



APA Division 16 School Psychology
Vol. 61, No. 1

The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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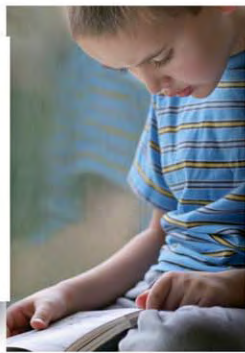
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Coming in
the next issue —

Division 16
2007 Executive
Committee
Nominees



TSP Spring 2007



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

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

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**PRESIDENT'S
MESSAGE**

Beyond Division 16, Inside APA

Frank C. Worrell
University of California, Berkeley



Frank Worrell

“I have an ulterior motive in telling you about APA, and that is to encourage members to take a more active role both in Division 16 and in APA...”

Although I have had to make several decisions in my role as President, one of the more anxiety-provoking was what to write this column about. Having illustrious and articulate predecessors did not do anything to diminish my anxiety. After some reflection, I decided that I would take the opportunity to introduce members to the American Psychological Association. For those of you who have been involved in Division and APA governance in the past, this column will provide little new information, but I suspect that it will be educational for many others. Indeed, although I have been actively involved in Division 16 for several years, there are still aspects to the Division and to APA that I am now beginning to fathom, and I am sure that how the Division and APA function continue to be a mystery to many.

For example, although many of you have heard of the accrediting arm of APA (COA or the Committee on Accreditation), how many of you know what the abbreviations, APASSC, COPPS, or MFP, stand for? [And for APA insiders, I do know that APA calls these acronyms and not abbreviations, but I am a purist with regard to definitions.] I have an ulterior motive in telling you about APA, and that is to encourage members to take a more active role both in Division 16 and in APA, and to encourage you to invite individuals who are not members of the Division to join us in what I think is a worthwhile journey for a worthy cause: supporting the development of competence in children and adolescents.

Although APA was founded in 1892 by G. Stanley Hall, its current incarnation is related to the merging of the American Association of Applied Psychology and the American Psychological Association in 1945. At that point, APA consisted of the first 19 divisions, sometimes referred to as the charter divisions. Since 1945, APA has grown not just in numbers, but also in number of constituencies and areas of study that are represented as indicated by divisional status. Divisions range in number from 1 (the Society for General Psychology) to the newest division (56, Trauma Psychology), which was established in 2006. However, there are only 54 divisions, as Divisions 4 (The Psychometric Society) and 11 (Abnormal Psychology and Psychotherapy) no longer exist.

Division 4 decided not to become a formal division of APA shortly after the merger, and Division 11 was absorbed into Division 12 (Clinical Psychology).

The dates of the founding of individual divisions also highlight the growing interests of members of the Association and provide a rough historical timeline for different voices being raised in the association: Consumer Psychology (D23; 1962), Psychopharmacology (D28; 1967), Psychology of Women (D35; 1974), Family Psychology (D43; 1985), Psychological Study of Lesbian and Gay Issues (D44; 1985), Psychological Study of Ethnic Minority Issues (D45; 1986), Addictions (D50; 1993), Psychological Study of Men and Masculinity (D51; 1995), and International Psychology (D52; 1997). I will eschew jokes about the differences in help-seeking behaviors and leave it up to your imaginations to come up with reasons for the 20-year gap between the founding of Divisions 35 and 51. However, I will point out that lesbian and gay and ethnic minority issues are relatively recent constituents in APA, and members of these groups are underrepresented in most areas of the association, including Division 16.

Division 16 in the Grand Scheme

Today, APA has approximately 90,000 members counting only Fellows, Full Members, and Associate Members. When student, teacher, and international affiliates are included, APA has approximately 150,000 members. Division 16's membership constitutes less than 2% of APA membership; nonetheless, the Division plays an important role in APA and some would argue that its influence is disproportionately great in relation to its size. There are several reasons for this. First, APA strives to serve two major constituencies, scientists and practitioners, and school psychology is one of the specialties that bridge this divide. Interestingly, in the 1945 merger, Division 15 (Educational Psychology) came to APA from the Association of Applied Psychology, not Division 16. Second, despite the burgeoning growth in home schooling, most children and adolescents pass through the nation's schools, and Division 16 members are the most knowledgeable about the role of psychology in the school context.

Third, and perhaps most importantly, members of Division 16 have been actively involved in APA

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Beyond Division 16, Inside APA

governance, making substantial and long lasting contributions. The late Nadine Lambert, whose work was lauded in the last issue of this newsletter, was an exemplar for the role that our Division can play in APA. Her part in conceiving and helping to establish the Board of Educational Affairs (BEA), and her work on the development of the APA learner-centered principles for practice in schools provide powerful examples of Division 16 pointing the association in specific directions. In August of 2006, the APA Council of Representatives accepted without debate (i.e., on their consent agenda) the report of a task force on the impact of zero-tolerance policies in the schools. The idea for this APA task force came out of Division 16, and the task force was chaired by Cecil Reynolds, who completed his term as Past President of the Division in 2006. Our three council representatives—Cindy Carlson, Randy Kamphaus, and Deborah Tharinger—work with the child practice divisions and others to ensure that the interests of children and adolescents are kept in the forefront of APA's agenda.

As I indicated previously, one of my goals is to encourage members to be involved in the Division and in APA. There are several ways to become involved. Each of the five Vice President offices—maybe six based on the results of the recent bylaw vote that I hope you participated in—has several committees that require active participation. For example, there are several award committees in the Division that need one or two new members each year. At the level of APA, in addition to BEA, there are other boards and committees of APA that are of special interest to Division 16. A few of these include the Board of Professional Affairs, the Board of Scientific Affairs, the Committee on Children, Youth, and Families, the Committee on Psychological Tests and Assessment, and the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology, known in house as BPA, BSA, CYF, CPTA, and CRSPPP, respectively. Division 16's voice needs to be heard in all of these forums and more. Although it takes an investment of time to be elected to these Boards and Committees—APA certainly is not without politics—Divisions can appoint liaisons to these boards and committees, and the position of liaison is a good way to begin to be involved in serving the Division. Some liaison functions come with a specific division office, but particularly for members living in or near Washington DC, there are typically some liaison functions that a division of our size cannot fill. One

of my goals for the 2007 convention is to have a session on getting involved in the Division and in APA, so look for this in the TSP issue with convention highlights.

I would like to end this column with several acknowledgements. First, I would like to point out that school psychology is lucky in that it benefits from being a part of an organization that is devoted to improving the science and practice of psychology in APA. However, school psychology also benefits from having an association dedicated specifically to school psychology. Although not a part of APA, school psychology would be diminished without the work of our colleagues in the National Association of School Psychologists (NASP) who devote all of their energies to school psychology. As I write this column in my office, I have several items on my bookshelf that many of you have on yours—the Best Practices in School Psychology series, Ethics and Law for School Psychologists, and Helping Children at Home and at School. I look forward to maintaining the positive relationship that Division 16 and NASP currently enjoy.

Second, I wish to offer my heartfelt gratitude to the members of the Division 16 Executive Committee who rotated off the board in December: Angeleque Akin-Little (Secretary), Melissa Bray (VP-SEREMA), Andy Garbacz (President of SASP), Linda Reddy (TSP Editor), and Cecil Reynolds (Past President). I would also like to acknowledge that Randy Kamphaus and Deborah Tharinger completed a term on Council; both graciously agreed to serve another term and have been re-elected. These individuals have given of their time and talent to Division 16, and on behalf of all the members of the EC and the Division, I thank them for their service. I would also like to take this opportunity to welcome the members who joined the EC in January: Vinny Alfonso (Secretary), Michelle Athanasiou (TSP Editor), Jean Baker (President-Elect), Amanda Siebecker (SASP President), and Karen Callan Stoiber (VP-SEREMA).

