



APA Division 16 School Psychology
Vol. 61, No. 2

The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

table of contents

PRESIDENT'S MESSAGE <i>Frank C. Worrell, University of California, Berkeley</i>	32
PRACTICE FORUM Treatment Integrity: A Necessary Component of Response to Intervention <i>by Shannon Goss, Amity Noltemeyer, & Heidi Devore, Kent State University</i>	34
GENERAL American Psychological Association 2007 Convention: Division 16 Schedule at a Glance <i>Submitted by Rosemary Flanagan, Program Chair, & Georgette Yetter, Program Co-Chair</i>	39
SASP - THE STUDENT CORNER The Many Benefits of SASP <i>by Amanda Siebecker, University of Nebraska-Lincoln & Gary Stoner, University of Massachusetts, Amherst</i>	41
DIVISION 16 EXECUTIVE COMMITTEE NOMINEE STATEMENTS Nominees for Council of Representatives <i>Cindy Carlson, Ph.D. Cecil R. Reynolds, Ph.D.</i>	42
Nominees for President <i>Tammy L. Hughes, Ph.D. Bonnie K. Nastasi, Ph.D.</i>	44
Nominees for Vice President of Publications, Communications, and Convention Affairs <i>Shane R. Jimerson, Ph.D. Linda A. Reddy, Ph.D.</i>	48
Nominees for Vice President of Education, Training and Scientific Affairs <i>Elaine Clark, Ph.D. Marika Ginsburg-Block, Ph.D.</i>	48
Nominees for Treasurer <i>Jessica Blom-Hoffman, Ph.D. Tanya L. Eckert, Ph.D.</i>	56
PEOPLE AND PLACES	59

In this issue
Division 16
2007 Executive
Committee
Nominees



The School Psychologist Advertising & Submission Information



Moving or missing your newsletter? More information about Division 16.

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

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

Classified Rates

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

Michelle Athanasiou, Ph.D.
Applied Psychology & Counselor Education
Campus Box 131
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356 (w)
(970) 351-2625 (f)
michelle.athanasiou@unco.edu

Requirements

The School Psychologist is published four times (Winter, Spring, Summer, and Fall) a year. Employment notices, announcements, and advertisements (including display ads) are due on the 1st of the month of printing.

Classified ads and display ads should be submitted electronically (via e-mail or disk) and in paper form according to the following guidelines.

Display Ad Rates*

Ad Size	Rate
Full page (6.625" x 9.25")	\$625
Half page (horizontal 6.625" x 4.5")	\$475
Half page (vertical 3.25" x 9.25")	\$475
Quarter page (3.25" x 4.5")	\$275

Multiple Insertion Discounts¹

Full page (2-4 insertions)	\$525
Full page (5-8 insertions)	\$475
Half page (2-4 insertions)	\$425
Half page (5-8 insertions)	\$375
Quarter page (2-4 insertions)	\$175
Quarter page (5-8 insertions)	\$125

*Display ads with color add \$50 to cost per insertion.
Display ads with pictures add \$50 to cost per insertion.
¹Rate is cost per insertion.

Advertising Policy

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

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

Author's Instructions and Publication Schedule

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

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

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

Michelle Athanasiou, Ph.D.
Applied Psychology & Counselor Education
Campus Box 131
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356 (w)
(970) 351-2625 (f)
michelle.athanasiou@unco.edu

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

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

Division 16 Executive Committee

President

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

President Elect

Jean A. Baker, Ph.D.
434 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 353-5047 (w)
(517) 353-6393 (f)
jbaker@msu.edu

Past President

Gary Stoner, Ph.D.
School Psychology Program
School of Education
361 Hills House South
University of Massachusetts, Amherst
Amherst, MA 01003
(413) 545-1527 (w)
(401) 265-8925 (f)
(413) 545-1523 (f)
gstoner@educ.umass.edu

Secretary

Vincent C. Alfonso, Ph.D.
Graduate School of Education
Fordham University
113 West 60th Street
Room 1121A Lowenstein
New York, NY 10023
212-636-6410 (w)
212-636-7826 (f)
alfonso@fordham.edu

Treasurer

Bonnie Nastasi, Ph.D.
School Psychology Program
Walden University
Home address:
100 Wells St. #1220
Hartford, CT 06103
(860) 235-8829 (w)
bonnastasi@yahoo.com
bnastasi@waldenu.edu

Vice President of Professional Affairs (VP-PA)

Linda Caterino, Ph.D.
School Psychology Program
Division of Psychology in Education
Tempe, AZ 85287
(480) 965-3384 (w)
(480) 965-0300 (f)
linda.caterino@asu.edu

Vice President of Membership

Lea Theodore, Ph.D.
City University of New York,
Queens College
Graduate Program in School Psychology
65-30 Kissena Blvd.
Flushing, NY 11367
(718) 997-5360 (w)
(718) 997-5428 (f)
leatheodore@optonline.net

Vice President of Education, Training, & Scientific Affairs (VP-ETSA)

Judy Oehler-Stinnett, Ph.D.
Oklahoma State University
434 Willard Hall
School of Applied Health and
Educational Psychology
Stillwater, OK 74078
(405) 744-9450 (w)
(405) 744-6756 (f)
jos@okstate.edu

Vice President of Publication, Communications, and Convention Affairs (VP-PCCA)

Tammy Hughes, Ph.D.
Duquesne University
Department of Counseling,
Psychology, and Special Education
102C Canevin Hall
Pittsburgh, PA 15282
(412) 396-5191 (w)
(412) 396-1340 (f)
hughest@duq.edu

Vice President of Social and Ethical Responsibility & Ethnic Minority Affairs (VP-SEREMA)

Karen Callan Stoiber, Ph.D.
Department of Educational Psychology
University of Wisconsin-Milwaukee
2400 East Hartford Ave.
Milwaukee, WI 53211
(414) 229-6841 (w)
(414) 229-4939 (f)
kstoiber@uwm.edu

Council Representatives

Cindy Carlson, Ph.D.
University of Texas at Austin
Educational Psychology Department
1 University Station D5800
Austin, TX 78712
(512) 232-4835 (w)
(512) 471-1288 (f)
cindy.carlson@mail.utexas.edu

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

Council Representatives (continued)

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

SASP Representative

Amanda Siebecker
114 Teachers College Hall
University of Nebraska-Lincoln
Lincoln, NE 68503
(402) 472-1192
mandasiebecker@yahoo.com

Historian

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

Editor, School Psychology Quarterly

Rik D'Amato, Ph.D.
Applied Psychology &
Counselor Education
University of Northern Colorado
Greeley, CO 80639
(970) 351-2208 (w)
(970) 351-2625 (f)
rik.damato@unco.edu

Editor-Elect, School Psychology Quarterly

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

PRESIDENT'S
MESSAGEIs It the Worst of Times or
the Best of Times?

Frank C. Worrell
University of California, Berkeley



Frank Worrell

*School psychology,
Helping children of the world,
A field for these times.*

*Ignoring seasons,
APA, NASP and ISPA
Work throughout the year.*

The current decade has had its fair share of disasters, from the tragic terrorist attacks on September 11, 2001, to the tsunamis in Asia, the bombings in London, the hurricanes in New Orleans, and the ongoing fighting and killing in the Middle East and Africa. If we turn our focus to the educational context of United States, statistics tell us that our students are lagging behind many of the developed countries in knowledge of mathematics, science, and geography. The decline in dropout rates for minority and low-income students flattened in the 1990s and has not made substantial movement since. And despite several years of the No Child Left Behind (NCLB) legislation, which highlighted the achievement gap at district and school levels, test scores for low income and some minority groups continue to lag far behind their counterparts. In the larger social sphere of the US, John Dovidio and other social psychologists tell us that racism has not gone away; it has merely become more subtle (see Dovidio, Gaertner, Nier, Kawakami, & Hodson, 2004).

This assessment may seem dire, and I am far from alone in acknowledging these concerns. In *Blueprint III*, Ysseldyke et al. (2006) commented on the growing economic divide in the country as well as the increasing disparity between the diversity in schools and the lack of diversity in the educational workforce. These researchers also noted that children's anxieties are now about disasters happening in their local communities rather than more global concerns. It is perhaps an understatement, then, to say that those of us who chose school psychology as a professional calling in the last two decades grew up in a much more hopeful time than students today.

And yet, I believe that it is a time of tremendous promise for school psychology and Division 16, indeed the best of times, and this view is not entirely due to the rose-colored lenses through

which I often view the world. One reason for optimism is the increase in knowledge available to us. For example, NCLB's flaws notwithstanding, the mandate to disaggregate data by demographic groups has placed a national spotlight on the failure of the education system to serve the populations that are most dependent upon it. Consider the fact that Sharon Stephens Brehm, the current President of APA, whose research emphases have included psychological reactance, empathy, and self-focus heretofore, has chosen mathematics and science education as one of her presidential initiatives.

Consider the national focus in research, practice, and policy on the importance of evidence-based practice, integrity of intervention delivery, and response to intervention—ideas that have been around for some time in weaker incarnations—but which have now been provided with the conditions to thrive. Consider the fact that schools are some of the first sites to be using these ideas and how the task-force on evidence-based interventions in school psychology chaired by Thomas Kratochwill has led the way. Consider the roles that psychologists and school psychologists played and continue to play after 9/11, Rita, and Katrina, and the increased focus on crisis intervention and, even more importantly, the promotion of psychological well-being in children and adolescents.

Despite the intractable problems of the achievement gap and minority underachievement, and school psychology's concern with learning, this field has rarely addressed the relationship between social identity (reference group orientation) and academic achievement, except in the context of discussions of IQ. Indeed, ERIC and PsycINFO searches of journals with psychology and school in the title, using *stereotype threat* (Steele, 1997; Steele & Aronson, 1995) and *cultural ecological theory* (Ogbu, 1981, 1983, 2004) as keywords, yield a grand total of zero hits, despite the prominence of these two theoretical perspectives in discussions of minority achievement. However, school psychology now boasts *two* handbooks dedicated to multicultural school psychology (see Esquivel, Lopez, & Nahiri, 2007; Frisby & Reynolds, 2005). These books will make it more difficult to dismiss or exclude considerations of cultural factors in school psychology research and practice. A recent survey

“It is perhaps an understatement, then, to say that those of us who chose school psychology as a professional calling in the last two decades grew up in a much more hopeful time than students today.”

CONTINUED FROM PAGE 32

Is It the Worst of Times or the Best of Times?

also indicates that training programs have greater diversity among current students than the diversity of trainers and practitioners (Curtis, Lopez, Batsche, Smith, & the NASP Research Committee (2007), auguring well for the future of the field, given the increasing diversity of the school population. And school psychology has finally begun to tackle gay and lesbian issues, with an increased number of articles on sexual minorities in several of the school psychology journals since 2000.

There are several other reasons for optimism. At the meeting of the Council of Directors of School Psychology Programs (CDSPP) in January of this year, the number of attendees who were younger than me struck a cord. There is a new generation of trainers who are both competent and enthusiastic, and leading the charge for change in training programs and practice. In the month of January, I also reviewed a handbook of international school psychology (Jimerson, Oakland, & Farrell, 2007) which documents the growth of school psychology in many parts of the world where it did not exist previously, and shows how school psychology in the US sets a standard that other nations aspire to.

I have another reason for optimism. Ysseldyke et al. (2006) provided a model of practice that includes development of competence in several domains. There are many who argue that the breadth of competencies called for by these authors cannot be adequately addressed in specialist programs and indeed highlights the need for doctoral training in school psychology. If we accept these claims, this is a great time for optimism rather than despair, if only because it speaks to the beginning of bridging of a divide that began when APA argued that the minimum standard for professional practice should be the doctorate. Although the shortage of both trainers and practitioners and the introduction of school psychology to developing countries make it clear that it will be quite a long time before most school psychology practitioners will hold the doctoral degree, it is still worth noting that there seems to be a growing consensus within the US about the competencies that school psychologists should have, whatever degree they possess. On a more selfish note, the shortage of school psychologists provides another reason for students in school psychology and school psychology programs to rejoice—there are jobs awaiting graduates.

