



APA Division 16 School Psychology  
Vol. 61, No. 3

# The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

## table of contents

<b>PRESIDENT'S MESSAGE</b> <i>Frank C. Worrell, University of California, Berkeley</i>	64
<b>GENERAL</b> <b>St. John's University School Psychology Students and Faculty Visit Vietnam</b> <i>by Mark D. Terjesen &amp; Kimberly S. Kassay, St. John's University</i>	68
<b>Working for the World's Children:</b> <b>The International School Psychology Association</b> <i>by Tracey G. Scherr, University of Wisconsin-Whitewater</i>	74
<b>The School Psychology Research Collaboration Conference: Reflections on Past, Present, and Future</b> <i>by Shane R. Jimerson, University of California, Santa Barbara and Craig A. Albers, University of Wisconsin-Madison</i>	76
<b>Call for Nominations for Division 16 Fellows</b> <i>Submitted by Patricia Lowe, Chair, Division 16 Awards Committee, University of Kansas</i>	81
<b>APA's Psychologically Healthy Workplace Awards and Student Advocacy Opportunities</b> <i>Submitted by Linda A. Reddy, Division Federal Advocacy Coordinator, Rutgers University</i>	82
<b>Obituary Listings 2006</b> <i>Submitted by Tom Fagan, Division 16 Historian, University of Memphis</i>	83
<b>BOOK REVIEW</b> <b>Graduate Student's Perspective on a Popular Assessment Textbook: A Review of Sattler &amp; Hoge's Assessment of Children: Behavioral, Social, and Clinical Foundations</b> <i>by Joseph D. Salerno &amp; Victoria Chun, Fairleigh Dickinson University</i>	85
<b>SASP – THE STUDENT CORNER</b> <b>SASP Update</b> <i>Submitted by Shilah Scherweit, SASP President Elect</i>	89
<b>PEOPLE AND PLACES</b>	90
<b>CORRECTION</b>	91

## The School Psychologist Advertising & Submission Info

### 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



### 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.

### 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.

### 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
<b>Multiple Insertion Discounts<sup>1</sup></b>	
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.  
<sup>1</sup>Rate is cost per insertion.

### 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 (c)  
(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:  
1750 St. Charles Ave. #402  
New Orleans, LA 70130  
(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)  
Lea.Theodore@qc.cuny.edu

**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



## Looking Inward

**Frank C. Worrell**  
**University of California, Berkeley**



**Frank Worrell**

“...school psychology’s focus was never intended to be limited to the K-12 school system; rather, our mandate is a focus on learning and education across the lifespan and across institutional settings...”

In my first column for the winter issue of 2007, I focused on the larger organizational context in which Division 16 exists and the role that Division 16 plays within APA. In Column 2 in the spring, I argued that, despite the many challenges that the Division and psychology face, these are indeed the best of times. In this column, I take a closer look at the structure of the Division’s executive committee. Current members are listed in this issue as in issues past. This column is in keeping with at least two of my goals as President of Division 16—increased transparency and soliciting member involvement in the Division—and I hope that a look behind the offices that you glance at in every issue will help you to understand the complexities of the Division and entice you to become more involved.

I have served on several committees in which the largest amount of my energy involved agreeing to serve. The Division 16 Executive Committee is not one of these. Although the tasks are not overwhelming, there is work involved and timelines to meet, and the members of the EC—and I am not including myself in this comment—are worthy of admiration for the dedication that they put into the Division. As with any organization, Division operations are governed by its mission and the bylaws enacted to help it achieve its mission. The bylaws and descriptions of the duties of the elected offices can be found in the Operations Manual, which is available on the Division’s website ([www.indiana.edu/~div16/index.html](http://www.indiana.edu/~div16/index.html)). The Division 16 website can also be accessed via the divisions page on the APA website ([www.apa.org/divisions](http://www.apa.org/divisions)).

What are the expectations for Division 16? Our forebears set some lofty goals, including responsibility “for the application of sound psychological principles to schooling and education in the broadest sense” and the “enhancement of the status of children, youth, and adults as learners and productive citizens in schools and other settings” (Operations Manual, p. 3). These goals came with equally lofty objectives about promoting and maintaining high standards of education and training, expanding and pursuing scientific knowledge, increasing efficiency in professional practice, supporting the ethical and social responsibilities of the specialty, and effecting publications and communications at the regional,

national, and international level. Thus, school psychology’s focus was never intended to be limited to the K-12 school system; rather, our mandate is a focus on learning and education across the lifespan and across institutional settings, and it is not surprising that much of the last quarter-century has resonated with calls to not limit the science and practice of school psychology to special education, or indeed, any single subset of learners. It should also be evident (certainly after reading the Division’s mission) why we have some of the offices that we elect people to. And so I turn to the offices. It is important to note that our Division’s offices are based on the calendar year and not the convention year.

### The Presidential Team

Although there is always a sitting President of the Division, it is more appropriate to frame these functions in terms of the Presidential team. Each of the elected officers serves for three years, but the President is the only one who serves in three different offices across the three-year period: President-Elect, President, and Past President.

*President-Elect.* As one can imagine, the President-Elect spends much of the first year coming to up to speed with Division functioning, and this task is always more challenging if the President has never been on the EC before. The President-Elect’s year begins with two important meetings. One is the Division Leadership Conference (DLC) put on by the Committee on Division/APA Relations (CODAPAR) and APA’s Office of Division Services. The DLC is, in essence, a speed briefing for Presidents-Elect on the functioning of APA and includes a set of Dos and Don’ts for the incoming officers. As a Division on the calendar year, Division 16’s Presidents-Elect get that information at the beginning of their term, rather than in the middle of the term for Divisions that use the convention year.

The President-Elect also has to attend the Division 16 midwinter EC meeting with the rest of the EC. Division officers meet twice a year—at a midwinter meeting early in the calendar year and at convention. However, the midwinter meeting is the most important because it is a two-and-a-half-day meeting that allows for in-depth discussion and planning, which is difficult to accomplish in the two

CONTINUED FROM PAGE 64

## Looking Inward

to three hours that the EC meets at the convention. In addition to tasks that may be delegated by the President, the President-Elect also has to plan the midwinter meeting that will take place at the beginning of his or her presidential year, trying to avoid a conflict with other important annual and biennial meetings including the DLC, the Council of Directors of School Psychology Programs (CDSPP) meeting, and the Multicultural Summit. Finally, the President-Elect carries out the President's functions when the President is absent or incapacitated.