Before I end, I'll provide the answers to the questions about the abbreviations that I posed above. APASSC, COPPS, and MFP refer to the APA Science Student Council, the Committee on Professional Practice and Standards, and the Minority Fellowship Program, respectively. I included two student groups because school psychology is facing dire shortages of both trainers and practitioners, and increasing the students in the school psychology pipeline is crucial to the Division and the specialty. The APA membership office tells

“There are several ways to become involved.”

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Beyond Division 16, Inside APA

“...increasing the students in the school psychology pipeline is crucial to the Division and the specialty.”

us that high school and undergraduate enrollment in psychology courses have increased by more than 10% in the last decade, but graduate student enrollments are not keeping pace—there are many potential school psychologists out there waiting for us to tell them about our wonderful specialty.

Finally, I am assigning some homework consisting of more abbreviations: What does P&C stand for and why is it now important to the Division, and what can CODAPAR do for Division 16? Answers in April, and please feel free to contact me (frankc@berkeley.edu) or other members of the EC (check out the first page of TSP) if you have

suggestions for the Division. I look forward to serving you to the best of my ability, and I hope that 2007 brings you contentment.

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Editor's Message

Michelle S. Athanasiou, University of Northern Colorado

It is with honor that I begin my term as Editor of *The School Psychologist*. I certainly have a great deal to live up to, given the work of my recent predecessors in this position. As I look at TSP issues over the last decade, I am deeply impressed by the creativity and hard work that has gone into our newsletter. From the work of Dr. Steve Little, who worked tirelessly to address and send newsletters to each member and who focused on quality articles and other submissions, to Dr. Vinny Alfonso, who significantly updated the look of the newsletter and worked to outsource design, printing and mailing, to Dr. Linda Reddy, who continued to update the look and content quality of TSP, developed The Commentary section, and brought advertising into TSP, thus lowering the financial impact on the Division. All this was accomplished while maintaining a high quality product that represents the field of school psychology well. I hope to continue with this fine work, and to help the newsletter continue to evolve.

I want to thank several individuals who have helped me transition into my role as Editor. First, I want to thank Linda Reddy, who has been a joy to work with over the last three years. Linda has made this transition very easy, and she continues to consult with me on newsletter issues. I wish Linda the very best in her upcoming pursuits! I also want to thank Drs. Tammy Hughes and Frank Worrell, who have given me helpful guidance during this period. Third, I thank all the past and present editorial board members. I look forward to working with the current board! Fourth, a big thanks to Dr. Angeleque Akin-Little, who has edited the People and Places column for so many years. Angeleque will be passing the torch to Dr. Ara Schmitt, who has graciously agreed to take over this role.

I also would like to thank Dr. Jack Cummings for his continued efforts with posting TSP issues on the Division website. Finally, I want to thank Dr. Amanda Clinton, who is beginning her term as the Associate Editor. I am looking very forward to working with Amanda over the next 3 years.

I look forward to continue receiving the high quality work that members have been submitting to the newsletter. Your work is what keeps the newsletter thriving. Please continue to share research, theoretical, and policy articles, book and test reviews, and commentaries with your colleagues in the Division. I also am eager to work with the Division 16 Executive Committee, ensuring that the newsletter effectively serves as a forum for timely communication between Division governance and members.

Thanks again, and best to all.

Sincerely,
Michelle



Michelle Athanasiou

“Your work is what keeps the newsletter thriving. Please continue to share research, theoretical, and policy articles, book and test reviews, and commentaries with your colleagues in the Division.”



**Practice
Forum**

Expanding the Role of the School Psychologist: Contributions from the University of Missouri

Jason R. Parkin
Christina M. Pate
University of Missouri – Columbia

“...schools play a critical role in creating positive outcomes for youth...”

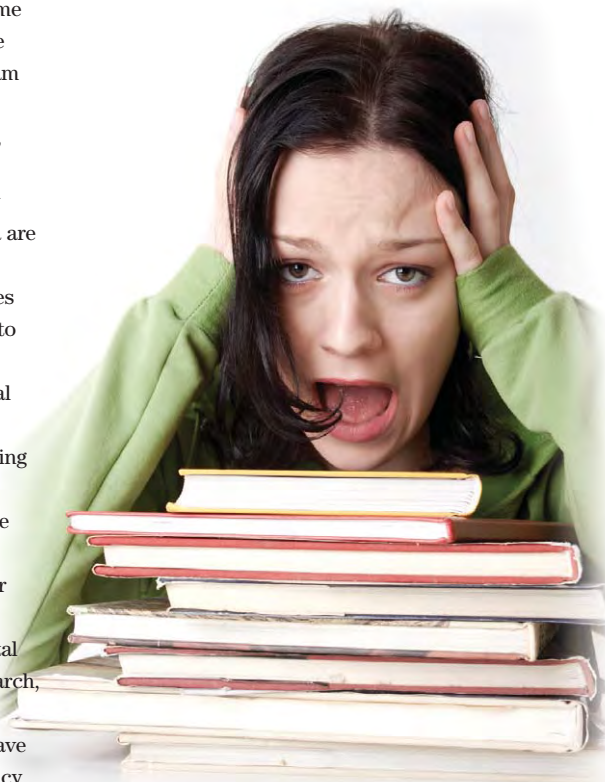
The doctoral school psychology program at the University of Missouri uses a public scientist practitioner training model that focuses on the promotion of mental health and the prevention of negative developmental outcomes for youth. “Public” is added to the more recognizable “scientist practitioner” training model to emphasize the program’s orientation toward a public health framework for practice (Strein, Hoagwood & Cohn, 2003), and to underscore the importance of conceptualizing problems in terms of the interaction of individual characteristics within broader systems, such as schools and communities. While in training, students may work at the University of Missouri’s Center for the Advancement of Mental Health Practices in Schools (CAMHPS), which allows students to observe and participate in a public health approach to the prevention of children’s mental health problems. This paper outlines some of the unique training experiences offered by the University of Missouri school psychology program and CAMHPS.

As with other school psychology programs, training encourages a “whole child” conceptualization informed by ecological theory (Sheridan & Gutkin, 2000). Classes and practica are designed to allow students to understand their professional role to include school-based services integrated with other child-serving systems and to conceptualize problems from a public health framework. To reinforce systemic and ecological practice, Missouri’s final practicum requires students to develop collaboration skills by working with diverse types of child-serving agencies. Generally, this practicum takes place within state agencies that establish policies for special and general education or mental health services. For example, students have fulfilled their practicum experiences at the Missouri Department of Mental Health, MU’s Center for Family Policy and Research, and Missouri’s Children’s Division (analogous to Child Protective Services). These placements have provided opportunities for students to write policy

briefs that educate both Missouri legislators and the general public on early childhood mental health and the nature of cumulative risk on developmental outcomes. Other practicum experiences have included the creation of a case review tool to help understand how adoption from the foster care system can be disrupted.

Center for the Advancement of Mental Health Practices in Schools

Affiliated with MU School Psychology Program, and co-directed by a school psychology faculty member, the Center for the Advancement of Mental Health Practices in Schools provides a critical link between the public health, ecological orientation of the program and preventative service delivery. CAMHPS was created out of a partnership with the Missouri Department of Mental Health and



Expanding the Role of the School Psychologist: Contributions from the University of Missouri

the University of Missouri Department of Educational, School, and Counseling Psychology to serve as a resource to provide consultation and training to school districts and personnel in mental health prevention and promotion practices. It is located within the Department of Educational, School, and Counseling Psychology and offers interested school psychology students a number of opportunities to engage in activities designed to promote positive mental health practices and increase school professionals' knowledge of mental health concepts and services.

A large portion of CAMHPS' resources is directed at bolstering the mental health knowledge of school-based professionals so they can promote mental health in children. School psychology students provide inservices for school professionals on topics such as suicide prevention, positive classroom climates, and teacher stress and burn-out. Additionally, CAMHPS offers an online program that provides continuing education credit and a master's or educational specialist degree in counseling, with a focus on mental health practices in schools, for school professionals. School psychology students may teach and grade these courses.