Before closing, let me answer the two questions that I posed at the end of my last columns. The abbreviation P & C refers to the Publications

and Communications Board of APA, which is now more important to the Division as *School Psychology Quarterly* is being published by APA; and CODAPAR, the Committee on Division/APA Relations is a conduit for the Division's voice to APA governance. To date, no one has contacted me with concerns about or suggestions for the Division. Although I would like to believe that the reason for this is that all members are satisfied with the Division, I think it much more likely that many of you have not yet received or read your copy of the last issue. So remember, please feel free to contact me (franke@berkeley.edu) or other members of the EC if you have suggestions or concerns. I would also like to take this opportunity to invite you to the Business Meeting and Social Hour of the Division at the annual convention in San Francisco—just a few months away. In addition to being brought up to date on the general events of the Division, we will be announcing a new award for the division and will have the final results of the vote on splitting the Vice Presidency for Publications, Communications, and Convention Affairs. Enjoy the spring; after all, these are the best of times.

References

- Curtis, M. J., Lopez, A. D., Batsche, G. M., Smith, J. C., & the NASP Research Committee. (2007, January). *Demographics of the profession of school psychology*. Paper presented at the annual meeting of the Council of Directors of School Psychology Programs, Deerfield Beach, FL.
- Dovidio, J. F., Gaertner, S. L., Nier, J. A., Kawakami, K., & Hodson, G. (2004). Contemporary racial bias: When good people do bad things. In A. G. Miller (Ed.), *The social psychology of good and evil* (pp. 141-167). New York: Guilford Press.
- Esquivel, G. B., Lopez, E. C., & Nahari, S. G. (Eds.). (2007). *Handbook of multicultural school psychology: An interdisciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Frisby, C. L., & Reynolds, C. R. (Eds.). (2005). *Comprehensive handbook of multicultural school psychology*. Hoboken, NJ: Wiley.
- Jimerson, S. R., Oakland, T. D., & Farrell, P. T. (Eds.). (2007). *The handbook of international school psychology*. Thousand Oaks, CA: Sage Publications.
- Ogbu, J. U. (1981). Origins of human competence: A cultural-ecological perspective. *Child Development*, 52, 413-429.
- Ogbu, J. U. (1983). Minority status and schooling in plural societies. *Comparative Education Review*, 27, 168-190.
- Ogbu, J. U. (2004). Collective identity and the burden of "acting White" in Black history, community, and education. *Urban Review*, 36, 1-35.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811.
- Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., et al. (2006). *School psychology: A blueprint for training and practice III*. Bethesda, MD: National Association of School Psychologists.

“There is a new generation of trainers who are both competent and enthusiastic, and leading the charge for change in training programs and practice.”



Treatment Integrity: A Necessary Component of Response to Intervention

**Shannon Goss
Amity Noltemeyer
Heidi Devore
Kent State University**

“Although Response to Intervention (RtI) was originally developed to address academic difficulties, practitioners have broadened the scope to also include behavioral difficulties for all students.”

In the traditional and historical sense, school psychologists have been considered the “gatekeepers to special education.” They have been called upon for their expertise in assessing children with the goal of uncovering developmental areas in need of support, typically through the IQ-Achievement Discrepancy model (Fagan & Wise, 2000; Fagan, 2002). However, the role and function of the school psychologist has the opportunity to change significantly. Recent changes in the Individual with Disabilities Education Act (IDEA) of 2004 and the IDEA 2006 regulations no longer require school districts to rely on a severe discrepancy between achievement and intellectual ability in determining a specific learning disability. Rather, state and local educational agencies are now permitted to dispose of the discrepancy model and use an alternative process during evaluation procedures based on the child’s response to scientific, research-based interventions. Although Response to Intervention (RtI) was originally developed to address academic difficulties, practitioners have broadened the scope to also include behavioral difficulties for all students.

When the changes in IDEA 2004 occurred, it gave professionals such as school psychologists permission to reconsider their role and function in serving children in an educational setting. Now, the fields of school psychology and education are embracing the RtI model, which encompasses high-quality research-based classroom instruction, continuous progress monitoring, research-based academic and behavioral interventions, and monitoring of intervention integrity (Brown-Chidsey & Steege, 2005).

As we see an increase in the number of school districts adopting an RtI model, collecting treatment integrity data is critical when matching targeted interventions to students’ academic and/or behavioral needs. These data help determine what is working and what needs to change. Further, treatment integrity data can assist in making decisions about whether students may benefit from special education services (i.e., the lower tiers in

the tiered-system are not sufficient for meeting the student’s needs). Without treatment integrity data, it becomes impossible to determine which interventions, services and type of instruction are needed for the student to succeed. Through a review of the literature this paper will examine: (a) the definition of treatment integrity, (b) the significance and prevalence of treatment integrity, (c) literature-based suggestions for fostering treatment integrity and (d) best practices for monitoring treatment integrity.

Definition of Treatment Integrity

Implementing interventions with integrity, the focus of this paper, is one of the core components of RtI. Treatment integrity can be described as the degree to which the intervention is implemented as designed (Gresham, 1989; Gresham, Gansle, & Noell, 1993; Gresham, MacMillan, Beebe-Frankeberger, & Bocian, 2000). The term is interchangeable with treatment fidelity, intervention fidelity, or intervention integrity. Related terms referenced in this article also include dependent variable, which can be described as the behavior or academic skill targeted for change and independent variable, which can be described as the intervention intended to change the behavior or academic skill (Alberto & Troutman, 2003). The primary goal of an intervention is to show that changes in the dependent variable are directly related to the introduction of the independent variable. Thus, it is critical to demonstrate that the independent variable is implemented as intended or with integrity. (Gresham, 1989; Gresham et al., 1993; Gresham et al., 2000).

Significance of Treatment Integrity

Because a fundamental goal of RtI is to demonstrate that improvements in students’ academic and/or behavioral performance (dependent variable) are due to the instruction and targeted interventions (independent variable), a method to assess the independent variable’s effectiveness needs to be employed. Treatment

CONTINUED FROM PAGE 34

Treatment Integrity

integrity is essential to monitoring student progress and intervention utility. The failure to monitor the way in which the interventions have been implemented as intended poses threats to internal and external validity (Gresham et al., 1993; Gresham et al., 2000).

With regard to internal validity, if changes in student outcomes are observed but the implementation process was not monitored, it is impossible to determine that the observed changes occurred as a result of the intervention. Further, if desirable student outcomes are not achieved and treatment integrity was not monitored, it becomes difficult to determine if a change in the type of instruction and/or intervention is necessary, or if changes did not occur because of inadequate intervention implementation.

With regard to external validity, the ability to evaluate and replicate an intervention is critical and helps build a rich base in the literature (Gresham et al., 1993, Gresham et al., 2000). As the field of school psychology makes a shift to RTI, there is great desire to identify evidence-based interventions. However, if the way in which an intervention is implemented is not monitored or its components defined, it is difficult to build an inventory of evidence-based interventions that can be shared and replicated.

Prevalence of Treatment Integrity Monitoring

It is critical to collect treatment integrity data to determine intervention effectiveness (Gresham, 1989; Gresham et al., 1993; Gresham et al., 2000). However, a double-standard (Peterson, Homer, & Wonderlich, 1982) in data collection practices that needs to be abandoned has been identified in the literature. Gresham et al. (2000) reviewed 65 intervention articles in three major learning disability journals from January 1995 to August 1999: *Journal of Learning Disabilities (JLD)*, *Learning Disability Quarterly (LDQ)*, and *Learning Disabilities Research & Practice (LDRP)*. The review showed that interventionists were most likely to collect data on the dependent variable, but rarely on the independent variable and treatment integrity. Specifically, approximately 100% of the academic intervention studies measured the dependent variable and 49% of the articles narratively described integrity, but only 18.5% actually measured and reported data on treatment integrity of the independent variable. The remaining 32% of the 65 articles did not report any treatment integrity data. Similarly, Gresham et al. (1993) reviewed behavioral

intervention studies in *Journal of Applied Behavior Analysis* conducted between 1980 and 1990 and discovered that only 16% of the studies measured treatment integrity. These reviews demonstrate a low rate of monitoring and/or collecting treatment integrity data.

Fostering Treatment Integrity

As is the case with all academic and behavior change efforts, data collection is integral to fostering the behaviors consistent with acceptable treatment integrity. To know if we are fostering good treatment integrity, school psychologists must integrate a data collection component specifically for treatment integrity into each intervention. Practitioners looking to foster treatment integrity in both practice and research can again look to the literature for assistance. The literature has illustrated that providing performance feedback, modeling and rehearsing the intervention, using intervention scripts, and exchanging home-school notes are a number of ways to foster treatment integrity.

Performance feedback (Gresham, 2001; Jones Wickstrom, & Friman, 1997; Mortenson & Witt, 1998; Noell, Duhon, Gatti, & Connell, 2002; Noell, Witt, Gilbertson, Ranier, & Freeland, 1997) has been cited as a key factor in fostering treatment integrity. This provides another interesting parallel to general behavior change research that highlights the fact that treatment integrity behavior can be shaped in the same ways we try to change behavior of students.

Noell et al. (1997) found that implementation integrity was highest at the beginning of a reinforcement-based intervention, sometimes at 100%. However, intervention integrity rapidly tapered off to levels between 0 and 40%. It was not until the researchers provided feedback on the teachers' performance that integrity levels increased again to ranges between 65 to 89%. Jones et al. (1997) found similar results. Following a problem identification interview and problem analysis interview with teachers, treatment integrity ranged from 9 to 37%, but after the addition of performance feedback, treatment integrity increased to 60 to 83%.

The Jones et al. (1997) and Noell et al. (1997) studies demonstrate the difficulty one has in maintaining consistently high levels of treatment integrity when the consultee is expected to do so with sheer self-discipline, and it corroborates the pattern of "human drift" during the intervention, particularly in the absence of support and/or

“...if the way in which an intervention is implemented is not monitored or its components defined, it is difficult to build an inventory of evidence-based interventions that can be shared and replicated.”

CONTINUED ON PAGE 36

Treatment Integrity

feedback from another professional. As a result, it is essential that school psychologists and other educational professionals who are responsible for implementing interventions receive feedback in order to ensure high levels of integrity.

Modeling and rehearsal/feedback also appears to impact treatment integrity. For example, participants in the Sterling-Turner, Watson, Wildmon, Watkins, and Little (2001) study received 5 minutes of training in one of the following: didactic training (e.g., verbal explanation of intervention), modeling training, and rehearsal/feedback training. The treatment integrity rates were higher when interventions employed direct training methods, such as modeling and rehearsing the intervention, coupled with feedback, when compared to indirect (didactic) methods. This study suggests that spending just a few minutes to model and rehearse the intervention produces more favorable results than merely talking about the intervention for the same amount of time.

Additional ways in which treatment integrity can be fostered include the use of intervention scripts that provide the teacher guidance with the implementation steps (Erhardt, Barnett, Lentz, Stollar, & Reifin, 1996) and home-school notes, which have been shown to increase the rate of treatment integrity among parents and teachers during conjoint behavioral consultation (Galloway & Sheridan, 1994).

Monitoring Treatment Integrity

To know the degree to which interventions are implemented as intended, treatment integrity must be monitored on an ongoing basis. There are five frequently cited methods for measuring treatment integrity: direct observations, self-reports, rating scales, permanent products, and manualized interventions, each of which is described below.