*President.* At the DLC, the President has been described as the CEO of the Division, who is responsible for good fiscal management and for ensuring that the Division does not break laws that apply to non-profits, which can have fiscal implications not only for the Division, but also for APA. The President chairs the midwinter meeting where policy for the next year or few years is set, and the convention meeting. As such, the President is responsible for ensuring that reports are presented by all officers with sufficient time for discussion and decision-making, and also allocates time at these meetings for presentations from interested groups such as the Center for Psychology in the Schools and the Committee on Children, Youth, and Families.

During the year, the President recommends Division 16 members in response to calls for service on APA's committees, boards, and task forces, and is also expected to represent Division 16 at the State Leadership Conference and several other events (e.g., the NASP convention, the Education Leadership Conference), and to respond to queries from members of the Division, officers of other divisions (APA has a listserv for Division Presidents), APA Boards and Committees, and occasionally, the media. The President also schedules conference calls with the EC over the year to deal with issues that have arisen and monitor ongoing Division activities, and appoints individuals to serve on several Division committees and task forces. In addition to the regular duties, Presidents may have special initiatives to pursue during their term in office, and they establish and chair task forces or working groups on these issues.

*Past-President.* In addition to duties delegated by the President, the Past President chairs the election committee for the Division, preparing a slate of candidates for the offices that need to be filled in the subsequent year for the EC to discuss and vote on. Different Vice Presidential offices come up in different years to allow for continuity across

time on the EC. For example, the Secretary and Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (VP-SEREMA) have new office holders in 2007, alongside new/re-elected representatives to the APA Council, and 2008 will see a new Treasurer and several new VPs.

## Records, Money, and Influencing Policy

The Operations Committee consists of the Presidential team, the senior Council Representative, the Secretary, and the Treasurer, and is in essence the executive committee of the Division 16 EC. As can be expected, the role of the Secretary is to maintain records of all meetings of the EC and the Operations Committee, including conference calls. The Secretary also compiles the agenda books (not agendas) for the midwinter and conference meetings, consisting of the reports from all the offices (both elected and non-elected). The Treasurer controls the Division's bank account with APA, and disburses funds on behalf of the Division, maintaining receipts and other appropriate documents. The Treasurer proposes the budget annually at the midwinter meeting and alerts the EC if the Division is going outside the budget as the year progresses. Beginning in 2008, the Treasurer and VP-Membership will also have to attend the DLC in his or her first year in office.

Division 16 currently has three representatives in APA Council due to the apportionment of votes by you, our members, to the Division. In addition to attending the EC meetings, Council Reps attend two Council meetings per year, one in February and one at convention. To have a voice in APA decision making requires several things, including but not limited to shepherding motions through Council and getting Division members appointed to APA boards and committees. Doing these things requires having articulate and respected members in Council, and the Division is well served by our representatives, who lobby for school psychology slates that the Division sends forward and work with the appropriate caucuses in Council to get support from other divisions for nominees and policies related to learning and education.

## The VPs

Division 16 began 2007 with five VPs: VP-SEREMA, VP-Membership, VP-Professional Affairs (VP-PA), VP for Education, Training, and Scientific Affairs (VP-ETSA), and VP-Publications, Communications, and Convention Affairs (VP-PCCA). Based on a vote of the membership earlier

“The Treasurer proposes the budget annually at the midwinter meeting and alerts the EC if the Division is going outside the budget as the year progresses..”

CONTINUED ON PAGE 66

**Looking Inward**

“...the goal of this column was to provide an overview rather than a comprehensive summary.”

this year, the VP-PCCA position will be split into two positions beginning in 2008, a VP for Publications and Communication (VP-PC) and a VP for Convention Affairs and Public Relations (VP-CAPR). The VP-PC will be responsible for *School Psychology Quarterly*, *The School Psychologist*, the Book Series, the Conversation Series, and the Division 16 Website, and the VP-CAPR will oversee the Division 16 Convention Program, the Hospitality Suite, as well as pursue initiatives related to increasing the visibility of the Division and working with NASP, ISPA, and other groups.

VP-SEREMA coordinates and provides support for Division activities focusing on the concerns of equality, academic freedom, and conditions of employment of school psychologists, and Division 16's involvement in child and family related issues. This Vice President is also responsible for those aspects of school psychology that relate to ethnic minorities (American Indian/Alaska Native, Asian/Pacific American, Black, and Hispanic). As such, VP-SEREMA oversees several committees (e.g., Women in School Psychology, Division 16 Committee on Ethnic Minority Affairs) and is the liaison to the APA Board for the Advancement of Psychology in the Public Interest and to APA Committee on Children, Youth, and Families.

VP-Membership is responsible for recruiting members, maintaining members and membership records, monitoring member satisfaction, and responding to member complaints. The Student and Professional Affiliates are included in this VP's responsibility, and the VP has to work closely with Division Services at APA. The Paul Henkin Student Travel Award is also administered by this VP. VP-PA is responsible for furthering school psychology as a professional specialty, and is the Division's liaison to the APA Board of Professional Affairs and an APA Committee for the Advancement of professional practice (CAPP). Thus, this VP represents the Division at APA meetings where issues like Medicare reimbursement, prescription privileges, and the model licensure act are discussed.

Finally, VP-ETSA coordinates the Division's interests in education, training, and scientific affairs. As such, this VP is the liaison to two APA Boards, the Board of Educational Affairs and the Board of Scientific Affairs, and is the Division officer responsible for the Task Force on Evidence-Based Interventions and the Internship Directory. The majority of the Division's awards also fall under this VP, including the Lightner Witmer, Senior, Scientist, Outstanding Dissertation, and Jack Bardon

Distinguished Service Awards, and the Fellows Committee. As should be evident, the VPs can just as easily be called VIPs, as they do a lot of the heavy lifting for the Division in a number of areas.

**Past, Present, Future, and Other Important Figures**

Division 16 has the same historian that all of school psychology has and the EC often has to turn to Tom Fagan to provide a historical perspective on particular issues. Although not at the meetings, Tom receives copies of all minutes of meetings and conference calls. The President of the Student Affiliates of School Psychology (SASP), Division 16's student group does attend meetings and brings the student perspective to discussions. The division's public face is represented most directly in the work of the editors of *The School Psychologist* and *School Psychology Quarterly* and the Division 16 webpage, and the TSP and SPQ editors attend EC meetings occasionally.

**In Closing**

It is important to begin this section with an apology to all of the EC members for not discussing everything that they are doing, but the goal of this column was to provide an overview rather than a comprehensive summary. As should be evident, your EC is involved in a lot of activities for you as members and for school psychology as a specialty. I suspect that a substantial majority of you have not read either the Operations Manual or minutes of past meetings available on the website, and hope that this column provides you with some understanding of the role that the EC plays in serving you. I end with an invitation to the Business Meeting and Social Hour at the annual convention in San Francisco in August. In addition to the usual business this year (reviewing of reports, finances, and presentation of awards), we will be announcing and presenting a special award this year in honor of Nadine Lambert. Please come and participate, and best wishes for the rest of the summer.