Recent CAMHPS work has focused on integrating child-serving systems in rural Moberly, Missouri, to improve children's access to mental health services and initiate preventative interventions. As part of a grant from the U.S. Department of Education, CAMHPS helped construct the Moberly Community Coalition for Children and Families Project, a group of state and local mental health and educational authorities, university faculty, numerous social service agencies, schools, and family stakeholders.

An 18-month project, the Moberly Community Coalition for Children and Families Project grant does not fund direct services. Rather, its resources are used to synthesize existing systems in order to collectively target challenges to effective service delivery in four areas: mental health crisis management, school-based mental health practices, family and community support services, and mental health stigma reduction. This project allows school psychology students to see how changes in child-serving systems can benefit youth. The Moberly School District has begun to examine its discipline policies and evaluate the degree to which they criminalize behaviors that may indicate mental health problems. To root out unnecessary and/or discriminatory referrals, the school district is

attempting to improve the collection of arrest/summons data and to monitor referrals to law enforcement. Additionally, the district is striving to provide better support for transitions between detention centers and school classrooms. Other community agencies are initiating social-emotional screening services to expand the community's developmental screening plan. Because the screening agency does not currently provide services to children at risk for emotional disturbances, they are collaborating with other agencies to develop written referral protocols to standardize interagency communication and collaboration.

Conclusion

MU's School Psychology Training Program and the Center for the Advancement of Mental Health Practices in Schools train doctoral students for an expanded role as school psychologists. By adopting a "public scientist-practitioner" model, the program encourages school psychologists-in-training to conceptualize their profession broadly and ecologically, highlighting systemic interventions and mental health promotion. Such a perspective recognizes that schools play a critical role in creating positive outcomes for youth (Herman, Merrell, Reinke, & Tucker, 2004) and stresses how school psychologists can proactively foster children's growth and development in schools and in the community.

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“This project allows school psychology students to see how changes in child-serving systems can benefit youth.”



Sluggish Cognitive Tempo: A New Type of ADD

Robert Eme
Argosy University

School psychologists need to be well educated about Attention-Deficit/Hyperactivity Disorder (ADHD), not only because it is among the most commonly diagnosed disorders of childhood (National Institute of Health, 2000), affecting approximately 7% of children from ages 7 to 12 (Barkley, 2006a),¹ but also because it can have devastating effects on functioning in academic settings and in many other areas of life (Barkley, 2006a; Hurley & Eme, 2004). Fortunately, there exists an abundance of recently published and methodologically sound information about ADHD (Barkley, 2006a; Nigg, 2006; Reiff & Tippins, 2004).

Recently evidence has been accumulating for the existence of a new disorder (Barkley, 2006b; Naglieri & Goldstein, 2006) which is qualitatively different from the ADHD disorders listed in the Diagnostic and Statistical Manual of Mental Disorders IV-Text Revision (DSM-IV-TR; APA, 2000). This disorder is termed *Sluggish Cognitive Tempo* (SCT; Barkley, 2006a), and like ADHD it can also have significant adverse effects on functioning in many areas (Barkley, 2005, 2006a; Brown, 2005; McBurnett, 2001, 2005; McBurnett, Pfiffner, & Frick, 2001; Milch, Ballentine, & Lynam, 2002). Hence, it is imperative that educational professionals be informed about SCT. The goal of this article is to provide a concise review of the major features of SCT so school psychologists can have a solid resource which can inform their practice.

The review will begin with an introduction of the history of the discovery of SCT, followed by a description of its core symptom clusters and principal clinical features, and it will conclude with recommendations for identification and treatment. Note that since there is much more scientific knowledge about the combined type of ADHD than the primarily inattentive type (Nigg, 2006), for the purposes of this article, all the contrasts of SCT with ADHD will refer to what DSM-IV-TR terms the combined type of ADHD (APA, 2000). This disorder is characterized by high levels of hyperactivity and impulsivity as well as inattention.

History

Attention traditionally has been thought to have a number of dimensions such as alertness, arousal, selectivity, sustained attention and distractibility, with deficits in sustained attention and distractibility being the most characteristic of ADHD (Barkley, 2006a). However more than a decade ago, Thomas Brown (1993) discovered a group of individuals who were not hyperactive but hypoactive and who demonstrated deficits in attention that were different from those typically found in ADHD. These individuals could be very bright, and in contrast to the whirling dervish "Dennis the Menace" stereotype of ADHD, better resemble the 'space cadet' stereotype. It appeared that their deficits were related to the attentional dimensions of arousal and alertness (Brown, 1993; Nigg, 2006) with symptoms such as "often stares into space," "daydreamy," "often appears to be low in energy, sluggish, drowsy." In the field trials of symptom utility for DSM-IV which was reported in 1994, two symptoms that were more diagnostic of attention problems than all but one of the symptoms included in the official DSM list were identified (i.e., "drowsy" and "daydreams"). Nevertheless, these symptoms never made it onto the list (Frick et al., 1994). What this finding suggested, though it was not recognized at that time, was that there was a type of attention disorder that was different from ADHD. A decade later the value of these symptoms has been recognized as part of a cluster of attention symptoms resembling Thomas Brown's initial findings on underarousal (Barkley, 2005, 2006a; Brown, 2005; McBurnett, 2001, 2005; McBurnett et al., 2001; Milch et al., 2002). These symptoms reflect a type of attention disorder (SCT) that is different from the kind currently described as ADHD, Primarily Inattentive Type (ADHD-PI; Barkley, 2006a).

SCT Is Different From PI

Evidence is accumulating that ADHD-PI affects a heterogeneous group of individuals. The majority have a milder, subthreshold form of ADHD (Barkley, 2006a; McBurnett, 2005; Nigg, 2006), but as many as



"These individuals could be very bright, and in contrast to the whirling dervish "Dennis the Menace" stereotype of ADHD, better resemble the 'space cadet' stereotype."

¹ Note that since the true sex difference in ADHD is three male for every one female (Barkley, 2006a), this 7.4 prevalence rate translates roughly into a prevalence rate of 11% male and 3% female.

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30 to 50% may actually meet the criteria for SCT (Barkley & Edwards, 2006). This lumping of two different disorders into the PI category has resulted in the confusion of two traditionally different types of attention, sustained and selective. Note that the commonly accepted understanding of attention is that it represents an ability to "...filter the vast amount of information around us at all times" (Nigg, 2006, p. 75). Those with ADHD, and hence a set of those with the PI subtype, have major difficulties with persistence of effort and sustaining of responding to a task (Barkley, 2006a). This has been traditionally and erroneously designated a deficit in sustained attention when in fact it more properly represents a deficit in effort, motivation, or interest rather than a deficit in impaired filtering of information (i.e., a true attention deficit) (Barkley, 2006a; Nigg, 2006). Indeed, both Barkley and Nigg remarked on the paradox that Attention-Deficit/Hyperactivity Disorder may not represent a true attention deficit (i.e., a true deficit in filtering information). In contrast to those with PI, those with SCT are deemed to have true attention deficits, that is, deficits in selective attention (which impact working memory) and deficits in arousal/vigilance (Barkley, 2006a; Nigg, 2006).

Selective Attention Deficits

Selective attention, also termed *focused attention* or *perceptual selectivity* (Nigg, 2006), can be defined as the ability to focus on the processing of one source of information while attenuating the focus on other sources (Huang-Pollack, Nigg, & Carr, 2005). With regard to SCT, selective attention deficits present as deficits due to daydreaming or difficulty selecting and grasping the main ideas in reading material (Brown, 2005; Barkley, 2005). Their distractibility, which can be characterized as *spacey* or *daydreamy*, is a function of a true attention deficit. This is different from the distractibility in ADHD which is a function of boredom or lack of motivation and not a function of defective filtering of information (Barkley, 2006a). Children with SCT seem attentive but may not be able to answer questions when called upon, because they have been off in a different world.