Direct Observations

One method for measuring treatment integrity involves direct observations of treatment implementation. These observations can occur in real time or through videotaping procedures (Gresham et al., 2000). According to Gresham et al. (2000), there are three steps to conducting a direct observation of treatment integrity: (a) operationally defining each component of the treatment, (b) assessing whether each component occurs or does not occur, and (c) calculating the percentage of components implemented correctly over time.

Wickstrom, Jones, Lafleur, and Witt (1998) conducted a study that highlights the importance of directly observing the intervention implementation while simultaneously illustrating the risk of relying solely on self-report (during intervention implementation). These researchers investigated the levels of treatment integrity among 29 consultant-consultee dyads and found a discrepancy between levels of treatment integrity reported by the teachers (54%) and the level reported by a third party (4%) directly observing the teachers' implementation of the intervention.

Using direct observations has the advantage of directly assessing treatment implementation (Wickstrom et al., 1998); however, there are also several potential drawbacks, including observer reactivity (Gresham et al., 2000; Lane & Beebe-Frankenberger, 2004) and availability of personnel to conduct the observations (Lane & Beebe-Frankenberger).

Self-Report

In a self-report method for assessing treatment integrity, the intervention agent completes a self-report form after the treatment has been conducted, indicating the degree to which each treatment component was implemented as intended (Cochrane & Castle, 2006; Gresham et al., 2000). This method requires an operational definition of each treatment component (Sanetti & Kratochwill, 2005), as well as the creation of a self-report form listing the specific intervention components and various response options (e.g., Likert scale options ranging from "component implemented with 100% integrity" to "component not implemented"). Alternatively, self-report treatment integrity information can be obtained through a behavioral interview, which involves interviewing the intervention agent and asking the degree to which each treatment component occurred as planned (Cochrane & Castle, 2006). The major limitations of this approach include the potential for inaccurate results, interference with teaching time (Cochrane & Castle, 2006; Sanetti & Kratochwill, 2005), and inflated estimates of the intervention agent's perception of intervention implementation as the Wickstrom et al. (1998) study demonstrated.

Rating scales, although similar to self-report measures, require the treatment agent to rate the integrity of the entire treatment session (as opposed to each treatment component) after the session is completed (Gresham et al., 2000; Lane & Beebe-

CONTINUED FROM PAGE 36

Treatment Integrity

Frankenberger, 2004). An example of this method might be using a 4- or 5-point Likert scale ranging from "low integrity" to "high integrity" (Gresham et al., 2000; Lane & Beebe-Frankenberger). The major limitation of this method is that length and complexity may hinder its feasibility (Sanetti & Kratochwill, 2005).

Permanent Products

When available, permanent products from each treatment component also can be used to measure treatment integrity. Permanent products can be defined as the work samples that students produce, and as such may be an indicator of treatment integrity. For example, if one component of a spelling intervention is to have the student write each spelling word three times on a cover-copy-compare worksheet, the actual worksheet can be used to document completion of this intervention component. The use of permanent products has several advantages over other treatment integrity monitoring methods, including increased efficiency and reduced likelihood of observer reactivity or social desirability effects (Gresham et al., 2000).

Manualized Interventions

Some packaged interventions include a step-by-step manual for the intervention agent to use as a guide when implementing the intervention. Although the use of such a guide may increase treatment integrity when used appropriately, the drawback is that treatment integrity data are often not collected because it is assumed implementation will be 100% due to the manual (Cochrane & Castle, 2006; Lane & Beebe-Frankenberger, 2004). Therefore, it is important to supplement any manualized interventions with other treatment integrity measures (e.g., direct observation, self-report, etc.; Gresham et al., 2000; Lane & Beebe-Frankenberger). As noted by Gresham et al., "...treatment manuals are perhaps necessary, but certainly not a sufficient, method of ensuring the integrity of treatments" (p. 204).

Practical Suggestions

From these methods, what is the best way to measure treatment integrity? Ideally, treatment integrity should be monitored using multiple methods (e.g., self-report and direct observation). For example, an ideal method may be to use self-report and permanent product data after each treatment session, as well as direct observations regularly to corroborate the evidence. However,

when the use of multiple methods to assess treatment integrity is not feasible, it is recommended that the method selected measures treatment integrity as directly as possible, while remaining reasonable given any resource constraints (Lane & Beebe-Frankenberger, 2004). If assessment data indicate that treatment integrity is low, one should first intervene with the intervention agent to increase implementation. If this does not work, one may need to return to the "exploring solutions" stage of the problem-solving model to select another intervention (Sanetti & Kratochwill, 2005).

Unfortunately, there are currently no published all-purpose treatment integrity measures, so specific measures must be created for each intervention implemented (Sanetti & Kratochwill, 2005). Lane and Beebe-Frankenberger (2004) included examples of forms for monitoring treatment integrity through direct observation, behavior rating scales, self-reports, and permanent product methods. Therefore, if there is uncertainty about how to create data collection tools for these methods, consulting these forms as a guide for creating treatment integrity monitoring measures specific to the intervention is recommended.

Conclusions

Because numerous school districts are embracing an RtI model as an alternative way of addressing academic and behavioral problems, properly collecting treatment integrity data is critical now more than ever. With RtI, student outcomes are dependent on the quality of the instruction and interventions and the way in which these are implemented. Essentially, it is the student's lack of response to an intervention that we must track in order to determine next steps, especially in the framework of an RtI model. Without collecting the appropriate data, we cannot be certain that the targeted intervention effected change or if a lack of change warrants a new intervention.

Gresham et al. (2000) recommended that professional journals mandate that investigators who submit studies for publication report treatment integrity data, a clear definition of the independent variable, and procedures that involved the collection of treatment integrity data. By requiring authors to report this information, a standard will be set that treatment integrity data is necessary and useful in the evaluation and replication of academic and behavioral intervention studies.

“Ideally, treatment integrity should be monitored using multiple methods (e.g., self-report and direct observation).”

CONTINUED ON PAGE 38

Treatment Integrity**References**

- Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers (6th Ed.)*. Upper Saddle River: Merrill/Prentice Hall.
- Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford Press.
- Cochrane, W. S., & Castle, M. (2006). Evaluation of treatment integrity in school-based interventions. *NASP Communiqué*, 34(7), 19.
- Erhardt, K. E., Barnett, D. W., Lentz, F. E., Stollar, S. A., & Reifin, L. H. (1996). Innovative technology in ecological consultation: Use of scripts to promote treatment acceptability and integrity. *School Psychology Quarterly*, 11, 149-168.
- Fagan, T. K. (2002). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology-IV* (pp. 209-221). Bethesda, MD: National Association of School Psychologists.
- Fagan, T. K., & Sachs Wise, P. (2000). *School psychology: Past, present and future* (2nd Ed.). Bethesda, MD: National Association of School Psychologists.
- Galloway, J., & Sheridan, S. M. (1994). Implementing scientific practices through case studies: Examples using home-school interventions and consultation. *Journal of School Psychology*, 32, 385-413.
- Gresham, F. M. (1989). Assessment of treatment integrity in school consultation and prereferral intervention. *School Psychology Review*, 18, 37-50.
- Gresham, F. M. (2001). Treatment integrity and therapeutic change: Commentary on Perepletchikova and Kazdin. *Clinical Psychology: Science and Practice*, 12, 391-394.
- Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257-263.
- Gresham, F. M., MacMillan, D. L., Beebe-Frankeberger, M. E., & Bocian, K. M. (2000). Treatment integrity in learning disabilities intervention research: Do we really know how treatments are implemented? *Learning Disabilities Research and Practice*, 15, 198-205.
- Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1997). The effects of observational feedback on treatment integrity in school-based consultation. *School Psychology Quarterly*, 12, 316-326.
- Lane, K. L., & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you'll need to succeed*. Boston: Pearson.
- Mortenson, B. P., & Witt, J. C. (1998). The use of weekly performance feedback to increase teacher implementation of a prereferral intervention. *School Psychology Review*, 27, 613-627.
- Noell, G. H., Duhon, J. G., Gatti, S. L., & Connell, J. E. (2002). Consultation, follow-up, and behavior management intervention implementation in general education. *School Psychology Review*, 31, 217-234.
- Noell, G. H., Witt, J. C., Gilbertson, D. N., Ranier, D. D., & Freeland, J. T. (1997). Increasing teacher intervention implementation in general education settings through consultation and performance feedback. *School Psychology Quarterly*, 12, 77-88.
- Peterson, L., Homer, A., & Wonderlich, S. (1982). The integrity of independent variables in behavior analysis. *Journal of Applied Behavior Analysis*, 15, 477-492.
- Sanetti, L. H., & Kratochwill, T. R. (2005). Treatment integrity assessment within a problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 304-325). New York: Guilford Press.
- Sterling-Turner, H. E., Watson, T. S., Wildmon, M., Watkins, C., & Little, E. (2001). Investigating the relationship between training type and treatment integrity. *School Psychology Quarterly*, 16, 56-67.
- Wickstrom, K. F., Jones, K. M., Lafleur, L. H., & Witt, J. C. (1998). An analysis of treatment integrity in school-based consultation. *School Psychology Quarterly*, 13, 141-154.



American Psychological Association Convention

Friday, August 17, 2007-Monday, August 20, 2007

San Francisco, CA



Division 16 Schedule at a Glance

Rosemary Flanagan, PhD, ABPP, Program Chair
Georgette Yetter, Ph.D, NCSP, Co-Chair

Friday, August 17

8:00-9:50 AM:

Symposium: Reaching Across the Academic and Socio-Emotional Divide: Cross-Disciplinary Dialogue
 Hedwig Teglassi, Ph.D., ABPP, Chair

10:00-11:50 AM:

Symposium: Accommodations and Large Scale Assessment: How to Make Better Decisions
 Cara Cahalan-Laitusis, Ph.D., Co-Chair
 Stephen Elliott, Ph.D., Co-Chair

12:00-1:50 PM

Cross-Divisional Poster Session: Divisions 5, 12, 16, 40, 53 Psychological Assessment of Children/Adolescents I: Understanding Behavior and Adjustment

12:00-1:50 PM

Cross-Divisional Poster Session: Divisions 5, 12, 16, 40, 53 Psychological Assessment of Children/Adolescents II: Measuring Cognitive Abilities and Deficits

2:00-2:50 PM

Poster Session: Affect, Assessment, Intervention, Training, and Professional Issues

2:00-2:50 PM

Poster Session: Classroom Issues/ Instruction, Diversity, Intervention and Contemporary Issues

3:00-3:50 PM

Poster Session: Systems, Policy, Consultation, Preparation, and Family

Saturday, August 18

8:00-9:50 AM

Symposium: Teacher Sexual Misconduct: Perceptions, Characteristics, and Policy Issues
 Aimee Holt, Ph.D., Co-Chair
 Mary Ellen Fromuth, Ph.D., Co-Chair

8:00-9:50 AM

Symposium: Social Competence Deficits in Children with Pervasive Developmental Disorders: Examining Group-Based Treatment
 Stephen Smith, B.A., Co-Chair
 Gina Christopher, B.A., Co-Chair

10:00-10:50 AM

Division 16 Presidential Address: Theories School Psychologists Should Know: Social Identities and Academic Achievement
 Chair: Jeff Braden, Ph.D.,
 Participant: Frank Worrell, Ph.D.