# St. John's University School Psychology Students and Faculty Visit Vietnam

**Mark D. Terjesen**  
**Kimberly S. Kassay**  
**St. John's University**

This past May, students and faculty from the St. John's University school psychology program accompanied University administration on a 2-week trip to Vietnam. The purpose of this trip was twofold. The first purpose was to expose the students and faculty to other models of education of children and psychological service provision; more specifically, it was to give our students a firsthand opportunity to see how culture, economics, and



*Nadia Vlacich, second year doctoral student, reading with a student at the Cho Quan School.*

language may have an impact on the educational experience of students and provision of mental health services. The second purpose was to continue a dialogue with Vietnam's Ministry of Education and Training (MOET) regarding developing the first formalized training program for school psychologists to provide services within a school-based setting in Vietnam. To that end, 11 Masters and Doctoral (PsyD) school psychology students traveled to Vietnam with four psychology faculty and three deans to begin what was an intense, but educational and enjoyable experience. This was an educational as well as a cultural experience for our students and

faculty and was an opportunity for us to be ambassadors of St. John's University and the field of school psychology.

St. John's University's relationship with Vietnam and the MOET can be primarily attributed to one individual, Assistant Dean Hung Le, D.A, a native of Vietnam. Through Dean Le, the University began its partnership with the MOET in Vietnam in 2002 with MOET designating their best and brightest scholars to be formally educated throughout the world. Over the last few years, Dean Le has built relationships with the MOET, the American Embassy, the United States Consulate, and a number of universities throughout varied regions in Vietnam. In addition to the academic relationships that he has built, he has also forged relationships in Vietnam for the scholar-athlete at St. John's. In 2006, in an historic U.S. collegiate first, the men's soccer team competed with local players on Vietnamese soil, and this past May the St. John's volleyball team became the first collegiate women's volleyball team to compete in Vietnam in the Vietnam Television (VTV) International Women's Volleyball Cup.

Continuing Dean Le's efforts, Associate Dean Frank Biafora, Ph.D., spent 4 weeks in Vietnam last fall, thanks to the Fulbright Specialist Program. Dean Biafora collaborated with educators at the Hanoi University of Education to, as he explains, "help them better understand the philosophy and practices of American higher education and move away from the Soviet-style learning models, and to integrate American-style models." It was during this time and prior trips that he met with Vietnamese education officials and presented them with St. John's Graduate School Psychology model. This dialogue provided an initial framework on which the Vietnamese educators can build and enhance their graduate programs.

Through the building of these relationships, the St. John's University administration and faculty began to see an emerging need for the training of mental health practitioners, specifically to work with children and families. This was a major genesis for



CONTINUED FROM PAGE 68

**School Psychology in Vietnam**

the faculty members and graduate students from the school psychology program to participate in this trip and exchange of ideas. Dean Le describes how the Vietnamese public's appreciation of mental health has risen sharply during the past decade, in correlation with the country's surge in globalization. "In Vietnam, there has always been a stigma to psychological therapy," explains Le. "People viewed their psychological

problems as moral issues and responded by going to see the Buddhist monk, the parish priest or the village elders to gain help with decision making."

Now, says Le, the country is developing into one of the powerful nations of the East, with a stalwart economy, new membership within the World Trade Organization and an enhanced core of Western values. "With modernization comes modern problems that need solutions," says Le, who earned a master's degree in psychology. "The Vietnamese are beginning to realize that the American model of psychology — which is based on applied research, as opposed to theory — works. That's what drove us to teach the subject at Hanoi University." The professors at HNUE concur. "Now that Vietnam is globalizing, cultural and education exchange are very crucial to the country's development," says Tran Thi Le Thu, Ph.D., Professor of Psychology and Education. "Young students need to catch up as soon as possible. And because America is one of the leading countries in terms of psychology, the time to start this initiative with St. John's is now."

During its trip, the St. John's students had an opportunity to take for credit one of two classes: "Early [Childhood] Intervention," taught by Mark Terjesen, Ph.D., Associate Professor and Director of the Graduate Programs in School Psychology; and "Theories of Personality: Cultural Perspectives," taught by Kate Walton, Ph.D., Assistant Professor. Both courses began on the St. John's campus in Queens prior to the visit to Vietnam. This allowed



*St. John's University School Psychology students and faculty with the faculty from HNUE at the conference.*

for the empirical and theoretical groundwork to be established for these courses, with the experience in Vietnam providing for more of a hands-on opportunity for our students and faculty to see some of these principles in practice. While at the HNUE, several HNUE students and professors attended the formal coursework as well.

While in Hanoi, Drs. Terjesen and Walton met with several of the HNUE faculty and researchers to discuss the steps HNUE must take in order to launch its own masters-level school-psychology/counselor program. As the St. John's University programs in school psychology are very research-laden, this dialogue involved discussion of modifying their undergraduate curriculum to help prepare their students to engage in the practice of psychology as informed by the science of psychology through a better understanding of contemporary psychology methods. Such methods have been slow to develop in Vietnam, a country that traditionally has regarded psychology as a philosophy rather than an empirical science. With several HNUE students already expressing interest earning a post-graduate degree in school psychology, this would be the first step in establishing the profession of school psychology. If a school psychology graduate program is launched, says Le, it will be the first of its kind in Vietnam.

When looking at recent data about the number of psychologists in Vietnam and the mental health needs of the students, the importance of developing trained practitioners to meet this need becomes

CONTINUED ON PAGE 70

**School Psychology in Vietnam**

“Many of these children live in remote mountainous regions where schools are inadequate or not readily accessible...”

even more apparent. Do Thi Ngoc Phuong, Ph.D., Director of the Children’s Department of the Committee Services for Population, Family and Children reported that approximately 100 counseling centers have been set up throughout Vietnam since 1990 in attempt to meet societal needs; however, counselors at these centers are inadequately trained to serve the populations with whom they work, and do not always provide quality care. As a result of there being so few psychologists in the country, less than one per 160,000 people, many of the counselors come from other fields and lack a psychology background (WHO, 2005). Dr. Ngoc Phuong described that improving the quality of services provided to children is of particular concern because concerns about children constitute over 60% of the calls that counseling centers receive and clearly represent a growing demand.

**Activities in Vietnam**

While in Vietnam, the students and faculty were fortunate enough to have a number of opportunities to experience the culture of Vietnam and to tour educational and mental health facilities that cater directly to Vietnamese citizens — many of whom are still hobbled by remnants of country’s older, poorer economic infrastructure.