The following vignettes illustrate how deficits in selective attention impact functioning.

Mary (a young adult) described herself as being "*more spacey than others.*" She said that she has trouble paying attention when people talk to her in class. "*I just feel like you are talking to me, but I don't process the information. I look attentive and*

I feel attentive, but my mind is just kind of blank." Mary explained that she also has problems during conversations with friends: "*A lot of times I'm wondering what was just said. I don't know if it's like forgetfulness or it's just not paying attention, but like things just don't seem to settle in very well.*"

Margaret (a young adult) reported, "*Sometimes no matter how hard I try to focus in class I can only focus for a few minutes at a time. By the time I realize I am not paying attention, I have no idea what is being discussed. When I talk to people, I zone out within 5 minutes and forget what they were saying. It's like mid-sentence I blank out and am not able to continue my thoughts*" (author case history).

Working Memory Deficits

As mentioned earlier, deficits in selective attention can impact working memory as the following discussion will demonstrate. Though there are many conceptual models of working memory (Nigg, 2006) and its exact nature eludes consensus (Ackerman, Beier, & Boyle, 2005; Kane, Hambrick, & Conway, 2005), there is broad agreement that in contrast to short-term memory it is not simply a temporary storage system, but involves the active processing and manipulation of information in memory that has been activated (Brown, 2005; Nigg, 2006). This activation and processing is strongly related to attention control (Kane et al., 2005; Nigg, 2006). Indeed, its linkage to attentional control is so strong that Kane et al. (2005) have defined working memory as "*...domain-general attentional capability to sustain or recover access to (or activation of) task-relevant stimuli, goals, or response productions, and to control the influences of interference and competition on goal-directed thought and behavior*" (p. 82).

The following vignettes illustrate how deficits in working memory of those with SCT impact academic functioning.

Mary reported that she had trouble remembering what she read: "*I read everything at least twice—but no matter even if I read it and then re-read it, and take notes like the same day, or if I read it and re-read it a week later, like the amount that I remember is still the same.*" Most problematic is note-taking and test performance. Mary reported: "*When the professor is lecturing and I'm trying to take notes—like he'll say one thing and then move on to another. While I am trying to jot that one thing down, as he's still talking, if he*

"A lot of times I'm wondering what was just said. I don't know if it's like forgetfulness or it's just not paying attention, but like things just don't seem to settle in very well."

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“I always feel like there is a cloud in my brain and that no matter what I read and how long I spend reading it, I am not able to process the information nor comprehend the information.”

moves into the next thing, I can't remember what he transitions into or what he said previously. I mean, maybe I'll forget parts of the phrases and my notes are kind of incomplete because I can't remember the second part of what he just said.” (author case history)

It is also important to note that another aspect of working memory involves the retrieval of information from the files of longer-term memory when such information is needed (Brown, 2005). Hence, it is not simple forgetfulness, as the information is present. Rather, it seems to represent another aspect of deficient attention control in that the attentional mechanism is impaired in scanning/filtering the memory bank and thus impaired in selecting/focusing and retrieving the relevant information. For example, with regard to test-taking, one student described it as: “*so frustrating when I study hard for tests and then can't remember what I learned. I'll study hard and learn everything. My friends quiz me and I've got it all down...and then when I'm actually taking the test, a big chunk of what I knew so well the night before just evaporates... Then a few hours later...It's all back again. It was in my mind. I just couldn't retrieve it* (Brown, 2005, p. 49).

Arousal Deficits

Arousal is the attentional ability to stay alert (Nigg, 2006). Arousal deficits include insufficient regulation of alertness, trouble activating, and information processing speed that is slow and error prone (Barkley, 2006a; Brown, 2005). With regard to alertness, individuals with SCT are frequently described as “lethargic, sluggish, hypoactive, and slow moving” (Barkley, 2006a). Mary, though she typically falls asleep easily, sleeps soundly and has no significant medical or mental health problems, reported “*I'm tired all day—I'm just always tired. I have to take a lot of naps—like at least one or two naps during the day, but I'm still fatigued throughout the day.*” She frequently has trouble getting started on her work “*because I'm just too tired to do anything.*”

With regard to activation, deficits involve problems with initiating, organizing, and prioritizing work activities, including class work or homework, and any other tasks that are not self-selected for enjoyment (e.g., household chores, picking up toys and clothes, following directions from parents or teachers). Individuals with SCT are chronic procrastinators and are often labeled “lazy” or “unmotivated” as illustrated by the following

vignette (Brown, 2005, p. 23):

All my life I have had trouble getting started on my work...A couple of times a week I set aside several hours for paperwork that I want to get done... But I just can't get myself to start...The end of the day comes and my work isn't even started...I go home and about 10 pm. and I suddenly realize I've got that report to do or I am going to be in very serious trouble at work. At that point I don't have any trouble getting started. It's a hell of a way to have to live.

With regard to information processing, Anne, a college student, reported:

“I always feel like there is a cloud in my brain and that no matter what I read and how long I spend reading it, I am not able to process the information nor comprehend the information. The page I am reading begins to look cloudy, especially when I begin to read out loud, I am not able to follow the words. The words begin to blend together and I do not know how to pronounce/read simple words. I make careless mistakes. I overlook simple things and don't realize that parts of the task are incomplete until I look at them later. This is especially frustrating because I know the missing information but overlooked it when I was completing the task” (author case history).

Such slowness can result in students achieving at a satisfactory level only by dint of taking an extraordinary amount of time to complete their work. For example, Samantha (author case history), a bright 10-year-old in the 5th grade who heretofore has achieved at a high level, is beginning to find the increasing workload overwhelming because of the slowness of her cognitive processing. It takes her an extraordinary amount of time for her to complete school work with the result that she frequently brings home unfinished assignments and works until 11 pm most evenings to complete the assignments as well as the evening's homework.

Associated Features

For the purposes of this article, associated features will be defined as those aspects or consequences of SCT that derive from the previously discussed core symptoms and hence are commonly associated with the disorder. These features can be clustered into two major categories:

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highly variable academic functioning and diminished social skills.

Academic Functioning

Perhaps the single most important and most misunderstood feature of SCT, as well as ADHD, is the variability of an individual's functioning contingent upon level of interest in the task at hand (Barkley, 2006a; Brown, 2005). It is precisely this variability that gives rise to the unwarranted accusations that individuals with SCT or ADHD are simply lazy, stubborn or lacking in will power (Brown, 2005). Indeed, there commonly are some activities to which those with SCT or ADHD (PI or Combined) can sustain attention very well, even to the extent of becoming "hyperfocused" and neglecting other important activities (Barkley, 2006a; Brown, 2005). Typically these activities are either novel or very enjoyable to the individual and can include sports, computer use, music, art, or playing video games. Yet these same individuals typically are not able to sustain attention well enough to complete routine tasks, even when they are aware of the importance of doing so. Consequently, their achievement levels and their grades can vacillate from very high to very low (Brown, 2005). Because of this variability and because they do not retain new information or perform academically as well as their peers, these individuals often quietly underachieve and may be mislabeled as slow learners or learning disabled (Solanto, 2004).

Social Interaction

Individuals with ADHD typically have social problems because they annoy other children with their provocative, intrusive, and sometimes aggressive behavior, which often results in social rejection by their peers. When asked directly, they can verbalize how they should and should not behave with other children, yet they often lack the behavioral self-control to follow through on their knowledge of socially acceptable behavior (Solanto, 2004). In contrast, individuals with SCT tend to be more anxious than acting out (Schatz & Rostain, 2006) and may actually be lacking in knowledge of social skills (Solanto, 2004). They may lack knowledge about how to join in with other children who are already at play, how to initiate friendships, and how to resolve disputes. These difficulties may be due, in part, to a failure to pay attention to the social nuances, such as the nonverbal cues that are a vital element of social communication (McBurnett, 2005; Solanto, 2004).