11:00-12:50 PM

Division 16 Executive Committee
 Frank Worrell, Ph.D., Chair

11:00-12:50 PM

Cross-Divisional Poster Session: Divisions 5, 12, 16, 40, 53 Psychological Assessment of Adults II: Measuring Cognitive Abilities and Deficits

2:00-2:50 PM

Symposium: A Qualitative Investigation of Averted School Rampages: Preliminary Findings
 Jeffrey Daniels, Ph.D., Chair

2:00-3:50 PM

Symposium: Community of Care - Innovative Collaborations for School-Based Mental Health Programs
 Suzanne Donnellan, Psy.D., Chair

American Psychological Association Convention Division 16 Schedule at a Glance

3:00-3:50 PM
**Poster Session: ADHD, Autism,
 Medical/Health Issues and Behavior
 Problems**

4:00-5:50 PM
**Symposium: Linking Schools and
 Primary Care Practices for Children
 with ADHD**
 Thomas Power, Ph.D., Chair

Sunday, August 19

8:00-9:50 AM
**Symposium: Treatment Fidelity
 Research: Advances in
 Operationalizing and Measuring the
 Construct**
 Susan Sheridan, Ph.D., Chair

9:00-9:50 AM
**Invited Address: How Central is
 School Achievement for Persistence
 and
 Desistance in Delinquency Careers?**
 Chair: Tammy Hughes, Ph.D.
 Rolf Loeber, Ph.D., Invited Speaker

10-10:50 AM
**Poster Session: Prevention,
 Intervention, and Instruction**

11-11:50 AM
**Invited Address: Evidence-Based
 Interventions in the Schools:
 Behavioral and Instructional
 Strategies,**
 Chair: Rosemary Flanagan, Ph.D., ABPP
 Alan Kadzin, Ph.D., ABPP, Invited Speaker

12:00-1:50 PM
**Symposium: Division 16 Award
 Winners Lightner Witmer,
 Outstanding Dissertation, Jack
 Bardon, and Senior Scientist Awards**
 Judy Oehler-Stinnett, Chair
 Participants: Amanda VanDerHeyden,
 Ph.D., Brian Poncy, Ph.D., Edward Shapiro,
 Ph.D., Le Adelle Phelps, Ph.D., Patti
 Harrison, Ph.D.

2:00-3:50 PM
Division 16 Annual Meeting

4:00-5:50 PM
Division 16 Social Hour

Monday, August 20

8:00-9:50 AM
**Symposium: Intelligence Tests to
 Identify Giftedness: Issues that
 Impact Use**
 Felicia Dixon, Ph.D., Co-Chair
 David McIntosh, Ph.D., Co-Chair

8:00-9:50 AM
**Symposium: Evaluating Autism and
 Related PDDs Using Cognitive and
 Behavioral Assessments**
 Elaine Fletcher-Janzen, Ed.D., Chair

10:00-10:50 AM
**Symposium: Developing
 Differentiated Instruction Through
 Integration of RTI and Cognitive
 Assessment**
 Virginia Berninger, Ph.D., Chair.

12:00-1:50 PM:
**Symposium: Comorbidity of Anxiety
 and Depression in Children and
 Youth: Conceptual and Practice
 Issues**
 Thomas Huberty, Ph.D., ABPP, Chair

The Many Benefits of SASP

Amanda Siebecker
Gary Stoner



As the President of the Student Affiliates in School Psychology (SASP), I (Amanda) would like to say “thank you” to our current members and faculty supervisors for their participation, support, and dedication to the field of school psychology. I would also like to extend an invitation to students interested in school psychology to join Division 16 and SASP. As a student you may be asking yourself, “Why should I join SASP?” Hopefully, I have an answer to that!

As President, one of my primary goals is to encourage students to form SASP chapters, become more involved within active chapters, and increase communication of concerns, ideas, and activities among chapters. In previous years there appears to have been a disconnect between local SASP chapter activities and the national SASP board. Many SASP chapters are very active in terms of community service, mentoring, fundraising, and advocating for their own students. Unfortunately, that information has not been consistently communicated. Therefore, I would like to form a connection between the current SASP board and the local SASP chapters. To do so, I will be enlisting student representatives from all SASP chapters to assist in communication among local chapters and to disseminate information, ideas, and activities at the national level. As a result, SASP will be unified and better equipped to hear students’ voices.

Whether you are a member of a local SASP chapter or not, there are many benefits of belonging to SASP. Specifically, SASP and Division 16 members receive copies of *The School Psychologist*, *School Psychology Quarterly*, and the SASP newsletter, *SASP News*. In addition to receiving these resources, SASP members have the opportunity to publish in the *SASP News* and submit materials to *The School Psychologist* and the APAGS newsletter. SASP members also have the opportunity to become more involved in the future of school psychology by running for offices within SASP. In addition, SASP members have the opportunity to present research at the annual SASP mini-convention, held during the APA convention. Students are also eligible to apply for APA travel awards, scholarship awards, and other financial awards. Finally, as members of SASP, students have

increased opportunities to meet and interact with leaders in the field of school psychology.

In addition to individual benefits, active SASP chapters have numerous benefits. For example, SASP chapters are a forum for enhanced communication channels where students can communicate with students and faculty about psychology-related information, ideas, projects, and activities, and especially about those issues important to students (e.g., internships, research experiences, practical experiences in the United States and internationally). SASP chapters also serve as formalized groups in which problems can be discussed and debated, and ideas and strategies can be shared with other campuses. Many active SASP chapters participate in community service and fundraising. Finally, local SASP chapters serve as advocates for current and incoming students through mentoring and advising.

Membership information for SASP is available on our website at <http://www.saspweb.info>. For students who are members of Division 16, SASP membership is FREE; for non-members the cost is \$30. All new members must fill out a membership application, regardless of whether or not you are a Division 16 member. In addition, to become a local SASP chapter, fill out the designated membership information and mail it to Katie Woods, our membership chair. Please feel free to contact myself at mandasiebecker@yahoo.com or Katie at kwoods@bigred.unl.edu if you have any questions.

A Note to the Trainers from Division 16 Past President, Dr. Gary Stoner

As Past President of the Division 16, I (Dr. Stoner) am writing to ask you to please consider developing a SASP chapter at your university. SASP provides students with a sense of belonging to the discipline of school psychology, and both complements and supplements your programmatic efforts to socialize students into our profession.

SASP provides students many forms of support while working their way through the graduate school into the profession. The Executive Committee of the Division of School Psychology strongly endorses SASP and has provided the organization a nonvoting seat on the Division 16

“Whether you are a member of a local SASP chapter or not, there are many benefits of belonging to SASP.”

EXECUTIVE BOARD ELECTION**Nominee for Council of Representatives****Cindy Carlson, Ph.D.***Cindy Carlson*

It is an honor to be given the opportunity to run for a subsequent term on the APA Council representing Division 16. A key factor in serving as an effective APA Council representative is an understanding of the complex structure and legislative process of the APA. I have served Division 16 and the APA in a number of different governance roles over the past 20 years. These varied roles have provided me with an understanding of the operations of the APA and the Council, and they have helped me develop the social networking essential to getting legislation passed.

Regarding my APA governance experience, I have served on and chaired the Board of Educational Affairs, served for six years as a member of the Committee on Accreditation, previously served a term on Council, and was recently elected by Council members to serve on the Commission for the Recognition of Specialties and Proficiencies. In addition to representing Division 16 on Council, I have also had the privilege of serving as President, Vice-President of Education, Training, and Scientific Affairs, and as a member of the advisory board for the APA Psychology in the Schools office. Like many Division 16 members, I am active as well in related professional areas and am beginning my year as Past President of Division 43 (Family Psychology). I have also had the

opportunity to participate in other important interdivisional activities including the APA Presidential Task Force on Reforming Education, the Interdivisional Coalition of Psychology in Education, and the Interdivisional Child Coalition.

I anticipate that the next few years in Council will present important opportunities and challenges for school psychology. The increasing strength and visibility in the APA Council of Representatives of both the Child Caucus and the Education Caucus present us with unparalleled opportunity to move forward a child and school-friendly agenda. The review of the Model Licensure Act by the APA Board of Professional Affairs that is now underway will assuredly have implications for school psychology demanding thoughtful representation on Council where the final approval for all policy is made. If elected, I promise to bring to my term the knowledge and skills that I have acquired over my years of service to Division 16 and APA to continue to promote the specialty of school psychology within psychology.

*Respectfully submitted by Cindy Carlson,
Professor in the Department of Educational
Psychology and Chair of the School Psychology
Program at The University of Texas at Austin.*

CONTINUED FROM PAGE 41

The Many Benefits of SASP

Executive Committee as part of the recognition of the importance of this organization. Having a SASP chapter gives your students a voice at the table of doctoral school psychology at a national level.

For students, belonging to SASP and having an active chapter within their home program encourages and enhances professionalism and identification with school psychology, and provides connections to students from around the country. SASP chapters can also be useful in the recruitment of students into school psychology. For example, they can organize programs for undergraduates to

acquaint them with the discipline of school psychology and its contributions children, schools, and society. SASP chapters also can help students find a multitude of ways to become involved in research, teaching, and service.

Please share this information with your students and provide them the necessary guidance to form a SASP chapter at your university. These actions will contribute to the ongoing development of our profession, your program, and your students. Thank you.

Nominee for Council of Representatives

Cecil R. Reynolds, Ph.D.



Every year since the National Institutes of Mental Health have provided a list of underserved populations, children have appeared on this list. Children have no vote and little voice in setting the priorities of government and other organizations. I open my candidate statement with this reminder because APA, as well as the Division of School Psychology, has as a focus of its primary mission to improve the psychological well-being of individuals within our population. There is no better place to start than childhood. APA has the resources to impact federal government and foundation spending on the mental health of children as well as altering policy at a federal level that can improve the psychological well-being of children and youth throughout our nation. My goal as a member of the APA Council of Representatives would be to ensure the representation of the voice of children through the voice of Division 16.

In these times of controversial educational reform, the mental health of children and youth will be easy to neglect. Educational reform, as currently envisioned at the federal level, is impacting the discipline of school psychology at every level. School psychology is the key point of interface in the recognition of need and provision of mental health services to children throughout the educational system. It is crucial that Division 16, along with other cooperating child divisions, ensure that APA brings to bear the full influence of its resources during this crucial time of reform. This level of coordination and influence is best created through work with the APA Council of Representatives.

Having served on the executive boards of three APA divisions (5, 16, and 40), most recently in the role of President and Past President of the Division of School Psychology, and having served on various APA committees and as chair of a Board of Directors' task force, I believe I have garnered the appropriate experiences and knowledge of the workings of APA as a complex social system that can be brought to the forefront of support for the profession of school psychology as a profession that

is dedicated to improving the psychological status and overall development of children and youth throughout the public and private schools of our country. It is by representing the goals and mission of our Division to the APA Council of Representatives that I believe I can best continue to serve school psychology at this time, and believe that our goals and mission are consistent with facilitating the development of all children in all psychological and educational domains. It is to these ends that I ask your support in my election to the office of Division 16 representative to the APA Council.

I would close by indicating that I am particularly flattered that following three years on the Executive Committee of Division 16, the EC would have the confidence to place my name on the ballot for the office of Council Representative. If chosen to represent the Division, I can but promise to work hard to ensure this confidence has not been misplaced.

Brief biography:

Cecil Reynolds earned his Doctoral Degree from the University of Georgia in 1978 under the tutelage of Alan S. Kaufman, with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. Prior to joining the Texas A & M University faculty in 1981, Dr. Reynolds was a faculty member at the University of Nebraska-Lincoln, where he served as Associate Director and Acting Director of the Buros Institute of Mental Measurement, after writing the grants and proposals to move the Institute to Nebraska following the death of its founder, Oscar Buros. His primary research interests are in all aspects of psychological assessment with particular emphasis on assessment of memory, emotional and affective states and traits, and issues of cultural bias in testing. He is the author of numerous scholarly publications and author or editor of 43 books including *The Handbook of School Psychology*, *The Clinician's Guide to the BASC*, the *Encyclopedia of Special Education*, and the *Handbook of Clinical Child*



Cecil R. Reynolds

Nominee for Division 16 President

Tammy L. Hughes, Ph.D.