No experience was probably more reflective of this than when the students and faculty visited the Cho Quan – School for Street Children in Ho Chi Minh City on their first full day in Vietnam. Although it is stated in the 1992 Constitution of Vietnam that “education is the right and responsibility of every citizen” and that five years of primary education is compulsory for every child, there are still many children in the country who are left uneducated (MOET, 2003). Many of these children live in remote mountainous regions where schools are inadequate or not readily accessible, yet others live in places where an education is available to them, but circumstances in their upbringing prevent them from attending school. In cities these children are referred to as “street children,” because their poor families cannot afford to pay fees associated with school enrollment and need them to bring home an income by selling things in markets and on the streets instead of going to school with their peers; this lifestyle sustains the cycle of poverty and offers limited opportunities to escape it.

While in Ho Chi Minh City we visited Cho Quan, or The School of Love, a school run by local

Daughters of Charity that provides primary educational opportunities for street children regardless of their personal, financial, or academic background. Five classes of about 25 students in each classroom are taught at Cho Quan, which is one of nine such schools in Ho Chi Minh City. It accepts students of all ages and prepares them to enter into the public education system after they graduate the five levels of the school. The curriculum is mandated by the Vietnamese government so that students receive the same education that they would receive in a public school. Students are also given school lunches and snacks while in school, which alone is an incentive for many poor children to attend class. Establishing Cho Quan was not without challenges as Sister Tuyet Lien, School Director, explained to us, “Initially we spent a lot of time and effort in the city reaching out to families to convince them to allow their children to come to school, and we received a lot of resistance. But due to our success, not only with the children’s education, but with developing them into confident young people, now these families bring the children to us.” It was during this visit that the St. John’s group really got to see and admire the passion for educating and the daily perseverance of the teachers of Cho Quan.

Despite the cultural, educational, and facility differences observed by our students, upon entering the school, you could not help but experience the pleasure and joy that these students have for learning and the respect that they have for their teachers. We were greeted into their small school by singing and clapping of the students and were fortunate enough to be able to spend some time meeting and playing with them. Although language difficulties did exist, much to our enjoyment, the students were very eager to talk to, joke around with, and take pictures with the visitors from St. John’s. The students then would take small groups of the St. John’s visitors into their classrooms, where we sang Vietnamese and American songs and interacted with students individually over a new book and snack that we had provided.

As school psychologists and school psychologists-to-be, we appreciated the efforts of Cho Quan and understood how important the education they provide is in changing the lives of its students. Its goals are consistent with our program’s mission of helping children in need to achieve personally and academically, and the experience left

CONTINUED FROM PAGE 70

**School Psychology in Vietnam**

a great impression on the group as a whole. We plan to continue our relationship with them. More specifically, when thinking about establishing training programs for school psychologists in Vietnam, we believe that school psychology can have a great impact on schools such as this one, serving such disadvantaged populations. We believe that now is the time when great changes can be made, as the Vietnamese government has made education the foremost national policy and hopes to raise school attendance from its 2000 rate of 95% to 99% by 2010. The MOET believes that “the political stability, the achievements in economic development, the improvement of people’s life in the renovation period created conditions for a favorable environment for education to develop” (MOET, 2003). Cho Quan and other schools like it are making this objective a reality, and we hope to share our knowledge and experience to facilitate its progress.

A recent article by Schirmer, Cartwright, Montegut, Dreher, and Stovall (2004) described the current state of affairs of psychiatry in Vietnam, and while in Ho Chi Minh City we also had the opportunity to visit a psychiatric hospital, Benh Vien Tam Than. The visit and interview with Dr. Le Quoc Nam, Chief of the Community Psychiatry Department, provided us with a firsthand opportunity to understand the growing mental health needs in Vietnam. Dr. Nam reported that this hospital treats primarily schizophrenia, depression, and epilepsy, and that there are few psychiatric services available for children throughout Vietnam. Data collected by the World Health Organization (WHO) indicated that there are just two child and adolescent psychiatrists in the country and one 20-bed inpatient child psychiatry unit. Overall, the data provided by the WHO is consistent with Dr. Nam’s description of the level of psychiatric care in Vietnam with .59 beds in mental health hospitals per 10,000 (as opposed to 3.50 in US), 0.32 psychiatrists per 10,000 (10.50 in US), 0.06 psychologists (26.40 in US). Furthermore, of the 53 provinces in Vietnam, only 19 have mental hospitals (WHO, 2005).

Following this interesting and educational exchange with our students and faculty in which he described the lack of formal training in psychotherapy, Dr. Nam provided us with a tour during which we were able to see many of the activities their staff engages in on a daily basis. We were able to view a psychological testing room, treatment facilities, the pharmacy, and the inpatient

ward where many of the patients were sitting on small cot-sized beds, not all of which had mattresses.

Following the experience of touring the school earlier in the day, this experience was somewhat more disheartening, but at the same time motivating to our students and faculty. We came to respect the effort put forth by their staff and began to consider ways in which the St. John’s Psychology Department can assist in provision of resources and training in psychotherapeutic services. Jaelyn Ghamar, a third year doctoral student remarked, “This will be a great opportunity for us to go back to our university administration and begin to plan ways in which we can assist the people in Vietnam of having their mental health needs met. Not only is this consistent with the Vincentian mission of St. John’s, but it is also in line with the professional practice of psychologists, to promote health and welfare of others.”

From Ho Chi Minh City, the St. John’s University group then traveled to Hanoi to continue our learning experience. It was here that we got to tour and meet with the administration from the Soc Son School for Supporting and Training Disabled Children. This is a school for children with disabilities in Soc Son, a poor mountainous village located in the district of Hanoi. Upon our arrival, we were welcomed by a group of students dressed in colorful traditional garments who performed a classical Vietnamese dance. The impressive performance was especially remarkable considering the dancers were all deaf/mute and were dancing to the signs of their teacher standing before them. From the start this symbolized how the school helps students who would otherwise be left to languish in a society that historically has not educated children with disabilities and leaves them to be dependent upon their families their whole lives. The school serves students with difficulties such as learning disabilities, physical handicaps, hearing impairment, mental retardation, autism, and Down syndrome.

The Soc Son School is a relatively new alternative for these families and reports that it was the first of its kind in the country, but its accomplishments are rapidly being recognized by the public and the government. It is hoped that this school will be a model upon which many others will be built in the future so that more Vietnamese children with disabilities will be given the chance to learn and succeed. The MOET is currently working towards the goal of enabling 70% of children with

“The school serves students with difficulties such as learning disabilities, physical handicaps, hearing impairment, mental retardation, autism, and Down syndrome.”