Identification

Individuals with SCT are harder to identify than those with ADHD because they are less likely to manifest the disruptive behaviors of ADHD (Barkley, 2005; 2006a; McBurnett, 2005). They may be sweet, quiet, shy, and passive and may only come to the attention of observant parents and/or teachers, who notice their forgetfulness, daydreaming, disorganization, and difficulty in completing assignments (Solanto, 2004). Individuals least likely to be identified as having SCT are those who are very bright and make high grades through an expenditure of tremendous amounts of energy, at a very high personal cost, in order to compensate for their undiagnosed SCT. These individuals may eventually suffer when the academic demands increase as they progress through high school, college, and beyond (Semrud-Clikeman, 2005).

Furthermore, in contrast to evidence-based procedures involving structured interviews and rating scales that have been established for identifying ADHD (Pelham, Fabiano, & Massetti, 2005), the evidence base for assessing SCT is far less developed and essentially consists of *clinical matching* (McBurnett, 2005). Namely, an individual presenting with SCT-type symptoms is matched with the clinical profile that characterizes SCT and a clinical judgment is made (McBurnett). The clinical profile consists of the previously discussed core deficits in selective attention, working memory and arousal. As with ADHD, not all symptoms of core deficits have the same predictive power (Pelham et al., 2005). Symptoms of SCT that need to be weighted most heavily are: (1) stares into space/daydreams, (2) low in energy, sluggish, or drowsy, (3) apathetic or unmotivated to engage in boring goal-directed activity (Huang-Pollack et al., 2005; McBurnett, 2005). Identification of the core deficits and symptoms can be facilitated by the use of the Brown ADD self report, parent report and teacher reports scales for children, adolescents and adults (Brown, 1996, 2001), which have been devised to assess the SCT type.

Finally, with regard to the role of neuropsychological testing, as with ADHD, no test is diagnostic of SCT per se (Gordon, Barkley, & Lovett, 2006; Nigg, 2006). However, at the very least, it is essential to have an estimate of overall intellectual functioning so as to rule out markedly subaverage intellectual functioning as a possible cause of sluggish/impaired information processing (Gordon et al., 2006).

“Individuals with SCT are harder to identify than those with ADHD because they are less likely to manifest the disruptive behaviors of ADHD. They may be sweet, quiet, shy, and passive...”

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Sluggish Cognitive Tempo: A New Type of ADD**Treatment**

Pharmacological treatment is the first line treatment for ADHD (Biederman & Faraone, 2005), as an enormous number of controlled trials (over 200) have overwhelmingly documented the efficacy of medical intervention (Connor, 2006). In stark contrast to ADHD, there has yet to be a single controlled trial for individuals who have been carefully diagnosed with SCT (McBurnett, 2005). Clinical anecdotal evidence suggests that, for reasons not yet known, SCT might be somewhat less responsive to stimulant treatment than ADHD, more likely to respond to a lower dosage than ADHD, and more responsive to amphetamines such as Adderall as opposed to methylphenidate based Ritalin (Diamond, 2005; McBurnett, 2005).

School interventions for SCT, as well as child and parent focused interventions, are just beginning to be explored (McBurnett, 2005; Piffner, 2003). The treatments are essentially adaptations of the typical approaches to treating ADHD (Piffner, Barkley, & DuPaul, 2006) with a focus on enhancing cognitive and social skills (McBurnett). Note once again that, in contrast to ADHD, there is not yet a single study exploring multimodal treatments (McBurnett; Smith, Barkley, & Shapiro, 2006).

Conclusion

There is emerging consensus of validity of a new disorder termed SCT which is qualitatively different the ADHD Combined and PI types and most probably different from the core DSM-IV-TR inattention symptoms. Although approximately 30-50% of those diagnosed with PI may have SCT (Barkley, 2006a), SCT is conceptualized as a separate, distinct disorder that is not meant to replace PI nor be a re-evaluation of PI. It is a separate disorder, and its effect on academic and life functioning can be as devastating as ADHD, especially for those at higher levels of education. Although knowledge of the disorder is still at an early stage, enough is known to provide reasonably clear criteria for identification. Finally, it should be noted that given the strong consensus that ADHD is not a single homogeneous disorder but includes a group of disorders (Biederman, 2006; Doyle, 2006; Spencer, 2006), and given the fact that cardinal symptoms of SCT such as "sluggishness" and "daydreams" were actually included in the DSM-III inattention dimension of ADHD before they were removed in DSM-IV (Shatz & Rostain, 2006), the prospects would appear to be favorable for SCT to be included in DSM-V.

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Congratulations to Dr. Tom Kratochwill
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Faculty Publications in APA-Accredited School Psychology Training Programs Between 2000 and 2005

Angela R. Wagner, Kathryn E. Lail, Emily Viglietta, & Matthew K. Burns
University of Minnesota

“...the current study was conducted to examine the number of publications listed in PsycINFO for faculty members affiliated with APA-accredited school psychology programs.”

Research and publication record/productivity are often used to evaluate and compare both training programs in school psychology and the individual faculty members within those programs (Carper & Williams, 2004; Little, 1997; Roberts, Davis, Zanger, Gerrard-Morris, & Robinson, 2006; Webster, Hall, & Bolen, 1993). This is because the number of publications by school psychology program faculty is often seen as a “barometer of program quality” (p. 142) and is a good measure of the scholarly achievement of a program (Carper & Williams, 2004). However, two previous reviews of faculty productivity were limited in that each presented data according to individual faculty members rather than by program, and the most recent analysis by training program is now outdated because it included data from 1995 to 1999 (Carper & Williams, 2004). Moreover, previous studies examining published articles in school psychology focused on a limited number of journals. This limited focus could be problematic given the need for school psychology to expand and collaborate with other disciplines (Sheridan & Gutkin, 2000), especially when conducting and consuming research (Kratochwill & Stoiber, 2000).

Although the role of publishing research is important, it can also be seen as stress-inducing. Most graduate students in school psychology consider a career in academia, but choose other careers mostly because of perceived pressures, including the pressure to publish research (Nagle, Suldo, Christenson, & Hansen, 2004). As a result of this pressure and other factors, there is a well-documented current and future shortage of school psychology trainers (Curtis, Hunley, Walker & Baker, 1999; Lund, Reschly, & Martin, 1998). In addition, since 1999, the number of vacant school psychology faculty positions more than doubled, and 30% of these positions went unfilled in the first half of the current decade (Curtis, Hunley, Grier, & Chesno, 2002). Perhaps part of the pressure that school psychology graduate students perceive is due to articles that list the most productive faculty

members. For example, Roberts and colleagues (2006) examined school psychology literature between 1996 and 2005 and found a range of 8 to 39 articles among the top 50 most productive school psychology authors over that 10-year period. These numbers could appear daunting to a graduate student with substantially fewer articles, despite feeling well prepared to engage in a life of research (Nagle et al., 2004). Finally, previous rankings did not take into account the different emphases that universities place on research activity, which mattered in previous research because differences in reported faculty job stress were found among different levels of university research involvement (Agago, 1996). That is, faculty engaged in a high level of research activity reported less stress due to time constraints than did faculty engaged primarily in teaching activities (Agago).

As stated earlier, previous reviews of school psychology faculty publication productivity were limited to school psychology journals, while the most recent ranking of program data was from the years 1995 to 1999. Therefore, the current study was conducted to examine the number of publications listed in PsycINFO for faculty members affiliated with APA-accredited school psychology programs. The following research questions guided the study: (a) which school psychology faculty members published the most articles listed in PsycINFO between 2000 and 2005? (b) which APA-accredited programs had the highest median number of publications listed in PsycINFO between 2000 and 2005? and (c) what is the average number of publications listed in PsycINFO between 2000 and 2005 for faculty affiliated with APA-accredited school psychology programs according to research classifications for the universities?

