of a committee on "evidence-based" practice in psychology. Upon review of the membership of the committee appointed by the president, it was clear that psychologists working with children and school psychologists were lacking representation. A brief conversation with the committee chairperson resulted in her agreeing to diversify the membership of the committee to include our perspective. These efforts at inclusion and representation require the vigilance of our Council Representatives.

I also have to say that it has been a particular pleasure to represent School Psychology on Council because of our reputation. We have achieved substantial respectability due to the efforts of our predecessors.

Background

Dr. Kamphaus is Department Head and Distinguished Research Professor of Educational Psychology and Instructional Technology at The University of Georgia. He has also served as the Director of Training for the APA Approved doctoral program in School Psychology, the Director of the School Psychology Clinic and as the Faculty

Nominee for APA Council Representative - Seat 2

Rick Short



I am honored to be considered as a nominee for Division 16 representative in the APA Council of Representatives. The connection between Division 16 and the larger association is very important, perhaps more so in the case of school psychology than some other divisions. Our specialty is quite different from others in that multiple voices speak for us and represent us. Our division's representation on council gives us a clear, unequivocal input into decisions of the parent organization. It is a crucial role. Fortunately, the division has managed its influence wisely, consistently electing representatives with great skill, vision, and authority. Over the years, these representatives have been quite adept in focusing APA's agenda on children, schools, and education—sometimes a tough sell. They have enhanced the reputation of the division and have extended our influence far beyond our numbers. It indeed is a privilege to have my name associated with theirs.

Briefly, I bring to the candidacy a set of experiences that may carry an additional, and perhaps valuable, perspective in representing our membership. My practitioner roots have supported, but not been supplanted by, my longtime experience as a university professor, training director, and now administrator. As Assistant Executive Director of the APA Education Directorate in the 90s, I worked closely with APA governance at all levels, from the Board of Directors to the Council of Representatives to governance boards of the Directorates to committees, task forces, and working groups. I also have served as a member on a number of those committees, task forces, and working groups. I was President of the Division in 1999-2000 and worked for multiple terms as a member and chair of the APA/NASP Interorganizational Council. Finally, I co-chaired the School Psychology Futures Conference in Indianapolis, and have continued to work since that conference as a co-chair of the Goal 5 (Comprehensive Services and Public Health) working group. As many of you know, I believe that our prominence in the schools likely will depend on how well we build the case that we serve all

children through population-based public practice.

Within psychology, it is crucial that our specialty be seen as being fully equal to any other specialty or subfield, and that we have unique knowledge and skills that make our voice vital to the overall discipline. Doctoral school psychology must be, and must be seen by American psychology to be, the leader in research on and services to children, school, and families. Additionally, we must be strong and effective advocates in our field for these groups. Our delegates to the APA Council of Representatives consistently have upheld these responsibilities. Should I be elected to represent the Division, maintaining the standards and reputation of the division would be my highest priority.



Rick Short

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Nominee for Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA) Karen C. Stoiber, Ph.D.

help us move forward. It is my intent to do my best as VP-SEREMA in moving the profession of school psychology toward agendas that hold the greatest impact in strengthening healthy outcomes for those most in need!

Background:

Karen Stoiber is a Professor in the School Psychology program at the University of Wisconsin-Milwaukee. Karen received her Ph.D. in Educational Psychology with a specialization in School Psychology and Human Learning from the University of Wisconsin-Madison and completed a pre-doctoral internship in the Department of Psychiatry at the University of Wisconsin Parent-Infant Clinic. Karen was a faculty member at Northern Illinois University and the University of Wisconsin-Madison prior to joining the faculty at UW-Milwaukee.

Karen has served the profession of school psychology in a number of roles, including being an Associate Editor of *School Psychology Review* and Evidence-Based Intervention Special Section Editor of *School Psychology Quarterly*. She also served as a consulting editor of the *Encyclopedia of Psychology* and *Encyclopedia of School Psychology*. She previously co-chaired the Division 16 and Society for the Study of School Psychology Task

Force on Evidence-based Interventions. Karen was the chair for two years and currently serves as the co-chair of the Division 16 Task Force on Women in School Psychology (with Anne Teeter Ellison). Dr. Stoiber was an invited participant in The Future of School Psychology Conference and is the Task Force Chair of the Children's Social-Emotional and Mental Health Strand. Karen currently directs a multi-million dollar Early Reading First grant and several federally-funded grants (with Maribeth Gettinger) focused on implementation of evidence-based practices to improve the outcomes of high risk minority children attending Head Start. Karen is the 2001 and 2003 recipient of outstanding article awarded by the Division 16 fellows (with Thomas Kratochwill). She has co-authored a book entitled *Handbook of Group Intervention* and a comprehensive manual and protocol for improving school use of evidence-based practices, called *Outcomes: Planning, Monitoring, Evaluating* (both with Thomas Kratochwill). Dr. Stoiber is author of the recently published *Social Competence Performance Checklist and Functional Assessment and Intervention System* (PsychCorp, 2004), which is an assessment leading to evidence-based interventions package for addressing the needs of children with challenges.