CONTINUED ON PAGE 72

**School Psychology in Vietnam**

“...we quickly learned that you do not need to communicate verbally to connect with a child.”

disabilities to pursue learning by 2010 (MOET, 2003); though poor by our standards, this represents a significant improvement of opportunities for the exceptional children of Vietnam.

The St. John's group was able to tour the facilities and interact with the students and teachers of the school after a presentation given by school administration. Smiles and laughter translate effortlessly, and we quickly learned that you do not need to communicate verbally to connect with a child. The classrooms are new and decorative and appeared to be learning environments comparative to the general education public school classrooms in Vietnam. The devotion of the 20 teachers to the education and welfare of their students was further demonstrated by the fact that they often take money from their own salaries to put toward school meals for their students so that they can attend class. Even though they are not formally trained in special education, they work closely with each student to develop his or her abilities by tailoring the curriculum to meet his or her unique needs. We plan on continuing a collaborative relationship with the school in helping develop educational planning for these students in the future.

Since its establishment in 2000 the Soc Son School has graduated 38 students who are now able to support themselves with the education and on-site vocational training that the school provided them. There are currently 128 students enrolled at the school, about 50 of whom were present the day of our visit. An unfortunate reality in Vietnam is that although the students love to learn and are happy to attend school, many are not able to attend this school on a regular basis because their families cannot afford the low cost of school lunch (less than 15 US cents a day) or to lose the labor hours spent bringing their children to and from school. Dean Le and the school psychology faculty and students have made that one of their missions for the next year, to raise funds to pay for school lunches, giving poor students the ability to attend school, and transportation services for the children of Soc Son. The motivation of the St. John's students was not lost on our faculty as Dr. Walton remarked, “They (our students) are just as dedicated to providing educational opportunities to Vietnamese students with disabilities as they are to learning to work with and help American students with difficulties.”

One of the experiences that the St. John's University group found particularly moving and educational in some of the cross-cultural differences was on our trip to the SOS Children's Village in

Hanoi. Initially, we expected to be visiting an orphanage in which children would reside temporarily until being adopted by families. Instead, the SOS Children's Village provides abandoned and orphaned children in Vietnam with a stable and permanent family environment until adulthood. The Children's Village adopts these children and embodies a family-based childcare paradigm, which is based on the basic principles of mother, brothers and sisters, house, and village (see [www.sos-usa.org](http://www.sos-usa.org)). The SOS village we visited was established in 1990, and represents one of the 12 SOS villages in Vietnam. Each child in the village is given an SOS mother who acts as the child's primary caregiver and lives in a house with the 9 to 10 children she cares for. In the village we visited, 158 children live in 16 homes. According to Nguyn Dung, the Village Director, girls and boys grow up together in these homes as brothers and sisters and as part of a family, with the village considering all of the children their children, and the children considering the village their home. After leaving the village, the children stay in contact with their SOS families. We met one SOS mother who spoke about her grown up SOS children, and her grandchildren.

Children living in the SOS Village attend a government school outside the village with other local children. Mr. Dung reported that the schools are paid for by the SOS but the education is determined by the government. Mr. Dung also described how if a child has a special talent (i.e., in music or the arts), SOS will pay to send them to a special school and also help their children attend college and/or find a job after they graduate.

During our visit, we had the opportunity to walk around the SOS village and tour one of the homes. We got to meet and interact with the village home mother and children. Two of the smaller children clung onto the SOS mother while she spoke to us about raising the children and how they truly are a family. Julie Ivans, a third year doctoral student, described being impressed by the stable and loving family environment that was being provided to these children. She noted that, “The assurance of a stable family situation throughout development of the child is clearly a benefit of the SOS Children's Village and very different in philosophy when compared to many of the foster care systems that exist in the U.S.” Ivans and Valerie Camarano, a third year doctoral student, have begun the process of collaborating with the SOS program and researchers at HNUE to evaluate the impact of such a stable home environment on the children's

CONTINUED FROM PAGE 72

**School Psychology in Vietnam**

functioning.

During our last three days in Hanoi, the St. John's group participated in a collaborative nationally televised conference with the Hanoi National University of Education titled "Training Models of School and Counseling Psychologists in Vietnam." With approximately 100 students, faculty, and mental health practitioners in attendance over the course of three days, our students and faculty presented current models of psychology training, specialized aspects of our training programs, integrating research into teaching and practice, the practice (and challenge) of psychotherapy with children and families, and current research in which they are presently engaged.

Following this conference, the faculty of the two universities sat to discuss developing an ongoing relationship in terms of curriculum development to meet the psychological preparation needs of their students, means to provide professional psychotherapeutic development for the existing mental health practitioners, and training of their students in school psychological services at St. John's University. Although Vietnam psychologists appear ready to adopt Western practices, we realize we cannot presume that the entire U.S. system of psychology will be transferable and applicable in their society. It will be necessary to balance training in good psychological science with careful consideration of the social, political, and philosophical influences of mental health existent in Vietnam; this is a challenge that the St. John's University group is looking forward to.

We view this experience as an initial step for our students and faculty to understand how the education and mental health status of children can be impacted upon by a variety of factors. Through examining the context in which education occurs, the behaviors that may be associated with educational and learning difficulties, the resources available to remediate them, and the role of culture abroad, our students have gained a greater understanding of the importance of looking

at these factors at home as well. Essentially, this trip allowed us to see the other side of the glass. It is our hope that more students and faculty will accompany us over the years to come, that we will continue to develop research and training relationships throughout Vietnam, and that we can meaningfully contribute to the education and welfare of children and families in Vietnam.

**References**

- Ministry of Education and Training. (2003). *Vietnam Education and Training Directory*. Retrieved March 15, 2007, from <http://en.moet.gov.vn>
- Schirmer, J. M., Cartwright, C. C., Montegut, A. J., Dreher, G. K., & Stovall, J. (2004). A collaborative needs assessment and work plan in behavioral medicine curriculum development in Vietnam. *Families, Systems, & Health, 22* (4), 410-418.
- World Health Organization. (2005). *Mental Health Atlas 2005*. Retrieved March 29, 2007, from [www.who.int/mental\\_health/evidence/mhatlas05/en/index.html](http://www.who.int/mental_health/evidence/mhatlas05/en/index.html)

Correspondence concerning this article should be addressed to Mark Terjesen, Ph.D. Department of Psychology, St. John's University, 8000 Utopia Parkway, Marillac Hall SB36, Jamaica, NY 11439. Electronic mail may be sent to [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu).