Nominee
2007 DIVISION 16 ELECTION



Tammy L. Hughes

The Division has made significant strides over the last three years creating an opportunity to move forward on the goals of enhancing the academic and social lives of children. From my current position as Vice President of Publications, Communications, and Convention Affairs (VP-PCCA) two critical goals were accomplished. First, *School Psychology Quarterly* has become an APA-approved journal with all of the services and recognition that comes with this status. The move has increased exposure of school psychology research worldwide and confirms the status of school psychology scholarship to external constituents. We have solidified our standing in the national and international conversation on children's issues. Selecting APA as the new publisher assured our future in delivering our high quality publication to the world through APA research delivery systems including PsycInfo and PsycArticles. Second, this process has resulted in immediate financial stability and long-term financial security for the Division. Already the 2007 Division Executive Committee is able to provide greater services to members and devote more resources to fulfilling our mission statement. This has been a watershed year. The Division's future is indeed promising.

Working to secure a new publisher for *SPQ* allowed me to visit with many of you and conceptualize a vision for what we could become. I have appreciated your candidness and now realize that the office of President-Elect provides opportunity for continuity of my endeavors in the service of Division 16. I intend to extend my leadership for the promotion of the well-being of our nation's children. Specifically, I will engage in: 1) the external translation of the Division's recent successes in development and influence of APA policy (such as the adoption of the Zero Tolerance Task Force Report, sponsored by Division 16) that impact the lives of children, and 2) strategic, long-term planning for the use of the Division's resources to increase the relevance of school psychology to the national conversation on child mental health and education.

My experience as VP-PCCA has strongly

influenced my thinking about the role of Division President. VP-PCCA is the only vice-president who deals both internally with the APA structure and externally with other organizations and the public. I have effectively provided committee oversight and persisted to steward projects to completion. Further, I recognize how others interpret and react to Division initiatives, an important skill to move our Division to the next level. In both cases (internally and externally) the lists of specific goals are often lost in the frames (interpretations) that others hold about the intentions of the Division. For this reason, I think it is important to focus on the leadership of external translation rather than list a series of details. Despite my focus on external translation, I intend to continue our work with NASP, CDSPP, SPLR, ABPP, ABSP, SSSP, ISPA, TSP, and the other child coalition divisions as President. That is, I will promote interagency collaboration as primary to the successes of the field and would remain highly engaged in these efforts. For example, training issues around respecialization remain an important area for collective efforts given the realities of the shortages of school psychologists in districts and universities.

Leadership in external translation is now more important than ever in the face of certain but unpredictable educational reform. The Division's identity and message need to be accessible as well as promulgated at the highest echelons where both stakeholders and policy makers are clear about the purpose and importance of Division activities. Lists of accomplishments fade from memory or are detailed in a manner that is cumbersome to digest in a world of information overload—even for the highly invested. By articulating the common ground issues, the Division of School Psychology, child advocates, educators, constituent school psychology organizations, stakeholders, and policy makers can come together to positively enhance the academic and social lives of children. That is, clarity in our message and actions will better attract those with the same intentions, which can result in high impact outcomes. Further, if the Division is to attract and retain the next generation of talented school

CONTINUED FROM PAGE 44

Nominee for President Tammy L. Hughes

psychologists (which is absolutely necessary to the success of the role and mission of school psychology), translating who we are to a broader audience is critical. In addition to building capacity for the field, securing our role in education's mainstream psyche requires an understandable identity. If elected, I would work to develop the message received by those external to school psychology, with particular attention to policy makers.

The role of Division 16 President requires leadership and oversight of various committee groups. My experiences provide the vision to allow for effective coordination. The results realized from coordinated committee work will move Division 16 forward because all committees are clear where we are going. Today we are at a crossroad where reflection on where we have been and long-term planning are necessary to sustain success. If elected, I would work with the executive committee and experienced colleagues to define the steps that further articulate who we are, where we are going, and how school psychology can affect children and youth positively over the long-term. Our main goal should be to reliably impact children and the systems that serve them in a manner that promotes healthy academic and social life experiences. To that end, I would encourage financial support for student scholarship, professional development activities for junior faculty, research-into-practice initiatives in both conference presentations and publication formats, and mentoring forums where members can access senior colleagues.

If we work together we will be able to develop long-term goals for the Division and an articulated message for the purpose of recruiting new members and developing current and student members. These efforts will serve the field through practice and scholarship where children will receive the most benefit. In closing, I am honored to be nominated for Division President. I look forward to serving the Division and welcome your support.

Tammy L. Hughes, Ph.D. is an Associate Professor at Duquesne University and the Vice-President of Publications, Communications and Convention Affairs for the Division of School Psychology of the American Psychological Association (APA). She has served the Division as Convention Chair and Coordinator of the Hospitality Suite. She is currently the Co-Chair of the School Psychology Leadership Roundtable (SPLR) and is a

past-president of Trainers of School Psychologists (TSP). Dr. Hughes is an Associate-Editor for *Psychology in the Schools*, and serves on the editorial board of *School Psychology Quarterly*. She is the author and co-author of numerous journal articles, chapters and other publications on child violence, differentiating emotional disturbance and social maladjustment, and understanding the relationship between emotional dysregulation and conduct problems in children. In addition to her scholarly writing, Dr. Hughes is the recipient of the Duquesne University Creative Teaching Award. She routinely provides scholarly presentations at national and international conferences and professional sessions for local and state constituents. Her work experience includes assessment, counseling and consultation services in forensic and juvenile justice settings focusing on parent-school-interagency treatment planning and integrity monitoring.

Nominee for Division 16 President

Bonnie K. Nastasi, Ph.D.



Bonnie K. Nastasi

Personal Statement:

I am honored to be selected by the Nominations Committee as a candidate for the position of President and member of the Executive Board of Division 16. I have been active in the leadership of school psychology since the early 1980s and bring to the position a range of experiences in research, teaching, administration, and service. I am completing the third year in my term as Division Treasurer and look forward to the opportunity to continue my participation on the Executive Board.

I have a strong commitment to the role of school psychology in promoting the well-being of children, families, and communities at local, national, and international levels. My research and applied work have taken me beyond the boundaries of the profession and the United States through opportunities to work with other professionals in anthropology, education, sociology, medicine, and public health, and community members in developing countries. My experiences have taught me the benefits of collaboration with a diverse group of partners not only for enhancing the lives of others but also for advancing my own knowledge. Moreover, these experiences have enhanced my awareness of the unique strengths and limitless potential of school psychologists.

Consistent with the recommendations of the Future of School Psychology Invitational Conference (Indianapolis, November 2002), I am committed to systemic change in schools and cultural reform in school psychology, and think that Division 16 can play a key role in these efforts. I think this can be best accomplished through active efforts to collaborate with professionals in other disciplines (e.g., education, public health, medicine, and other social sciences), key stakeholders at the grassroots level (e.g., community members, parents, students, teachers, school administrators), and policy makers at local, national, and international levels. I think that continual efforts to link theory, research, practice, and policy through participatory approaches can help us to enhance the adoption of

evidence-based practices, advance theory, and foster research that makes a difference in the lives of children and families. Furthermore, the interaction with other disciplines can extend our theoretical foundations and research methodology. For example, qualitative and mixed-methods research designs provide important tools for understanding cultural diversity and creating culturally specific evidence-based practices.

Since I entered the field of school psychology in the late 1970s, I have continued to be troubled by the limited role of school psychology despite efforts to expand practice. As professionals, we have unique expertise in assessment and intervention that can effect change at individual, organizational, and cultural levels. I welcome the opportunity to explore the ways in which the Division can increase the application of that expertise in schools and communities. As I have conducted research and development work in Asia, I have been dismayed by the lack of mental health services, absence of applied psychology in schools and communities, and limited opportunities for professional preparation of school psychologists. As a member of the Executive Board, I welcome the opportunity to explore the ways in which Division 16 could work to expand school psychology internationally. Furthermore, my active involvement in multiple organizations that represent our field—APA, CDSPP, ISPA, NASP, SSSP—attests to my commitment to inter-organizational efforts to maximize the influence of the profession.

Finally, my current position as Chair of the School Psychology doctoral program at Walden University provides me the opportunity to both explore and appreciate the potential value of distance learning for professional school psychology. Distance learning provides unique opportunities to expand access to professional preparation and school psychological services for individuals in remote communities in the U. S. and internationally. The availability of on-line learning also can serve to increase the cultural and ethnic diversity of faculty and graduate students in psychology.

CONTINUED FROM PAGE 46

Nominee for President Bonnie K. Nastasi

I welcome the opportunity to assume leadership of the Division and to work collaboratively with other members of the Executive Board in facilitating the contributions of the Division to the profession, and to the well-being of children, families, and communities. Furthermore, I look forward to the opportunity to forge relationships with other organizations that represent our profession and to work together with professionals from other disciplines and stakeholders from other sectors in guiding the future of school psychology, mental health, and education.

Background Information:

Bonnie K. Nastasi, Ph.D. (Kent State University, 1986) is Faculty Chair of the School Psychology Ph.D. specialization at Walden University, and former Associate Director of Interventions at the Institute for Community Research, an interdisciplinary non-profit research organization located in Hartford, Connecticut. She held the position of Director and Associate Professor of School Psychology at University at Albany, NY, and served on the school psychology faculty at Illinois State University and University of Connecticut. She worked for several years as a school psychologist and administrator in the New Orleans Public Schools. She also served as Treasurer and President of the Louisiana School Psychological Association. Dr. Nastasi is currently the Treasurer of Division 16 and served two terms as Treasurer of the Society for the Study of School Psychologists (SSSP). She is the international liaison for both Division 16 and SSSP to the International School Psychology Association (ISPA), and is currently working with ISPA on international research and professional development initiatives. She has served as a member of the Executive Board of the Council for Directors of School Psychology Programs (CDSPP), co-chaired the Interdisciplinary Qualitative Research Subcommittee of the Task Force on Empirically Supported Interventions in School Psychology (cosponsored by SSSP, Div 16, and NASP), the Committee on Women in School Psychology for Division 16, the Children's Services Committee of NASP, and has been a member of numerous committees of professional organizations in psychology and education at international, national, and state levels.

Dr. Nastasi has conducted applied research and published chapters and journal articles on mental health and health risk (including substance abuse

and sexual risk) among school-age and adult populations in the United States and Asia. Her interests include mental health promotion, health risk prevention, use of qualitative and mixed methods research in psychology to develop culturally specific interventions and assessment tools, and promoting school psychology internationally. She has co-authored *School-Based Mental Health Programs: Creating Comprehensive and Culturally Specific Mental Health Programs* (APA, 2004), *School Interventions for Children of Alcoholics* (Guilford Press, 1994), and three editions of *Exemplary Mental Health Programs: School Psychologists as Mental Health Service Providers* (NASP, 1997, 1998, 2002). Dr. Nastasi has served as Associate Editor on *School Psychology Quarterly* and *School Psychology Review* and editorial board member on several other journals in psychology and education (e.g., *Journal of Applied School Psychology*, *Journal of Educational Psychology*, *Journal of Educational and Psychological Consultation*, *Journal of School Psychology*).

Dr. Nastasi has participated in research and development activities in South Asia since 1995. These activities have included development of community-based sexual risk prevention programs in urban slums of Mumbai, India, and development of school-based mental health promotion programs in Sri Lanka. During the past year she has been involved in developing school-based programs to facilitate long-term recovery from natural disasters such as the December 1995 tsunami in the coastal areas of Sri Lanka and Hurricane Katrina in New Orleans.

Nominee for Vice President of Publications, Communications, and Convention Affairs

Shane R. Jimerson, Ph.D.