Method

Sample

The current study examined the number of publications by 291 individual faculty members at 56 APA-accredited school psychology programs. The

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Faculty Publications Between 2000 and 2005

APA website listed 56 school psychology graduate programs; the websites of which were examined by three school psychology graduate students. The university website of the APA-accredited program was searched to locate the school psychology program webpage, and the faculty roster was collected for each program. For purposes of this study, faculty members were limited to assistant, associate, and full professors and did not include adjunct, clinical, or emeriti faculty.

Data Collection

After obtaining the list of faculty members for each APA-accredited school psychology program, PsycINFO was utilized to determine the number of publications for each individual faculty member between the years 2000 and 2005. The database was searched between January 3 and January 10, 2006 using the author search feature with each faculty member's name. The list of publications was checked for redundancy and dissertations were not included in the publication count.

Following data collection, individual faculty members were ranked by total number of articles published from 2000 to 2005. APA-accredited school psychology programs were then ranked based on the calculated median number of publications for the faculty affiliated with the program. Median was used because the unit of analysis was program and the total number of faculty for each program ranged from 1 to 17 with a mean of 5.24 ($SD = 2.58$) and a mode of 4.0. Therefore, the number of data points for unit of analysis was small and median is less affected by outlying data in small data sets.

The third research question addressed the mean number of publications according to research classifications. To examine this question, universities were classified according to the Carnegie Foundation for the Advancement of Teaching (Carnegie, 2006) classification system of research activity. Since its inception in 1970, this classification system has been a leading framework for describing institutional diversity in higher education in the United States and has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty (Carnegie, 2006).

In this classification system, institutions were rated by Carnegie as doctoral-granting universities if they: 1) awarded at least 20 doctoral degrees per

year, excluding degrees that qualify for entry into professional practice (e.g., J.D., M.D., Pharm.D.), and 2) were ranked as either a research university with very high research activity (RU/VH), a research university with high research activity (RU/H) or a doctoral/research university (D/RU). Master's universities awarded at least 50 master's degrees in 2003-2004, but fewer than 20 doctorate degrees during the same period (Carnegie). The universities were then further classified by number of programs as either large (at least 200 degrees), medium (100 to 199) or small (50 to 99). Next, the mean number of publications for faculty members within each classification group was computed. However, before computing the mean, outliers were first removed by converting data to a z score and eliminating scores that met or exceeded ± 1.96 . Finally, the mean and standard deviation were computed. Mean was used because the sample sets were larger and because outlying data were removed.

Inter-observer agreement was computed by having a second person count the number of publications for 20% of the faculty members. The two observers exactly agreed on the number of publications for the sampled faculty members 100% of the time.

Results

The purpose of the study was to examine the rankings of the number of articles published by individual faculty members, along with the median number of publications per APA-accredited school psychology program, and the mean number of publications according to Carnegie (2006) classifications. The first research question is addressed in Table 1. The 20 faculty members with the most publications are listed, along with their institutional affiliation and the number of publications between 2000 and 2005. Three individuals have the same number of publications (30) in position eight, and five individuals have the same number of publications (22) in position 20. The resulting range was 22 to 45 publications.

The second research question inquired about the median number of publications for APA-accredited school psychology programs. The 10 universities with the highest median number of publications are listed in Table 2, along with the standard deviation, the range of number of publications, and the number of faculty members per institution. Three universities share the ninth position with a median of nine publications.

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Faculty Publications Between 2000 and 2005**Table 1**

Ranking of Top Twenty Faculty Members by Number of Publications

Faculty Member	University	# of Publications
1. Skinner, Christopher	University of Tennessee	45
2. Bray, Melissa	University of Connecticut	44
3. Reynolds, Cecil	Texas A & M	43
4. Kehle, Thomas	University of Connecticut	41
5. Huebner, E. Scott	University of South Carolina	40
6. Kratochwill, Thomas	University of Wisconsin, Madison	33
7. Luthar, Suniya	Columbia University	32
8. Halperin, Jeffrey	City University of New York	30
8. Gresham, Frank	Louisiana State University	30
8. DuPaul, George	Lehigh University	30
11. Jimerson, Shane	University of California, Santa Barbara	27
12. Berninger, Virginia	University of Washington	26
13. Sheridan, Susan	University of Nebraska, Lincoln	26
14. Burns, Matthew	University of Minnesota	24
15. Burack, Jacob	McGill University	23
15. Hughes, Jan	Texas A & M	23
17. Derevensky, Jeffrey	McGill University	22
17. Furlong, Michael	University of California, Santa Barbara	22
17. Ponterotto, Joseph	Fordham University	22
17. Turiel, Elliot	University of California, Berkeley	22
17. Zimmerman, Barry	City University of New York	22

Table 2

Ranking of Top Ten Training Programs by Median Publications

University	Median	SD	Range	# of faculty
1. University of Connecticut	41.0	14.22	18-44	3
2. University of California, Santa Barbara	19.0	5.90	14-27	4
3. University of Minnesota	18.5	8.66	4-24	4
4. Louisiana State University	18.0	12.50	5-30	3
5. University of Tennessee	16.0	20.66	5-45	3
6. Lehigh University	14.0	11.17	5-30	4
7. Georgia State University	12.5	6.55	0-14	4
8. University of Nebraska, Lincoln	11.0	8.34	4-26	5
9. Ball State University	9.0	5.57	2-16	6
9. University of South Carolina	9.0	13.19	5-40	6
9. University of Southern Mississippi	9.0	4.93	1-10	3

The mean number of publications for all of the 277 faculty members, after removing 14 outliers, equaled 6.10 ($SD = 5.69$). Thus, on average, school psychology faculty members publish one article per year. However, the third research question

addressed average number of publications according to the Carnegie (2006) classification, the results of which are listed in Table 4. There were multiple representatives in the three doctoral institution categories, but only one was rated as a master's

CONTINUED FROM PAGE 18

Faculty Publications Between 2000 and 2005**Table 3**

Mean Number of Publications by Carnegie Foundation Classification

Carnegie Classification	Number of Programs	Number of Faculty	Mean	SD
Research University – Very High Research	35	143	6.42	5.61
Research University – High Research	13	77	6.22	6.00
Doctoral Research University	06	40	5.28	4.44
Masters Level – Medium Programs	01	08	0.38	0.73

university. Moreover, one university was accredited by the APA, but not ranked according to the Carnegie (2006) criteria. Therefore, data from the single master's university are listed in Table 4, but were not included in analyses. A one-way analysis of variance with Carnegie classification as the independent variable and number of publications per faculty member as the dependent variable found a nonsignificant effect $F(2, 257) = .67, p = .51$.

Discussion

The data presented for the first research question updates previous rankings and includes a wider range of journals. However, the range of publications for individuals in the current data (22 to 45) was similar to previous studies (e.g., 13 to 39; Roberts et al., 2006). The ranking of programs is not quite as similar to the two previous listings. Carper and Williams (2004) used data from 1995 to 1999, and data for Webster et al. (1993) were from 1985 to 1991. The current study started where the previous lists ended (2000); the result of which was almost continuous data collection from 1985 to 2005. The three lists are included in Table 4. Six of the current entries were also on the top 10 of the previous study, five new programs appeared on the current list, including the top three, and five programs listed in 2004 did not appear in the current top 10. Furthermore, there were five programs in the 2004 ranking that were not in the 1993 list, and only four were included in all four lists. Thus, although every 5 years might seem like a frequent time frame to conduct these studies, the inconsistencies between rankings suggest that this might be an appropriate interval.