**“Although Vietnam psychologists appear ready to adopt Western practices, we realize we cannot presume that the entire U.S. system of psychology will be transferable and applicable in their society.”**



*St. John's University school psychology students and faculty in front of Hanoi University.*

# Working for the World's Children: The International School Psychology Association

**Tracey G. Scherr, PhD, NCSP**

Along with many professions, school psychology is expanding as a field of international importance. The educational and social-emotional needs of students throughout the world are both hetero- and homogeneous. This is also true of the roles of the school and educational psychologists who are working with children globally.

With an official founding date of 1982, the International School Psychology Association (ISPA) has provided a foundation for those educational professionals and students who desire to interact with like-minded colleagues and work jointly to improve children's lives. Hence, ISPA's mission includes five primary goals: 1) promote the use of sound psychological principles within the context of education all over the world; 2) promote communication between professionals who are committed to the improvement of the mental health of children in the world's schools; 3) encourage the use of school psychologists in countries where they are not currently being used; 4) promote the psychological rights of all children all over the world; and 5) initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children and families.

In order to realize this multifaceted mission, ISPA members engage in a variety of activities. For example, the ISPA Research Committee is discussing the topic of student engagement in schools and attempting to develop some common, evidence-based understandings of the phenomenon. The Research Committee has undertaken other important projects in the last couple years such as surveying school psychologists internationally regarding their roles and activities. The results of this ongoing survey have facilitated understanding of the simultaneous diversity and similarities among our practices internationally. They are featured in the *International Handbook of School Psychology*, a valuable reference describing school psychology practice by authors from more than 40 countries (Jimerson, Oakland, & Farrell, 2006). Further, regular reviews of publications addressing recent advances and concerns in the field are provided in the Research Column of the organization's newsletter, the *World Go Round*.

Research is not the only area in which ISPA

members contribute to and benefit from the organization. In 2004, ISPA was granted consultative status from the United Nations. As a result, the organization is continuously represented in work related to children's rights and education. ISPA is also participating in the Culture, Education, Sport, and Ethics Program (CSEP: <http://cultureandsport.com/index.cfm>), a prevention curriculum designed to address drug use and ethical concerns in sporting. ISPA activities are too numerous to mention in a single article. A far more comprehensive and detailed representation, as well as membership information, can be found on ISPA's newly updated website: [www.ispaweb.org](http://www.ispaweb.org). However, the annual ISPA colloquium must be elaborated upon.

The ISPA colloquium offers the opportunity for members to gather, share practices and research, form and nourish collaborative friendships, and gain exposure to different countries and cultures. Colloquia have been held in many countries. Last year's took place in Hangzhou, China in July. It was a momentous event because it was the first time the meeting was held in China or in Asia. Chinese students benefit from mental health teachers who offer guidance and support home-school communication. However, there is room for growth in school psychology practice in China as in all countries. Colloquium events strongly reinforce the message sent to officials in host countries that school psychological services are indispensable assets to children's educational and psychosocial well-being.

Many people learn best about a culture by experiencing it. ISPA colloquia are preceded and followed by tours in host countries. In China, local guides accompanied colloquium attendees for several days on excursions throughout the country. This author was fortunate to have experienced a post-colloquium adventure including visits to the Great Wall, Terra Cotta Warriors, and Beijing Opera, and many other intriguing sites alongside fellow school psychologists. This year's colloquium will be held in Tampere, Finland in July of 2007. The colloquium's theme will be, "Meeting Individual and Community Needs." The Netherlands will host the 2008 ISPA colloquium.

“Many people learn best about a culture by experiencing it.”

CONTINUED FROM PAGE 74

**Working for the World's Children: The International School Psychology Association**

*Top. Tracey Scherr and a random "princess" in China.  
Middle. Group of high school dancers at a school in Greece.  
Bottom. Photographed at West Lake in Hangzhou, China.*

ISPA's collaborative projects and colloquia are definite strengths of the organization. The collegial relationships and friendships formed between individual members, though, are its most enriching quality in my opinion. By attending colloquia, first in Denmark as a graduate student, then as a practitioner and trainer in Greece and China, I have met the most amazing people. Every year I look forward to catching up with my colleague from the country of Georgia, who befriended me several years ago by sharing a postcard from her home at a session during which she described the needs of a country in its infancy regarding the development of school psychology. Earlier this year, I was pleased to learn that an ISPA colleague from Turkey realized his dream of spending some time on a faculty at a university in the United States. These are just a couple examples of the many relationships and fond memories made through membership in ISPA.

An ancient Chinese saying reads, "A close friend from afar brings a distant land near." When thinking about ISPA, this phrase comes to mind. Most ISPA colloquia attendees make lifelong colleagues and friends. Feelings of comfort and connectedness emanate from enjoying professional and personal relationships with people around the world who hold similar beliefs and goals related to improving children's lives. In forging these relationships, it is virtually impossible not to teach and, more importantly, not to learn.

**"A close friend from afar brings a distant land near."**

**Reference**

Jimerson, S. R., Oakland, T. D., & Farrell, P. T. (2007). *The handbook of international school psychology*. Thousand Oaks, CA: Sage.

# The School Psychology Research Collaboration Conference: Reflections on the Past, Present, and Future

**Shane R. Jimerson, Ph.D.**  
**University of California, Santa Barbara**  
**Craig A. Albers, Ph.D.**  
**University of Wisconsin-Madison**

## Primary Purpose of the SPRCC

The primary purpose of the School Psychology Research Collaboration Conference (SPRCC) is to create a mechanism to enhance the research efforts, skills, and professional relationships of early career scholars through the assistance of experienced researchers who conduct psychological research in education and school psychology (Abidin & Jimerson, 2001). The SPRCC aims to facilitate collaboration and multi-site research by facilitating interactions between early career scholars and more experienced (catalyst) scholars. The overall goal is to facilitate high-quality research that is broadly relevant and can inform practice related to complex and important problems in education and school psychology (Abidin & Jimerson, 2001).

## Structure of the SPRCC

The SPRCC is an 8-hour conference that includes large group discussions and smaller breakout groups of 8-12 persons focusing on specific research topics (Jimerson, 2002; 2003a; Jimerson et al., 2004; VanDerHeyden & Albers, 2006). The conference has been held every two years since the inaugural SPRCC in 2003, and occurs on an alternating schedule preceding the National Association of School Psychologists (NASP) and the American Psychological Association (APA) annual conferences. During the months preceding the SPRCC, participants begin exchanging information on the SPRCC website, hosted by the University of California, Santa Barbara. The research groups typically include a breadth of topics, including: (a) Aggression, Violence, Crisis, (b) Assessment, Cognitive, Diversity, (c) Reading, Assessment, Intervention, Literacy, (d) Social, Emotional, Behavioral, and (e) School Systems, Teachers, Climate.