Nominee
2007 DIVISION 16 ELECTION



Shane R. Jimerson

I am honored to be selected by the Division of School Psychology's Nominations Committee as a candidate for the office of Vice President for Publications, Communications, and Convention Affairs. I feel prepared to assume this important role. I have served as the Division Convention Program Co-Chair (2004) and Chair (2005). I am a member of the editorial board of *School Psychology Quarterly*, have served as a reviewer for the Division conference proceedings for five years, as a reviewer and subsequently Chair of the *Lightner Witmer Early Career Contributions Review Committee*, and as an active member of the Division Conversation (Videotape) Series committee. These experiences have provided valuable insights that will inform my actions in this position. Over the years I worked closely with the current Vice President of Publications, Communications, and Convention Affairs becoming familiar with the details of the role. These and other experiences prepare me for the position.

The efforts of previous vice presidents, editors, conversation series chairs, and convention chairs have contributed importantly to the current success of *School Psychology Quarterly*, *The School Psychologist*, the Division's book series, conversation series, and convention proceedings. To be an effective leader, the Vice President for Publications, Communications, and Convention Affairs must be proactive by encouraging and securing the involvement of many talented Division members. As an active member of the Division as well as other related professional associations and societies, I will work vigorously to actively engage other talented colleagues to contribute to the future vitality of our Division.

If elected, I will preserve and further develop current strengths and build upon previous accomplishments. My style to actively engage others in thoughtful discussions will be continued as a member of the Division's Executive Committee. For example, the successful negotiations with APA to publish *School Psychology Quarterly* affords numerous opportunities for further developments. In addition, advancements in digital technology provide

new opportunities to consider in the production of the conversation series. Efforts are needed to revitalize the Division's book series. I look forward to the possibility of collaborating with the new editors and members to ensure its success. It is also important that the Division Convention Program continues to emphasize innovations and scholarship that informs members and advances both the science and practice in school psychology; this warrants ongoing diligence.

If elected, the work of the Vice President for Publications, Communications, and Convention Affairs will include a focus on six broad objectives: 1) the continued growth of *School Psychology Quarterly*, 2) the continued enhancement of *The School Psychologist*, 3) further growth of the Division's book series, 4) the development of a strategic plan to foster the Division's conversation series, 5) an increase in the quality and quantity of sessions included in the Division conference proceedings, and 6) the active engagement in the integral work of the Division's Executive Committee to advance the Division's work on behalf of children, families, and school psychology.

My personal and professional passions are consistent with the objectives of our Division: to promote the development and dissemination of knowledge that enhances the life experiences of children, families, and school personnel; to facilitate school psychology practices that result in effective services to youth, families, and school professionals; and to advocate within APA and in society for services, policy, and research concerned with children, families, schools, school personnel, and the schooling process. As Vice President for Publications, Communications, and Convention Affairs I will be actively involved in providing leadership that contributes to these shared objectives.

My leadership skills enable me to serve as Vice President for Publications, Communications, and Convention Affairs. They include the ability to plan and work persistently to attain goals, ability to mobilize others and work effectively with them, the use of creative energy and enthusiasm, and well

Nominee for Vice President of Publications, Communications, and Convention Affairs

Linda A. Reddy, Ph.D.



I am honored to be nominated by the Division 16 Executive Board for the Vice President of Publications, Communications, and Convention Affairs. I welcome the opportunity to serve the Division in this capacity. I believe my past and current service to Division 16 and the American Psychological Association (APA) prepare me well for this position. My service includes:

- Division 16 Federal Advocacy Coordinator
- Division 16 Chair of Publications
- Editor of *The School Psychologist* (generated over \$26,000 in advertisement)
- Associate Editor of *The School Psychologist*
- Steering Committee Member for the Interdivisional Task Force for Child and Adolescent Mental Health
- Project Chair of the APA Professional and Consumer Websites for Child and Adolescent Mental Health
- Division 16 Financial Advisory Committee
- Division 16 Jack Bardon and Lightner Witmer Award Committees
- Reviewer for APA and NASP Conferences

As a result of my Division 16 and APA service, I have met and worked closely with many practitioners, school psychology faculty, members of other child practice divisions (i.e., 7, 12, 37, 43, 53, 54), and APA staff in the Division Services, Publications, Advocacy, and Practice Directorate on projects related to school psychology. These professional activities have enhanced my knowledge of the organizational structure and unique processes in APA. Also, these activities have been very rewarding to me.

As Vice President for Publications, Communications, and Convention Affairs, I have several goals. First, I plan to continue to work closely with the Division 16 Executive Board in planning and implementing a Division 16 Convention Program that is comprehensive and reflects the highest research standards for policy and innovative service delivery models in schools. I will continue to pursue collaborative opportunities with other child practice divisions within APA when developing

the Division 16 program. Second, I will secure funds for the continued use of the Hospitality Suite. The Hospitality Suite, an informal setting for Division 16 governance and business meetings, has served the Division extremely well. The Hospitality Suite has hosted many important groups such as the Student Affiliates in School Psychology (SASP) mini-convention, School Psychology Synarchy, Society for the Study of School Psychology, American Board of Professional School Psychology, and School Psychology Conversation Series.

Third, I will continue to work closely with the Editors of *School Psychology Quarterly* (Dr. Randy Kamphaus) and *The School Psychologist* (Dr. Michelle Athanasiou). The Division journals are important forums for communicating policy, research, and practice innovations to members. I will fully support Drs. Kamphaus and Athanasiou's editorial visions and goals.

Fourth, I will further develop the Division 16 Book Series and support the editorial initiatives of the Series Editors, Drs. David McIntosh and LeAdelle Phelps. I will assist the editors in identifying authors who can make significant and timely contributions for new volumes for the Book Series. The Book Series should reflect the breadth and diversity of the field by including interdisciplinary perspectives. I have worked with the APA Book Acquisition Department (e.g., Susan Reynolds) on contract negotiations, design, and marketing/advertisement. This established relationship will aid me in negotiating future contracts for the Book Series and possibly other new products for Division 16 (e.g., DVD/video training products).

Finally, I will further develop the Conversation Series, video-taped interviews of leaders who have made significant research and practice contributions to the field. I will work closely with the Conversation Series coordinator in accessing state-of-the-art video and audio digital equipment, production, marketing, and distribution resources. I welcome the opportunity to develop high quality new videos and DVDs for the Conversation Series.

In sum, I feel honored and privileged to be



Linda A. Reddy

Nominee for Vice President of Publications, Communications, and Convention Affairs Shane R. Jimerson

developed communication skills. These personal characteristics together with my professional competence and knowledge of our Division contribute favorably to further efforts that enhance Division publications, communications, and convention affairs.

Thus, I am honored to be nominated and will work hard to fulfill the responsibilities of this important office. I look forward to this opportunity and welcome your support.

Background

I completed my doctoral studies at the University of Minnesota. During the last decade, I have been a member of the faculty of the APA-approved combined Counseling, Clinical, and School Psychology doctoral program and NASP-approved School Psychology credential program at the University of California, Santa Barbara. My multidisciplinary training and current faculty position within a combined professional preparation program are assets that enhance my ability to serve our Division. They facilitate my collaborative efforts and reinforce my appreciation for both the overlapping and unique interests and issues among professionals providing services to children, families, schools, and communities.

I received the 2003 *Lightner Witmer Early Career Contributions Award* from the Division and was selected as a *Fellow* of the Division in 2006. I am actively engaged in educating, mentoring, and supervising graduate students. I teach courses in developmental psychopathology, child development, school safety and violence, social development, and topical lectures in school psychology. My research projects investigate and promote the social and cognitive competence of children. I have authored and co-authored publications that provide new knowledge, synthesize previous research, and emphasize practical implications of this scholarship. My publications include many journal articles as well as *The Handbook of School Violence and School Safety: From Research to Practice* (2006, Lawrence Erlbaum, Inc); a five-book grief support group curriculum series *The Mourning Child Grief Support Group Curriculum* (2001, Taylor and Francis); *Best Practices in School Crisis Prevention and Intervention* (2002, National Association of School Psychologists); *Identifying, Assessing, and Treating Autism at School* (2006, Springer Science); *The Handbook of International School Psychology* (2007, SAGE Publishing); and *The Handbook of*

Response to Intervention: The Science and Practice of Assessment and Intervention (2007, Springer Science). I also serve as Editor of *The California School Psychologist* and Associate Editor of *School Psychology Review*.

Over the years I have served my colleagues in school psychology as an active member of state, national, and international organizations, committees, and task forces. Included among these are my ongoing responsibilities with the California Association of School Psychologists, Board of Directors and committee chairs of The Society for the Study of School Psychology including chair of the School Psychology Research Collaboration Conference focused on promoting early career scholars in 2003 and 2005, as well as other committee responsibilities in the International School Psychology Association, the National Association of School Psychologists, as well as our Division. My active involvement in multiple organizations in our field (i.e., APA, CASP, ISPA, NASP, and SSSP) reflects my commitment to inter-organizational efforts to maximize the influence of the profession. My experiences with our Division have been encouraging and reinforcing, reminding me of the important work of its members and inspiring me to pursue additional opportunities to serve our Division.

I look forward to an opportunity to carry on the distinguished leadership traditions of those who have served before me and to offer my own competencies and contributions to our Division as its Vice President for Publications, Communications, and Convention.

CONTINUED FROM PAGE 49

Nominee for Vice President of Publications, Communications, and Convention Affairs Linda A. Reddy

nominated for the position of Vice President for Publications, Communications, and Convention Affairs for Division 16, especially alongside a colleague whom I respect. If elected, I will work diligently and closely with the Executive Board and Division 16 members to increase the visibility and distinction of Division 16.

Background Information:

Linda A. Reddy, Ph.D. is an Associate Professor in the School Psychology Programs at Fairleigh Dickinson University (FDU). She is the Founder/Director of the Child/Adolescent ADHD Clinic and the former Director of the Center for Psychological Services at FDU. Linda's research interests include the assessment and treatment of children with ADHD-related disorders, empirically-based treatments, and test validation and development. She has published over 36 papers and book chapters on child assessment and intervention

and has served as a reviewer for 9 peer-reviewed journals. Linda has participated in mini-series in *School Psychology Review*, *School Psychology Quarterly*, *Behavior Therapy*, and *Professional Psychology: Research and Practice*. She has co-edited three books (*Empirically-Based Play Interventions for Children*, APA Press, *Innovative Mental Health Interventions for Children: Programs that Work*, Haworth Press, *Inclusion Practice in Special Education: Research, Theory, and Application*, Haworth Press) and she is currently authoring a book on *Group Play Interventions for Children: Strategies for Teaching Prosocial Skills* for APA Press. She is licensed in New Jersey, New York, and Pennsylvania and is a nationally certified school psychologist. Linda consults with and conducts workshops at many schools and maintains a private practice in New Jersey.

CONTINUED FROM PAGE 43

Nominee for Council of Representatives Cecil R. Reynolds

Neuropsychology. He is the author of several widely used tests of personality and behavior including the *Behavior Assessment System for Children*, the *Revised Children's Manifest Anxiety Scale*, and the just published revision of Koppitz' Bender-Gestalt scoring system. He maintained a clinical practice treating trauma victims and individuals with Traumatic Brain Injury for 25 years before retiring from clinical work at the end of 2003.