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Nominee for President Jean A. Baker

school psychology is well positioned in conferences, publications, communications, and its web-presence. Division 16 matters for the continued vibrancy and relevancy of school psychology within APA.

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

Background information

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

courses in primary prevention, school-based interventions, and clinical supervision. I have been active in Division 16, serving previously as the Vice President for Membership during which time the SASP was created. I currently serve the profession as a member of the editorial board of *School Psychology Review*, planning committee member for Society for the Study of School Psychology's National School Psychology Research Collaboration Conference, and have served on a number of Division 16 and NASP committees. I'm active in the Michigan Association of School Psychologists and am a licensed psychologist in Michigan.

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

CONTINUED FROM PAGE 52

Nominee for APA Council Representative - Seat 2 **Randy Kamphaus**

Administrator for Research in the College of Education.

As a licensed psychologist and a Fellow of the American Psychological Association (APA), he has contributed extensively to his profession. He is a Past-President of the Division of School Psychology for APA, a member of the APA Board of Professional Affairs, and is in his first term as Division 16 representative to APA Council. Dr. Kamphaus has authored or co-authored books, psychological tests, scientific journal articles, book chapters, and other

publications in the areas of clinical assessment, classification systems, learning disability and ADHD diagnosis, and typologies of child behavior.

CONTINUED FROM PAGE 51

Nominee for APA Council Representative - Seat 1 **Thomas Kubiszyn**

and member of the National Register of Health Service Providers in Psychology. From 1995-1998, he was an APA Assistant Executive Director for Professional Practice and Director of the Office of Policy and Advocacy in the Schools (OPAS). In this capacity he participated in national and state legislative and professional advocacy and policy initiatives. He also was the APA staff representative to the APA-NASP Interorganizational Committee (IOC) and two Board of Professional Affairs (BPA) groups, the Psychological Assessment Work Group (PAWG) and the Task Force on Professional Child and Adolescent Psychology (TFPCAP). He was an APA Practice Directorate consultant until 2001, and currently is an advisor to the OPAS. He completed three years of service on the APA Committee for Psychological Tests and Assessment (CPTA) in 2005, and has been reappointed as APA representative to the Joint Committee on Testing Practice (JCTP) for 2006-2007.

Previously, he was a school psychologist in Texas and California, was in full-time private practice for almost 15 years, and held three positions at Children's Hospital of Austin; Director of Pediatric Residency Training for the Developmental/ Behavioral Pediatrics Rotation; Director of Psychology Internship Training, and

Consulting Pediatric Psychologist. From 1992-1995, he chaired the Division 16 Task Force of Psychopharmacology in the Schools, and chaired the Division 16 Task Force on Psychopharmacology, Learning and Behavior from 2002-2005. His scholarly interests include pediatric psychopharmacology, assessment and measurement, and professional and policy issues. He has published multiple papers in refereed journals including *School Psychology Quarterly*, *Clinical Psychology Review*, and *Professional Psychology: Research and Practice*, and was guest editor for a 1994 mini-series and a 2005 special edition on pediatric psychopharmacology for *School Psychology Quarterly*. He has also published several book chapters and newsletter articles for *The School Psychologist*, and has presented multiple symposia and continuing education workshops at APA and in other venues. The eighth edition of his textbook, *Educational Testing and Measurement: Classroom Application and Practice* has just been published by John Wiley and Sons.

ANNOUNCEMENTS

Irwin Hyman Memorial Scholarship Established

Fredrick A. Schrank & Linda Caterino, American Academy of School Psychology

Several years ago, the idea for a scholarship program for doctoral students in school psychology was discussed by several leaders in the school psychology community. Two things were needed to make the idea a reality: a source of funding and a group of professionals who were willing to take on the administrative tasks of the scholarship program.