During the breakout sessions, each of the early career scholars provides an overview of his or her interests, highlighting specific research questions

and related methodology. Catalyst scholars facilitate the discussion and provide relevant insights based on their knowledge and experiences. The school-based professionals contribute ideas and insights as practitioners and scholars working within the schools. Participants also explore possible collaborative proposals, planning grants, and manuscripts that may emerge following the SPRCC. The breakout groups are designed to allow participants to: (a) explore collaborative possibilities and shared research interests, (b) develop further knowledge of colleagues' interests and identify those with common interests, (c) identify possible collaborative proposals or planning grants, (d) establish a mechanism to facilitate further communication on shared interests, and (e) engage in a preliminary discussion of possible funding sources (Jimerson, 2003b).

## SPRCC Participants

Early career scholars (pre-tenure scholars or post-tenure scholars who are within 2 years of having received tenure and who have at least one primary author peer-reviewed manuscript) submit application materials following an announcement the prior spring. The application materials include a "personal research agenda" that provides a broad overview of the area(s) of interest, previous efforts in this area, specific questions to be addressed through the proposed research agenda, and specific implications for the practice of psychology in the schools. In addition, applicants submit a proposal of up to three pages outlining their vision of a collaborative multi-site research program consistent with their "personal research agenda." These proposals identify the specific issue(s) and question(s) to be addressed, the necessary context and participants required to address the question(s), an estimate of the requisite number of participants, an estimate of the budget necessary to accomplish this research, and the relative advantages and



CONTINUED FROM PAGE 76

### The School Psychology Research Collaboration Conference: Reflections on the Past, Present, and Future

challenges of a collaborative multi-site research program to address the question(s). Early career scholars are also asked to submit their personal goals and objectives regarding their participation in the SPRCC. More experienced scholars with records of research in the areas of interest indicated by the selected early career scholars are also invited to participate as “catalyst scholars” to facilitate the discussion and share insights from their career. When possible practicing school psychologists and district administrators with interests in possible future collaboration also are invited to participate.

#### Benefits of the SPRCC

SPRCC participants benefit from their participation in the SPRCC in a variety of ways, including:

1. Exchange of Ideas – Through understanding individual interests and aspirations, there is an opportunity for others with shared interest to self-identify and pursue further exchanges and potential collaborative scholarship. In addition, the unique skills and background that each brings to the discussion has the potential to further enhance and expand participants’ understanding of a particular topic.

2. Identify Exigent Topics – Through sharing ideas it is possible to discern pressing issues that would be particularly important to advance science and practice in the field of school psychology.

3. Collaborate on Manuscripts – In recognizing shared interests there is an opportunity for those interested to pursue the development of manuscripts to address specific areas. Sometimes these are initial literature review or meta-analysis manuscripts, or manuscripts utilizing existing data - there are numerous possibilities (e.g., book chapters, journal articles, journal special topic issues, syntheses for professional publications). Data from previous 2003 and 2005 SPRCC participants reveals nearly 100 collaborative manuscripts were generated.

4. Collaborate on Grant Proposals – In recognizing shared interests there is an opportunity for those interested to pursue the development of grant proposals. These may be multi-site collaborative proposals, or may involve collaborations that include others as consultants on specific projects. In addition to various federal, state, and university grants, SSSP offers an opportunity for Small Grant Proposals which is a terrific opportunity to collaborate on a small proposal that may lead to pilot data to then develop

larger collaborative proposals. Information about the SSSP grants program is available online at <http://www1.elsevier.com/homepage/sal/sssp/activities.html>.

5. Future Collaborative Initiatives – Through meeting colleagues with various interests, Early Career Scholars have reported a continuation in seeking out collaborative opportunities with SPRCC colleagues in the years following participation in the conference. There are immediate, short-term, and long-term opportunities.

6. Establish Supportive Professional Relationships – Inevitably, the personal contact facilitates professional relationships. Many SPRCC early career and catalyst scholars have established mutually supportive professional relationships and friendships. These are valuable across the board, in navigating personal/professional balance, in navigating tenure review, in exploring current and future scholarly aspirations, and in affording further opportunities.

7. Affords Unique Scholarly Opportunities – There are numerous opportunities that may emerge through the exchange of ideas and insights. For instance, various SPRCC participants have become involved in special issues, book proposals, and have served as reviewers or consultants for various projects.

8. Learn from Experiences of Established Scholars – This occurs during the breakout discussions and also when catalyst scholars participate as panel members to share their perspective regarding particular topics. For instance, in 2005 a panel of catalyst scholars shared their insights regarding the “Five Most Important Activities to Complete Early in One’s Career” (Clark, Elias, Harrison, Kamphaus, Noell, Jimerson, & VanDerHeyden, 2006), and the 2007 SPRCC panel of catalyst scholars provided guidance regarding “How to be a Great Mentor” (manuscript in preparation).

9. Ongoing Opportunities – Each year the SSSP hosts a gathering at both NASP and APA which invites previous SPRCC participants and SSSP members, thus creating a context for future exchanges and opportunities to communicate with colleagues.

#### Outcomes of the SPRCC

There have been numerous positive outcomes from the SPRCC. Participants are asked to provide feedback, which consistently indicates that the SPRCC is successful in facilitating communication, facilitating collaboration, facilitating connections

CONTINUED ON PAGE 78

**The School Psychology Research Collaboration Conference: Reflections on the Past, Present, and Future**

and relationships, and facilitating knowledge and resources of potential funding sources. Primary outcomes described by previous SPRCC participants include: (a) early-career researchers collaborating and obtaining mentoring support for research; (b) the identification and exploration of important issues and ideas relative to the application of psychological research to education and the practice of psychology in the schools; (c) the establishment of professional friendships and the foundations for diverse networks of researchers, resulting in more individuals developing a voice and an outlet for their research energies and talents; (d) establishment of constructive dialogue, which is helpful for establishing and clarifying research priorities; (e) increased awareness by early-career scholars of financial support opportunities; and (f) an anticipated increase in the quality of psychological research conducted and published (Jimerson & VanDerHeyden, 2004; VanDerHeyden & Albers, 2006). With few exceptions, early-career participants accomplished all of their personal and professional objectives for participation in the SPRCC during the 2003, 2005, and 2007 conferences (see Table 1 for

summary of feedback results obtained immediately following the completion of the conference).