The results from this investigation lend to interesting discussions, but should probably not be seen as an index of quality or a value judgment of programs or individuals. These data suggest some measure of productivity, but there are other factors to consider when judging program quality, such as

quality and quantity of practicum experience, opportunities to pursue individual research interests, and job opportunity upon program completion. Moreover, these data only examined number of publications and made no attempt to quantify author order, quality of journal, quality of article, or impact the publication had on the field.

While employment at a top-ranked university may seem unattainable to some graduate students, the average number of publications per faculty in 6 years is 6.10, which is just over one publication a year. Even the universities rated as the highest level of research activity by Carnegie (2006) had a mean of only 6.42 (SD = 5.61), which is still only slightly more than one article per year. The research productivity did not significantly vary between the three Carnegie classifications among doctoral institutions. Moreover, there are almost three times as many programs approved by the National Association of School Psychologists' (NASP) as there are APA-accredited programs. Many of those programs may include specialist-level training, as opposed to doctoral level, and may be housed at master's level universities. Thus, the research productivity among those schools is unknown, but is presumably less than doctoral/research institutions. In other words, there are approximately 100 school psychology training programs in which it could be assumed that the research requirements would be even less than the article per year found here.

The large standard deviations associated with the mean number of articles for each Carnegie (2006) classification indicate a large amount of variance within the groups. Perhaps this is due to lumping assistant, associate, and full professors into the same category. Moreover, this analysis does not break down the faculty members into pre- and post-tenured, which may result in different publication expectations and results.

Some methodological issues need to be considered when examining the results of this study.

CONTINUED ON PAGE 20

Faculty Publications Between 2000 and 2005**Table 4**

Current top 10 Ranking and Previous Rankings of Program Productivity

Current Ranking	Carper & Williams (2004)	Webster et al. (1993)
1. University of Connecticut	1. Texas A&M University	1. University of Nebraska-Lincoln
2. University of California, Santa Barbara	2. Lehigh University	2. Louisiana State University
3. University of Minnesota	3. Louisiana State University	3. Texas A&M University
4. Louisiana State University	4. University of Florida	4. University of Texas-Austin
5. University of Tennessee -Knoxville	4. McGill University	5. Memphis State University
6. Lehigh University	4. University of South Carolina	6. University of Wisconsin-Madison
7. Georgia State University	7. Ball State University	7. University of Georgia
8. University of Nebraska-Lincoln	8. University of Wisconsin-Madison	8. University of South Carolina
9. Ball State University	9. University of Washington	9. University of Minnesota
9. University of South Carolina	10. University of Tennessee-Knoxville	10. Lehigh University
9. University of Southern Mississippi	10. University of Nebraska-Lincoln	

Only those publications included in PsycINFO were included in the publication count, which was limited to book chapters and journal articles within journals listed in PsycINFO. Other journals exist in which school psychology faculty members may publish, but are not included here. Additionally, if more than one individual at a university published an article together, this article was counted once for each individual author. This could distort the results, causing universities in which faculty members frequently collaborate to appear more productive than those in which collaboration is less common.

Although this study aimed to provide the most updated information, this was difficult at times. The possibility that faculty members may have switched universities within the past 5 years was not taken into consideration. That is, all publications for an individual were counted toward the university at which they are currently employed, and faculty involvement in each program was determined based upon program websites. There appears to be considerable mobility within the profession of school psychology in general, the full extent of which is difficult to estimate (Reschly, 2000). Thus, program websites could become quickly out of date or could incomplete information regarding the actual involvement of each faculty member, which could have caused errors. Finally, this list did not include articles that were 'in press' at the time of data collection.

It is hoped that this article may provide

information that is useful to those considering applying to school psychology programs, current graduate students considering a career in academia, and current school psychology faculty. This may be especially helpful information for graduate students who aspire to be professors at top institutions, but feel that the work is too daunting. In any case, it is useful for those in academia to be aware of the publication productivity of APA-approved school psychology programs.

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Passing the Torch

**Andy Garbacz, SASP President &
Amanda Siebecker, Incoming SASP President**

“Professional opportunities within SASP provide students many avenues through which they can pursue their goals.”

The current Student Affiliates in School Psychology (SASP) board has been involved in many exciting activities that have sought to elevate the visibility of SASP, foster partnerships between SASP and other psychology organizations, disseminate important legislative policy information, and increase the quantity and quality of professional opportunities within student psychology organizations. Incoming SASP officers hope to continue the strong tradition of SASP and move in exciting new directions.

During the past year SASP officers have worked diligently to elevate the visibility of school psychology student organizations. The SASP website offers outstanding resources that not only showcase events happening within SASP, but also describe events in other student-led organizations. SASP's increased visibility was evident at the annual convention of the American Psychological Association in New Orleans. SASP had record attendance and participation at their mini-convention that highlighted presentations by school psychology students from around the country, as well as a presentation by Dr. George DuPaul.

The current SASP officers have valued the importance of building bridges between student-led and professional psychology organizations. A highlight of SASP's partnering efforts includes a new partnership between SASP and the American Psychological Association for Graduate Students (APAGS). Through this partnership both organizations have been able to disseminate more information to students, which has resulted in increased awareness of a variety of issues and enabled students to take on new roles throughout the field.

Professional opportunities within SASP provide students many avenues through which they can pursue their goals. The aforementioned annual mini-convention held during the APA convention not only allows students a way in which they can disseminate their research, but also provides financial assistance to attend the convention. The quarterly SASP Newsletter, SASP News, provides another outlet for students to make professional contributions to the field through research, commentaries, and discussions. In addition to these professional opportunities, SASP awards a yearly diversity award. This award provides financial assistance to an

outstanding incoming school psychology graduate student who indicates professional goals which address issues of diversity in school psychology.

Although we are excited about the directions SASP has taken in during the past term, we are all looking forward to the new opportunities that lie ahead for SASP when the next board takes over on January 1, 2007. In fall 2006 the new SASP board was formed through an on-line nomination process. The incoming SASP board includes:

Amanda Siebecker: President,
University of Nebraska, Lincoln

Shilah Scherweit: President-Elect,
Oklahoma State University

Stacie Leffard: SASP Liaison Officer,
Duquesne University

Katie Woods: Membership Chair,
University of Nebraska, Lincoln

Andy Van Pham: Diversity Chair,
Michigan State University

Charles Negrea: Technology Chair,
Florida State University

Michael Galaviz: Communications Chair,
University of California, Berkeley

Cindy Altman: Convention Chair,
Duquesne University

The upcoming SASP term holds many opportunities to continue work toward current SASP goals and begin to build new goals and visions for SASP. Specifically, we will build on the progress that has been made thus far in terms of increasing the visibility of SASP. This may be achieved through communication with university program directors and school psychology students. In addition, we will work closely together to build on the success of this year's APA mini-convention by soliciting high quality student research presentations and the opportunity to hear from influential professionals in the field.

In addition to continuing SASP's current vision, during the upcoming term SASP will focus on increasing membership, mentorship, and knowledge about the benefits of SASP and Division 16. The SASP board will coordinate with Division 16 to streamline the membership process and continue

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SASP: Passing the Torch

working to increase SASP membership and student involvement. In terms of mentoring, we will facilitate the organization and use of mentoring programs for SASP chapters nationally. SASP will also continue to bring opportunities for students to engage in the research process and learn from professionals in our field. Together, SASP will determine the most effective way to achieve these goals in addition to any others that the SASP board identifies.

As the incoming President of SASP, I (Amanda) look forward to beginning the new term with a fresh start. The incoming SASP board has many strengths to build upon and will benefit the organization as a whole. I recognize the challenge to communication when board members are scattered across the nation. However, I will work diligently to ensure effective and continued communication among board members to facilitate progress toward our goals. This is a wonderful opportunity to bring SASP members from all over the nation together toward

one goal: the representation of Student Affiliates in School Psychology as the future of school psychology.