The American Academy of School Psychology (AASP) has made this idea a reality. Linda Caterino, the past-president of the AASP proposed the idea to the group's executive committee and the AASP contributed the money for three \$1,000.00 scholarships out of the Academy's general fund. The scholarship program was named to honor the life and work of the late Dr. Irwin Hyman, a former AASP president.

Doctoral students pursuing a program of studies in school psychology were invited to compete for the scholarship by submitting a letter of intent, a letter of recommendation from their advisor, transcripts, and any relevant publications. Several applications were received and reviewed by a committee that included Linda Caterino, Fred Schrank, and Fran Culbertson.

The AASP is pleased to announce the winners of the \$1,000.00 scholarships:

Ian Cohen is a fourth year doctoral student at Temple University who was a student of Irwin Hyman. Currently, he is working with Dr. Joseph DuCette. Mr. Cohen has published several chapters and articles in *The Journal of Jewish Education and Technology, Instruction, Cognition and Learning*. He is a co-author with Dr. Hyman and others of the *Student Alienation and Trauma Survey-Revised*. He has presented numerous papers at APA, AERA and NASP. His dissertation is in the area of bullying.

Jeffery Ditterline is a second year doctoral student in School Psychology at the University of Florida where he is studying with Dr. Tom Oakland. Jeffrey is a graduate of Colgate University in New York. He has several publications with Drs. Timothy Wilens and Joseph Biederman in the *Journal of Clinical Psychiatry, Journal of the American Academy of Child and Adolescent Psychiatry*, and

Journal of Child and Adolescent Psychopharmacology focusing on substance use, bipolar disorder, and attention deficit hyperactivity disorder.

Stacie Leffard received her bachelor's degree at St. Vincent College and her Master's degree at Duquesne University. She is currently employed at UPMC Western Psychiatric Institute and Clinic while pursuing her doctoral degree. Her advisor is Dr. Jeff Miller. Stacie has published in the area of working memory and cognitive functioning, and is co-authoring a book, has presented papers at APA and EPA.

The AASP is actively seeking broader sources of support for the Irwin Hyman Memorial Scholarship Fund. The Academy is an extremely small professional group; they are dedicated and committed to making the scholarship program work, but cannot possibly continue funding it entirely on their own. Consequently, the officers of the Academy would like to invite and encourage all members of Division 16 to contribute to the fund. Individual contributions are accepted in any amount. Many AASP members are already contributing to the special fund at the \$25.00, \$50.00, and \$100.00 levels for next year's award(s). All of the contributed money goes directly to the student recipients; the administrative costs (postage and hard work) are contributed by the AASP.

Please help this program to develop and grow by sending a contribution of any amount. Perhaps you knew Dr. Hyman and want to do something in his name. Perhaps you see the value of a scholarship program for exemplary doctoral students and want to be part of it. Whatever your reason, please consider writing a check payable to the "AASP" and send an accompanying note that the money is for the scholarship program. The Academy will send you a sincere "Bulletin Board Quality" acknowledgement of appreciation. The mailing address is: Dr. Irna L. Wolf, Treasurer, American Academy of School Psychology, 4516 East Onyx Avenue, Phoenix, AZ 85028.

2006 APF-Paul Henkin Student Travel Award

Division 16 of the American Psychological Association is pleased to announce the continuation of the APF-Paul Henkin Student Travel Award. Dr. Paul Henkin was a school psychologist in California who believed in the value of professional development through participation at professional conferences. In past years, his generosity has provided up to \$500 to support a graduate student member of Division 16 to attend the APA annual convention. This generosity has been extended through a generous gift to the American Psychological Foundation (APF), which now manages the fund that supports this travel award. The funds can be used to pay for convention registration, lodging and transportation costs. The APF-Paul Henkin award is intended for students who do not have funding to attend APA. The award is not renewable. Employees of APA and persons receiving reimbursements from other APA sources to attend the convention are ineligible for the award.

The award committee will consider the applicant's demonstrated potential to make an outstanding contribution to the field of school psychology, accomplishments and research, communication skills, community involvement, commitment to working in public schools, and evidence of knowledge of the demands of the field of school psychology and the value of continuing professional development. Interested candidates are invited to send **five sets** of the following application materials: an application form (below), a letter of recommendation, a 500-word essay, and a vitae to: 2006 Division 16 APF-Paul Henkin Student Travel Award Committee, c/o Dr. Lea Theodore, Queens College (CUNY), Graduate Program in School Psychology, 65-30 Kissena Blvd, Flushing, NY 11367.