Dr. Reynolds holds a diplomate in Clinical Neuropsychology from the American Board of Professional Neuropsychology, of which he is also a Past President, and was a diplomate in School Psychology of the American Board of Professional Psychology, prior to retiring his diplomate in 2004. He is a Past President of the National Academy of Neuropsychology, APA Divisions 5 (Evaluation, Measurement, and Statistics), 16 (School Psychology), and 40 (Clinical Neuropsychology). He is a Fellow of APA Divisions 1, 5, 15, 16, 40, and 53. He served as Editor-in-Chief of *Archives of Clinical Neuropsychology* (1990-2002), the official journal of the National Academy of Neuropsychology and serves on the editorial boards of 11 other journals in the field. He is the current Editor of *Applied Neuropsychology* and is Associate Editor of *School Psychology Quarterly*. Dr. Reynolds has received multiple national awards recognizing him for

excellence in research including the Lightner Witmer Award and the early career awards from APA Divisions 5 and 15. He is a co-recipient of the Society for the Psychological Study of Social Issues Robert Chin Award and a MENSA best research article award. In 1999, Dr. Reynolds received the Senior Scientist Award from Division 16. In 2000, he received the National Academy of Neuropsychology's Distinguished Neuropsychologist Award, the Academy's highest award for research accomplishments. He received the NASP Neuropsychology SIG 2003 Lifetime Achievement Award in Neuropsychology. His service to the profession and to society has been recognized as well through the President's Gold Medal for Service to the National Academy of Neuropsychology as well as the Academy's Distinguished Service Award, and the University of North Carolina at Wilmington 50th Anniversary Razor Walker Award for Service to the Youth of North Carolina. In 2006, he received the Buros Institute Distinguished Reviewer Award. He is currently a Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

Nominee for Vice President of Education, Training and Scientific Affairs

Elaine Clark, Ph.D.

Nominee
2007 DIVISION 16 ELECTION



Elaine Clark

I am honored to have been nominated for Vice President of Education and Training and Scientific Affairs (VP-ETSA). Having recently served as President of Division 16, I am very aware of the importance of this vice presidency and the amount of time and hard work it requires. The VP-ETSA is responsible for all activities that pertain to the education and training of school psychologists, and for all aspects of school psychology as a scientific discipline within the broader community of psychology. Fortunately, I have had a lot of experience with the Division and have worked with a number of individuals who have served on the various boards and committees under this vice presidency. As VP, I would be responsible for monitoring the Education and Science Directorates, directorates that have oversight over the Board of Educational Affairs (BEA), the Board of Scientific Affairs (BSA), the Committee on Accreditation (CoA), Joint Committee on Internship Training, and Council of Directors of School Psychology Programs (CDSPP). If elected, I would work hard to make sure that school psychology is adequately represented and that our voice is heard whenever committees and boards convene to develop agendas and set policies that impact our specialty. There are several issues that would be a high priority of mine, including those that pertain to licensure, credentialing, recruitment, and promotion of scientific activities.

With recent changes in the Model Licensing Act that eliminate the need for states to require post-doctoral hours for licensure, there is increased attention in BEA (and CoA) to the sufficiency of practicum in professional psychology training programs and the quality of pre-doctoral internship. Workgroups have already been formed in BEA to study this matter, and it is critical that Division 16 gets enough seats at the table so we can weigh in on the decisions that are made. This includes decisions about competency guidelines that have far-reaching implications for the preparation of future school psychologists and the structure of our training programs. It is important that the VP-ETSA be knowledgeable about APA and CoA policy and have

experience with the accreditation process. I have been a trainer of school psychologists for the past 22 years and have served as an APA site visitor for much of this time. I am well informed about accreditation policies and procedures and regularly participate in training sessions to ensure that I have the most up-to-date information. I have also represented Division 16 at special meetings of the CoA, including writing the school psychology agenda for the 2005 Accreditation Summit and attending the 2007 Accreditation Assembly. I have also served on CDSPP's board of directors and attend the annual training council meetings so that I have a good idea about trainers' perceptions of the licensure process. If elected the next VP-ETSA, I would make sure that the views of the Division's constituents are represented and would provide timely feedback to the membership about anticipated changes.

As VP-ETSA, I would also be responsible for monitoring activities that impact the credentialing of school psychologists. This includes helping professional (non-school) psychologists earn a credential to work in the schools. Division 16 leadership has been working on this issue for some time; in fact, it has been nearly a decade since Bob Illback wrote a "white paper" on competency guidelines for school-based practice. Division 16 has collaborated with NASP regarding this issue, and the issue has been discussed at CDSPP. However, the situation has not resolved as yet and the other practice divisions are lobbying APA to make a decision on the matter so that appropriately trained licensed psychologists can have the opportunity to work in educational settings. The next VP-ETSA needs to devote time to this matter and consult with these divisions, CDSPP, and others involved to ensure that we do what we can as a Division to remove unnecessary barriers that prevent properly trained psychologists to practice along side us in the schools. We continue to have a tremendous need for services in schools, yet continue to have a shortage of both school psychology practitioners and trainers. There seems to be little reason why we should not be seeking an

Nominee for Vice President of Education, Training and Scientific Affairs

Marika Ginsburg-Block, Ph.D.



I am extremely honored to be nominated for the position of Vice President of Education, Training and Scientific Affairs (VP-ETSA) for APA Division 16. As a graduate student at the University of Pennsylvania I fell in love with professional school psychology and the varied tasks associated with doctoral training in psychology – research, teaching, and service delivery. Now as a university trainer and researcher I continue to truly love each aspect of what I do. I was very pleased to learn that school psychology was named by *US News and World Report* as one of the 25 best professions of 2007. Why not? More than ever it is an exciting time for the profession of school psychology. With the recent release of the federal regulations governing the implementation of IDEA and the upcoming reauthorization of *No Child Left Behind* I expect to see significant changes in the roles taken by school psychologists. School psychologists are in a position to translate empirical knowledge into practices that will improve our public schools. At this juncture, however, it is important for school psychologists to be visible and flexible. We need to be visible in promoting our profession and flexible in taking on new roles, which for many will involve some retooling. I believe that Division 16 has much to offer with regard to APA's efforts in public education, including leadership in scale-up efforts needed to fully implement these new federal regulations.

The VP-ETSA is responsible for monitoring all educational, training, and scientific affairs within APA which involve school psychology. In addition, the VP-ETSA is responsible for seeing that our colleagues who demonstrate exemplary practices in these areas are recognized through the Division 16 award committees (i.e., Senior Scientist Award, Lightner Witmer Award, Outstanding Dissertation Award, and Jack Bardon Distinguished Service Award). Thus far my service to Division 16 has primarily involved work on the award committees. While this work is important and has been extremely rewarding, I would like to extend my involvement to the other aspects of the VP-ETSA position.

The Education and Scientific Affairs

Directorates of the APA are engaged in work that closely involves the interests of our profession. For example, recent work of the Education Directorate includes an innovative Teacher Needs Assessment which involves eliciting input of educators in designing professional development opportunities. I'd like to see this approach applied to identifying and addressing the needs of school psychologists and other educators who will be involved in transforming our current system of regular education and special education as states move to implement IDEA. Another group, the Zero Tolerance Task Force, recently reviewed the research on the effects of zero tolerance policies on child development and offered recommendations for reforming such policies. This is another example of how APA and Division 16 can and should be involved in the evaluation of educational policies and their effects on the psychological well-being of children and youth, translating research into practice. The Scientific Affairs Directorate, the Committee on Psychological Tests and Assessment (CPTA) monitors regulations governing the use of tests in schools. Given the expertise of our membership and the need for valid progress monitoring tools across a range of student IEP goals, I will advocate for continuing representation on this committee, as well as initiatives to address the measurement needs of public schools.

Finally, with regard to training and accreditation issues I'd like to see Division 16 continue to advocate for high quality relevant internships for our doctoral students specializing in school psychology. As a trainer of school psychologists at both the doctoral and specialist levels of training, I have an appreciation for the issues related to credentialing. I see a need for high quality training at both levels, while recognizing the distinct value of the doctoral degree and the role of APA in establishing training standards for doctoral level "psychologists in the schools."

As Vice President of Education, Training and Scientific Affairs I will bring my enthusiasm for the profession along with the values that are imbedded in my work, the necessity of universal intervention



Marika
Ginsburg-Block

Nominee for Vice President of Education, Training and Scientific Affairs Elaine Clark

immediate solution to the problem.

The problem of faculty shortages is also an issue that needs to remain on the radar screen of the next VP-ETSA. Although this issue was raised at the 2002 Futures Conference in Indianapolis, it has been highlighted in numerous publications since that time (including our own journal, *School Psychology Quarterly*). It is also a frequent topic of conversation at meetings such as NASP and APA; however, faculty vacancies continue to threaten our ability to train a sufficient number of qualified school psychologists, and jeopardize our ability to conduct research that will guide training and practice in school psychology. Division 16 should be commended for the efforts that have been made thus far; however, with the help of other school psychology organizations (and other APA divisions) we can do a lot more. This includes providing more support for initiatives such as the School Psychology Research Collaboration Conference (SPRCC) that promotes the careers of early career scholars and activities of the School Psychology Roundtable (SPLR) that seeks support for students being trained for academic careers. The purpose of the SPLR is to ensure the goals of the Futures Conference. I have been a member of that group; in fact, I currently serve as a co-chair of the roundtable with Division 16 and NASP leadership. If elected as the next VP-ETSA, I would want to investigate ways that Division 16 could be more involved in supporting efforts of SPLR that address personnel shortage problems.

Although education and training issues are critical for this position, this is not just an "ET" vice presidency, it also includes "SA," Scientific Affairs. According to Division policy, the VP-ETSA has the responsibility for "developing initiatives that will facilitate the acquisition of research funding for school psychology." It is also the VP's role to have oversight of the "scientific information committee." This committee has not been active for some time; however, the next VP-ETSA needs to resurrect it. Fortunately, with the Division's improved financial status (thanks to the recent sale of the journal to APA), the Executive Committee has approved an extra liaison to help the VP-ETSA to cover "all the bases" and have representation at BSA and BEA. Given my background and interests, if elected I would attend to more of the business of BEA and assign the new liaison to BSA. I would also look for ways to have a Division 16 liaison attend research society meetings that are of particular importance to us, including the American Psychological Society.

Although I did not list the monitoring of "awards committees" as one of my priorities, this would be one of my primary functions. In my opinion, giving awards is a very important activity of any organization, including ours. It is critical that we ensure the integrity of the award process, and that we find ways to recognize members with unusual accomplishments and outstanding contributions to the field. While the VP-ETSA does not decide on award recipients, this vice presidency has the responsibility to make sure the process is fair. Currently, the VP-ETSA oversees Fellows nominations as well as the nominations for four other awards (Jack Bardon Distinguished Service, Senior Scientist, Lightner Witmer, and Outstanding Dissertation). If elected, I would like to investigate other award possibilities to honor our members for excellence in scholarship and service to children, families and schools.

Lastly, I would like to say that it has been a great privilege to serve the Division in the past, and I would be honored by your vote to continue service as the next VP-ETSA. However, I would also be willing to help whoever is elected to work on issues that are of importance to us all.

Relevant Background Information:

I am a Professor and current Director of Training in School Psychology at the University of Utah. I have served as Secretary and President of Division 16, participated in the Futures Conference, been a co-chair of the School Psychology Leadership Roundtable, and served on the board of directors of CDSPP and SSSP. I have served for many years as a site visitor for the CoA and had participated in special accreditation meetings as a representative of Division 16. I have also participated as a catalyst scholar for the School Psychology Research Collaboration Conference and have served as a mentor of early career scholars. I am active in grant writing and have been awarded several large federal grants from OSEP to train school psychologists in the area of low incidence severe disability (my primary research interest). I am actively involved in research and have served as an editorial board member for various journals and as an Associate Editor of *SPQ*.

CONTINUED FROM PAGE 53

Nominee for Vice President of Education, Training and Scientific Affairs Marika Ginsburg-Block

efforts (i.e., prevention) and the importance of bringing together systems (families, schools and communities) for the benefit of youth and their families. These values are consistent with the agenda developed by participants of the 2002 Futures Conference and continue to be relevant to school psychology and Division 16 today. I believe that my experiences serving the profession of school psychology at the local and national levels have prepared me for the position of VP-ETSA. I would be honored to serve Division 16 in this capacity.