Student Affiliates in School Psychology would like to sincerely thank the executive committee of Division 16 for their invaluable support. Without their professional and financial support, SASP would not be able to provide the many important opportunities for students in promoting the future of school psychology. Specifically, SASP would like to thank Dr. Gary Stoner (President), Dr. Lea Theodore (Vice President for Membership), Dr. Cecil Reynolds (Past-President), Dr. Bonnie Nastasi (Treasurer), Dr. Tammy Hughes (Vice President for Publications, Communications, and Convention Affairs), and Dr. Frank Worrell (President-Elect).

School Psychology Academic Position Searches 2006-2007

**Submitted by Tom Fagan, Ph.D.
University of Memphis**

1. Adelphi University
2. Arizona State University
3. Baylor University
4. Bowling Green State University (OH)
5. Calif. State University - Fresno
6. Calif. State University - San Bernadino
7. Chapman University (CA)
8. City University of New York (CUNY)
9. East Carolina University - 3
10. Florida State University
11. Fordham University -2
12. Francis Marion University (SC)
13. Georgia Southern University
14. Louisiana State University
15. Middle Tennessee State University
16. New Jersey City University
17. Northern Illinois University
18. Ohio State University
19. Rutgers University
20. Sam Houston State University
21. St. Johns University
22. Texas A & M University - 2
23. Tufts University
24. Tulane University
25. University of California at Riverside
26. University of Cincinnati
27. University of Colorado at Denver
28. University of Connecticut
29. University of Florida
30. University of Houston
31. University of Kentucky
32. University of Memphis
33. University of Missouri-Columbia
34. University of Nebraska-Lincoln
35. University of Northern Colorado
36. University of South Carolina
37. University of South Florida
38. University of Southern Mississippi
39. University of Texas-Austin
40. University of Texas-San Antonio
41. University of Wisconsin-LaCrosse
42. University of Wisconsin-Milwaukee

Announcements

Trainers of School Psychologists Outstanding Contributions to Training Annual Award

Each year, Trainers of School Psychologists accept nominations for the Outstanding Contributions to Training Award. This award is presented to one school psychology trainer who throughout his or her career has demonstrated exceptional contributions to training that merits special recognition. The award recipient will be presented with the award at the TSP annual meeting held during the NASP convention.

Example criteria include, but are not limited to, any of the following activities: curricula innovations, development of training materials, relevant activity in professional organizations that support training, advocacy for the field of school psychology, editor of a school psychology journal, etc.

Process: Send nominations to Robyn Hess (robyn.hess@unco.edu) by January 15. Five sets of materials should be submitted for each nominee that includes a letter outlining the training contributions, the nominee's vita, and 3-5 letters of support for the nominee.

Award selection committee will include past winners as well as TSP executive or advisor board members. Anyone, including a candidate him or herself, may nominate a school psychology trainer for the award. Each year the award committee is selected by Feb 1st and the award winner will be notified in March (before the NASP meeting).

Past Recipients include:
 2006 Tom Fagan
 2005 Judith Kaufman

The PsychCorp Annual Trainers of School Psychology Professional Development Scholarship

Graduate Student Scholarships

Harcourt Assessment in collaboration with the Trainers of School Psychologists will be awarding two student scholarships for the NASP convention in New York City.

The deadline for application is January 15, 2007.

Scholarship criteria:
Who is eligible?

- Graduate students in a school psychology program that is a member of the Trainers of School Psychologists

Requirements to apply for scholarship

- Must have a paper/poster accepted for the NASP convention
- Must submit an abstract of the proposed paper as well as verification that the paper has been accepted
- Curriculum Vita
- Letter of application-Rationale and purpose for how the conference will advance your professional development
- Proposed budget

Must submit all materials electronically to tpscholarship@yahoo.com by January 15th 2007. Scholarships recipients will be notified by February 28, 2007.

The PsychCorp Annual Trainers of School Psychology Professional Development Scholarship

Junior Faculty Scholarships

Harcourt Assessment in collaboration with the Trainers of School Psychologists will be awarding three junior faculty scholarships for the NASP convention in New York City.

The deadline for application is January 15, 2007.

Scholarship criteria:
Who is eligible?

- Junior faculty in a school psychology program that is a member of the Trainers of School Psychologists
- Has not been in the academy for more than five years consecutively

Requirements to apply for scholarship

- Must have a paper/poster accepted for the NASP convention
- Must submit an abstract of the proposed paper as well as verification that the paper has been accepted
- Curriculum Vita
- Letter of application-Rationale and purpose for how the conference will advance your professional development
- Proposed budget

Must submit all materials electronically to tpscholarship@yahoo.com by January 15th 2007. Scholarships recipients will be notified by February 28, 2007.

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ANNOUNCEMENTS**University of Cincinnati
Assistant/Associate Professor**

The School Psychology Program has an open position for an Assistant/Associate tenure-track faculty member available September 1, 2007. Applicants must have an earned doctorate in School Psychology (or anticipated by August, 2007) from an approved program (NASP and/or APA) and have experience as a school psychologist. Applicants must demonstrate applied research (or potential) from a behaviorally-oriented perspective and excellence in teaching (i.e., intervention and field-based courses from a behavior analysis orientation). Applications will be accepted immediately and considered until the position is filled. Applicants must apply on-line (www.jobsatuc.com, position #26UC1337). In addition, please send 3 letters of recommendation and official transcripts to: David Barnett, Search Committee Chair, School Psychology Program, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer, Women, Minorities, Disabled Persons, and Vietnam Era and Disabled Veterans are encouraged to apply.

**University of Northern Colorado
Assistant Professor**

This is a full-time, renewable non-tenure track position in our APA-accredited and NASP-approved School Psychology Programs in the College of Education and Behavioral Sciences at the University of Northern Colorado. Responsibilities include graduate teaching; conducting research; advising, including dissertations; and service. The complete vacancy announcement including application procedures can be found online at: http://www.unco.edu/cebs/news/vacancies03_04.htm.



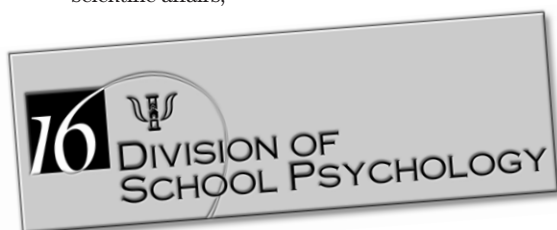
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The objectives of the Division of School Psychology are:

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



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People and Places

■ The **St. John's University** graduate programs in school psychology is pleased to welcome **Dr. Tamara Del Vecchio**. Dr. Del Vecchio received her PhD in clinical psychology from **Stony Brook University** in 2006. Her research interests include the development of early child aggression (infancy through preschool), the dysfunctional parenting that maintains child aggression, parent cognitions and/or affect that relates to dysfunctional parenting, and early prevention and intervention efforts for parents of difficult toddlers.

■ **The International School Psychology Association (ISPA)** Central Office, which supports the mission of the association and provides member services, is moving from its long time home in Copenhagen, Denmark to the Chicago campus of National-Louis University. ISPA (www.ispaweb.org) is comprised of individual and association members with representation from all continents. The association has as its mission the promotion of the profession of school psychology and the rights of children.

Dr. Robert Clark has been selected as the Executive Secretary of the Association and will start his responsibilities on January 1, 2007. The Association hosts its international conference, called the Colloquium, in mid-summer each year. Information about the July, 2007, conference held in Tampere, Finland can be found at the ispaweb.org website noted above. The 2006 conference was held for the first time in Asia in Hangzhou, China. The 2008 conference will be held in Utrecht, The Netherlands. Association contact information follows:

International School Psychology Association
National-Louis University
122 S. Michigan Avenue
Chicago, IL 60603-6119 USA
Attn: Robert D. Clark, PhD, Exec. Secretary
Phone: 224-233-2596
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