All application materials (5 copies) must be received by March 15, 2006. A recipient is recommended to the board of Trustees of the APF for final approval.

2006 APF-Paul Henkin Student Travel Award Application Form

1. Name: _____

Last
First
Middle
2. Address: _____

City
State
Zip
3. Home phone number: _____
4. E-mail address: _____
5. Current School Psychology Program: _____
6. Year of Study: _____ GPA: _____
7. Intended date of graduation: _____
8. Division 16 Student Affiliate Membership number: _____

Part II: References

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

Part III: Essay

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

Part IV: Other Information

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

I certify that the information submitted in this application is true and accurate. I agree to the stated guidelines of the application and I will abide by the decision of the 2006 Division 16 Paul Henkin Award Committee.

Print Name

Signature

Date

People & Places

- The School Psychology Program at **Northeastern University** welcomes **Dr. Robert J. Volpe**. **Dr. Volpe** received his Ph.D. in school psychology at **Lehigh University** and completed a two year post-doctoral fellowship with **Drs. Thomas Achenbach** and **Stephanie McConaughy** at the **University of Vermont**. His research interests are related to academic problems experienced by children with ADHD.

- The School Psychology Program at **The University of Southern Mississippi (USM)** welcomes **Dr. Brad A. Dufrene**. **Dr. Dufrene** received his Ph.D. in School Psychology at **Mississippi State University** and has research interests in functional assessment and analysis, as well as in behavioral and academic interventions. **Dr. Kristin Johnson-Gros** received her Ph.D. from **USM** last August and accepted a position at **Mississippi State University's** School Psychology Program commencing August 2005. **Dr. Heather Sterling-Turner** is now the **USM** program director and a mother to Lillie Jane Turner (11/24/05). **Dr. Daniel Tingstrom** served as **USM** program director from 1992-2005 and looks forward to now increasing his drum playing, research, and teaching. **Dr. Joe Olmi** has received 13 consecutive years of grant funding through the Mississippi State Department of Education and has received another 3 grants for the 05-06 year for the program to provide services to surrounding districts. Finally, we were remiss in not announcing this last year that **Dr. Ron P. Edwards**, long-time faculty member in the USM program and respected sage and applied behavior analysis guru, retired in May, 2004.

- The Department of Educational Psychology at the **University of Houston (UH)**, in cooperation with the long-established specialist level School Psychology Program at the **University of Houston-Clear Lake (UHCL)**, is pleased to announce that it has been granted formal approval for a new Ph.D. in School Psychology. The Program is supported by the APA-accredited Ph.D. in Counseling Psychology and the Ph.D. in Educational Psychology and Individual Differences at **UH**, and is unique in combining the resources of two system campuses to ensure high-quality, doctoral level scientist-practitioner training. Obtaining APA accreditation and NASP approval are next on the agenda. The school psychology faculty at **UH** include **Dr. Thomas Kubiszyn**, Professor and Director of Training, **Dr. Romilia Dominguez de Ramirez**, Assistant Professor, and **Dr. Julie Landis**, Assistant Professor. **UHCL** school psychology faculty include **Dr. Gail Cheramie**, Associate Professor and Director, **Dr. Mary Stafford**, Associate Professor, and **Dr. Emily Sutter**, Professor. To complement our core of eight diverse advanced students we will consider applicants with all levels of training and competency for fall 2006. Additional information can be found at the following link:
<http://www.coe.uh.edu/mycoe/epsy/school.cfm>

Please send all submissions to:
Drsakinlittle@netzero.com

Position Announcement: Editor-Elect of the *Journal of School Psychology*

The Society for the Study of School Psychology (SSSP) is conducting a search for Editor-Elect of the *Journal of School Psychology*. The selected individual will serve as Editor-Elect from January-December 2007 and a three year term as Editor from January 2008-December 2010. (The Editor may renew for one additional three year term {January 2011-December 2013} with SSSP Executive Board approval). Contact Pat Harrison, SSSP President- Elect and search committee chair (pharriso@bamaed.ua.edu) to obtain information about responsibilities of the

Editor and for required application materials. Letters of intent to apply or nomination letters should be sent on email to Pat Harrison by no later than **March 15, 2006**. Complete application materials for the Editor-Elect position must be submitted electronically by the applicant no later than **May 15, 2006**. Selected applicants will be interviewed by a search committee during conference calls in July-August 2006. Appointment of Editor-Elect will be made during August 2006.

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