Background Information

Marika Ginsburg-Block is an assistant professor and coordinator of the school psychology program at the University of Delaware. She received her doctoral training at the University of Pennsylvania in the APA-accredited program in school, community, and clinical child psychology. Her research focuses on investigating the effectiveness of school-based parent-, peer-, and community partner-mediated intervention programs for vulnerable urban youth, while seeking to better understand the mechanisms underlying these strategies that lead to student achievement. Currently Marika is collaborating with several colleagues (Drs. Christine McWayne, New York University and Patricia Manz, Lehigh University) on a grant from the Society for the Study of School Psychology (SSSP) to study the cross-cultural

congruence of the *Family Involvement Questionnaire* (Fantuzzo, Tighe & Childs, 2000) for Latino families across three geographic regions. At the University of Delaware she supervises practica and internship students and teaches additional courses in counseling skills and developmental psychopathology (from a prevention perspective). Prior to coming to Delaware in 2003, Marika held a faculty position at the University of Minnesota.

Marika serves on the editorial boards of *School Psychology Review* and the *Journal of Behavioral Education*. Since 2000, she has served APA Division 16 as a member of the Convention Committee (2000-2002), Dissertation Award Committee (2003-2004), and Lightner Witmer Award Committee (2005-2006), as well as Chair of the Dissertation Award Committee (2004-2005). She also serves the field of school psychology at the state level. Her work with the Delaware Association of School Psychologists includes lobbying for salary enhancements for school psychologists seeking national credentials and planning for the implementation of new state regulations regarding response to intervention (instruction). Marika has been a consultant to the What Works Clearinghouse of the Institute of Education Sciences regarding peer-assisted learning as an evidence-based intervention.

Nominee for Treasurer

Jessica Blom-Hoffman, Ph.D.



Jessica Blom-Hoffman

I am honored to be nominated for Division 16's Treasurer position. I have budget-related experience in several different contexts that have prepared me to fulfill the responsibilities associated with this position. First, as co-chair of continuing education for the Massachusetts School Psychologists Association (MSPA), I have been able to observe the budget process for a professional association in school psychology. Second, as the faculty advisor to Northeastern University's Student Affiliates in School Psychology (SASP) chapter, I have advised students on budgetary issues. Third, as the principal investigator on an NIH-funded grant, I am responsible for managing all aspects of the budget on this 5-year project. My strong organizational skills, attention to detail, conscientious nature, and commitment to the field of school psychology will help me to fulfill the responsibilities of Treasurer for Division 16.

Candidate's Background:

Dr. Jessica Blom-Hoffman has been an assistant professor of school psychology at Northeastern University in Boston, MA since 2002. Prior to arriving at Northeastern, she earned her doctorate in school psychology at Lehigh University. Prior to coming to Northeastern, she completed her pre-doctoral internship and post-doctoral fellowship at the Children's Hospital of Philadelphia, and was employed as a school psychologist in Quakertown, PA. Dr. Blom-Hoffman's research focuses on the promotion of healthy eating behaviors among school-age children. Her work has been based in urban schools in both Philadelphia and Boston. Currently, she is the principal investigator on an NIH-funded grant entitled, "Promoting Fruit and Vegetable Consumption in Schools."

Nominee for Treasurer

Tanya L. Eckert, Ph.D.



It is an honor to be selected by the Nominations Committee as a candidate for the office of Division 16 Treasurer. I have been a member of Division 16 since 1990 and I am eager to continue and extend my professional service activities within APA and Division 16. Having served as the Vice President for Membership (2003-2005) of Division 16 as well as Chair (2001) and Co-Chair (2000) for the Division 16 Program at the APA annual convention, I recognize the importance of strong and active leadership in our field. As affirmed in the Mission Statement of Division 16, "The Division of School Psychology exists to promote the science and practice of psychology for the public welfare. The Division of School Psychology is composed of scientist/practitioner psychologists whose major professional interests lie with children, families, and the school process . . ."

(http://www.indiana.edu/~div16/committee_manual.html). It is my unyielding belief that one way the Division can more forcefully achieve this charge is by maintaining strong fiscal health.

Like many of us, my earliest experience with Division 16 came about as a result of applying for student affiliate membership. It was membership that provided me with the initial opportunity to become informed of professional education, training, and issues within the Division as well as become more actively involved with publications, communications, and conferences sponsored by the Division. As a student affiliate member, I gave very little thought to how my membership dues were being used. However, having recently served as the Vice President for Membership of Division 16, I am cogently aware of the financial issues and challenges that require the diligent attention of the Treasurer. If elected Treasurer, I would be committed to ensuring effective financial accountability of Division 16 resources and engaging in the highest standards of professional and financial integrity. If elected, I am committed to working towards the following goals:

- (a) Provide continuous oversight and accountability of the finances of the Division.
- (b) Work collaboratively with APA and the Executive Council to ensure that the Division is fiscally sound.

- (c) Maintain accurate and timely reporting of the financial standing of the Division to APA, the Executive Council, and the members of the Division.
- (d) Prepare reports, budgets, and statements regarding the financial standing of the Division to APA, the Executive Council, and the members of the Division.
- (e) Process financial transactions (e.g., disbursements, deposits) in a timely fashion.
- (f) Work jointly with members of the Executive Council to ensure that annual goals requiring financial support from the Division can be achieved.
- (g) Communicate the financial standing of the Division to APA, the Executive Council, and the members of the Division through multiple channels (e.g., Division newsletter, annual Executive Council meeting, Division website).

In closing, I believe my background and experiences have prepared me for a leadership role in the Division, and I am confident that I have the skills necessary for the position. I sincerely welcome the opportunity to serve Division 16 and its members as Treasurer. I would look forward to serving as a very active member of the Executive Council to accomplish the goals and objectives of the Division. Your support is very much appreciated.

Background

I am an Associate Professor in the School Psychology Program in the Department of Psychology at Syracuse University. I received my Ph.D. in school psychology from Lehigh University in 1996. My pre-doctoral internship was completed at Children's Seashore House (University of Pennsylvania, School of Medicine) in Philadelphia, with primary rotations completed in the Biobehavioral Unit. Prior to my appointment at Syracuse University, I was employed for two years as a school psychologist for the Bucks County Intermediate Unit #22 (Pennsylvania). My primary research interests include examining factors related to successful school transitions for young children, developing classroom-based interventions to improve children's academic competence, and



Tanya L. Eckert

A New Tool to Help You Monitor the Academic Progress of Students...

Wide Range Achievement Test 4 Progress Monitoring Version (WRAT4-PMV)

Gail H. Roid, PhD and Mark F. Ledbetter, PsyD

New!



- Purpose:** Monitor academic progress
- For:** Students—Grades K-12 and college
- Admin.:** Individual or group (specific subtests only)
- Time:** Approximately 10-15 minutes to administer and score all four subtests

Based on the WRAT4, the WRAT4-PMV is an ideal instrument for time-efficient assessment and monitoring of the academic progress of students (Grades K-12 and college) throughout the school year. It is particularly useful for monitoring those students who have learning difficulties, students in special education placements, underachieving students in regular education placements, and students who exhibit other conditions that affect school learning. In addition, it can assist schools in showing student progress in No Child Left Behind funded programs in order to meet federal standards for adequate yearly progress.

- The WRAT4-PMV enables you to assess a student's level of performance relative to a nationally representative sample of grade-level peers.
- The WRAT4-PMV also enables you to test below or above enrolled grade level (out-of-level testing) for an accurate measurement of achievement.
- The WRAT4-PMV is composed of 4 subtests (Word Reading, Sentence Comprehension, Spelling, and Math Computation). Each subtest is divided into 6 levels that correspond to specific grade ranges. Items for each level cover a broad range of difficulty that is relevant to the grade range.
- Each level is divided into 4 forms (or probes). Each probe consists of 15 items that are parallel in both academic content and psychometric characteristics. These multiple academic probes provide a brief norm-referenced snapshot of a student's progress in each academic area.

For more information on the WRAT4-PMV, call 1.800.331.8378, or visit our Web site at www.parinc.com.

Innovative Solutions & Outstanding Customer Service!
PAR Psychological Assessment Resources, Inc. • 1.800.331.8378 • www.parinc.com

CONTINUED FROM PAGE 57

Nominee for Treasurer Tanya L. Eckert

measuring the social validity of school-based procedures.

I have been an author or co-author of over 60 journal articles and book chapters and have presented over 100 presentations at professional conferences. I currently serve on the editorial boards of *School Psychology Review* and *Journal of School Psychology*. My professional service contributions include serving as Associate Editor of *School Psychology Review* (2000-2005), Vice-President of Membership of Division 16 of the American Psychological Association (2003-2005), and working closely with the Syracuse City School District (NY) on a number of school-based initiatives. I am currently a Co-Principal Investigator

on a National Science Foundation Science of Learning Catalyst grant (2003-2007). Within Division 16, I have served as Chair (2001) and Co-Chair (2000) for the Division 16 Program at the APA annual convention, Member of the Convention Program Committee (2002 to present) for the Division 16 Program at the APA annual convention, Chair (2001) and Member (2007) of the Lightner Witmer Award Committee of Division 16, and Member of the Committee on Women in School Psychology (2000 to present).

People and Places

- **John S. Carlson, Ph.D.** at **Michigan State University's** APA-accredited School Psychology Program was recently promoted to Associate Professor with tenure. In addition, he was recently granted sabbatical leave for the Fall of 2007 and will complete a visiting professorship at the **University of Wales-Bangor**.

- **NC State University** School Psychology Program news: **Bill Erchul** will serve as President-Elect of the American Academy of School Psychology in 2007, and as President of AASP in 2008. John Begeny recently received two university grants to support his research. The first project is titled "The Effects of Reading Fluency Interventions for Spanish-speaking Students," and the second is "Strengthening North Carolina Students' Reading Development with Evidence-based Instructional Practices." **Jeff Braden** was the keynote speaker at the National Educational Psychology Services Annual Conference last December in Dublin, Ireland. He also received funding from the North Carolina Department of Public Instruction to evaluate the problem solving pilot programs.

**Please send all submissions to
Dr. Ara Schmitt at: schmitta2106@duq.edu**



NEWSLETTER EDITORIAL STAFF

EDITOR

Michelle S. Athanasiou, Ph.D.
School of Applied Psychology &
Counselor Education
McKee 248, CB131
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356 (w)
(970) 351-2625 (f)
michelle.athanasiou@unco.edu

ASSOCIATE EDITOR

Amanda Clinton, Ph.D.
Departamento de Psicología
Chardon 217
P.O. Box 9266
Universidad de Puerto Rico
Recinto Universitario de
Mayagüez
(787) 832-4040 (w)
(787) 245-9615 (c)
(787) 265-5440 (f)
aclinton@uprm.edu

ADVISORY EDITORS

- Pamela P. Abraham, Psy.D.,
NCSP, Immaculata University
- Angeleque Akin-Little
Walden University
- Vincent Alfonso, Ph.D.
Fordham University
- Rosemary Flanagan, Ph.D.,
ABPP, Adelphi University
- Patrick Grehan, Ph.D.
Adelphi University
- Pam Guess, Ph.D.
University of Tennessee
at Chattanooga
- James B. Hale, Ph.D.
Philadelphia College of
Osteopathic Medicine
- Janet Mentore-Lee, Ph.D.
Private Practice
- Amanda Nickerson, Ph.D.
State University of New York at
Albany

- Linda A. Reddy, Ph.D.
Fairleigh Dickinson University
- Carol Robinson-Zañartu, Ph.D.
San Diego State University
- Tracey Scherr, Ph.D.
University of Wisconsin-
Whitewater
- Ara Schmitt, Ph.D.
Duquesne University
- Esther Stavrou, Ph.D.
Yeshiva University
- Tim Ulmer, Ph.D.
Seminole County Public
Schools

EDITORIAL ASSISTANTS

- Jamie Vannice
University of Northern Colorado
- Debbie Witsken
University of Northern Colorado



DIVISION 16 ONLINE

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



Please Recycle

PRINTED IN THE U.S.A.

American Psychological Association

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

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