The over-reaching objective of the conference was to influence collaboration in research among participants following the conference. Hence, 6-month and 1-year surveys are conducted to determine whether or not participation in the SPRCC is followed by collaboration in scholarly activity among the participants following the conference. This survey asks questions related to whether or not participants have communicated and collaborated in research, writing, and grant proposals. For example, six months following the 2005 SPRCC, 94% of early career scholars indicated that they had communicated with other early scholars and 42% reported corresponding with catalyst scholars following the conference. Furthermore, 55% reported having collaborated in developing a research or grant proposal, 61% reported having begun a research project in collaboration with other early scholars, and 39% had collaborated in writing with other early scholars. These outcomes from the 2005 SPRCC are consistent with the positive outcomes reported

**Table 1**  
**SPRCC Participant Feedback Immediately Following Conference**

		Percentage of Participants Indicating:			
		Excellent	Good	Fair	Poor
How successful was the SPRCC in facilitating communication among participants?	2003	75%	21%	3%	---
	2005	66%	44%	---	---
	2007	72%	23%	5%	---
How successful was the SPRCC in facilitating potential collaborative efforts among participants?	2003	60%	36%	3%	---
	2005	73%	25%	2%	---
	2007	64%	33%	3%	---
How successful was the SPRCC in facilitating connections and working relationships among participants?	2003	72%	15%	6%	---
	2005	66%	43%	2%	---
	2007	74%	21%	5%	---
Overall, how successful was the SPRCC?	2003	72%	24%	3%	---
	2005	74%	26%	---	---
	2007	65%	30%	5%	---

CONTINUED FROM PAGE 78

**The School Psychology Research Collaboration Conference: Reflections on the Past, Present, and Future**

previously for 2003 SPRCC participants (Jimerson & VanDerHeyden, 2004). As these responses indicate, the majority of participants corresponded following the conference, about half of the early scholars developed a research or grant proposal with other early scholars and collaborated across sites on a research project, and over one-third had collaborated on a writing project within only 6 months of the conference (See Table 2 for a summary of 6-month and 1-year follow-up data). Subsequent surveys will be necessary to further examine long-term outcomes.

**Perspectives of Previous Participants**

The feedback from previous participants is characterized by both tremendous enthusiasm and accomplishments. Below are a few reflections from previous SPRCC participants that further articulate the value of the SPRCC.

Dr. Matthew Burns (2003 participant), Associate Professor of School Psychology at the University of Minnesota, highlights *"I consider the SPRCC to be the most beneficial professional activity in which I have ever participated. When I attended the SPRCC I was just starting in the field and mostly worked in isolation. Since then I have collaborated with people I met at SPRCC on several projects that have thus far resulted in an edited handbook, 13 published articles and chapters, and five conference presentations. More importantly, we established a network of collaboration and intellectual interaction that has helped shape several research agendas and led to significant advancements in the field. It may sound like hyperbole, but I attribute much of my current success to connections made at the SPRCC."* (personal communication March, 2007)

Dr. Amanda Nickerson (2003 SPRCC), Assistant Professor of School Psychology at the University at Albany – SUNY, emphasizes *"I regard the SPRCC as one of the highlights of my professional career to date. As a new academic, it is easy to feel isolated and somewhat overwhelmed by the "publish or perish" mentality. Having a structured opportunity to meet with both early career scholars and more experienced mentors was wonderful from the standpoint of sharing interests, ideas, and support. Starting from just a couple of intense days together, my group applied for and received a small grant, conducted a symposium at APA, and published a special issue with four conceptual papers in the Journal of School Violence. We stay in touch and I have no doubt that we will collaborate to advance our work in the future."* (personal communication March, 2007)

Dr. Jessica Blom-Hoffman (2003 SPRCC), Assistant Professor of School Psychology at Northeastern University shares *"The best part about the SPRCC was the opportunity to connect with other early career scholars in the field of school psychology. For me personally, opportunities to network with untenured faculty members in the field resulted in several peer reviewed journal articles. More importantly; however, were the friendships that resulted. Having a social network within academia is an important source of support and makes the job more fun."* (personal communication March, 2007)

Dr. John Carlson (2005 SPRCC), Associate Professor of School Psychology at Michigan State University highlights *"Having the opportunity to network with colleagues like myself from across the country opened my eyes to the energy, effort, and*

**Table 2**  
**SPRCC Participant Feedback at 6 Month and 1 Year Post Conference**

	2003		2005	
	6 Month Post	1 Year Post	6 Month Post	1 Year Post
Response rate	78%	68%	81%	67%
Had contact with other early scholars	64%	73%	94%	94%
Had contact with catalyst scholars	68%	75%	42%	56%
Collaborated on a research project following conference	32%	42%	61%	64%
Collaborated in writing following conference	43%	68%	39%	56%
Collaborated on grant proposal following conference	17%	39%	37%	42%

CONTINUED ON PAGE 80

**The School Psychology Research Collaboration Conference: Reflections on the Past, Present, and Future**

*devotion that was being put into enhancing scholarship within the field. This experience reaffirmed my decision to choose a career devoted to doctoral training and improving the lives of children, families, and schools as a trainer of future school psychology researchers and practitioners. My involvement in SPRCC led to the development of a collaborative, multi-site treatment grant project with a person that I had never met before the SPRCC.”* (personal communication March, 2007)

**The Future of the SPRCC**

Given the success and accomplishments of the SPRCC, the Society for the Study of School Psychology is currently convening the SPRCC every other year, inviting new early career scholars, having some participants return to contribute, and identifying appropriate catalyst scholars and school psychologists working in school districts to exchange ideas to applied research in school psychology. With the generous support of the Society for the Study of School Psychology (SSSP); Pearson Assessments; Elsevier Science, Inc. – Science Direct; National Association of School Psychologists (NASP); Council of Directors of School Psychology Programs (CDSPP); AIMSweb; American Psychological Association (APA) – Board of Educational Affairs; American Psychological Association (APA) – Division 16 School Psychology; the Trainers of School Psychologists (TSP); and other future co-sponsors it is anticipated that the SPRCC will continue to thrive and continue to facilitate high-quality research that can inform practice related to complex and important problems in education and school psychology. For more information regarding the 2009 SPRCC, contact Craig A. Albers (SPRCC Co-Chair) at the University of Wisconsin – Madison.

**References**

- Abidin, R. & Jimerson S. R. (2001). *Proposal for a National School Psychology Research Collaboration Conference: Submitted to the Society for the Study of School Psychology*. Available from Jimerson@education.ucsb.edu
- Clark, E., Elias, M., Harrison, P., Kamphaus, R., Noell, G., Jimerson, S., & VanDerHeyden, A. (2006). At least five important activities to complete early in one's career: Advice shared at the School Psychology Research Collaboration Conference. *The School Psychologist*, 60 (1), 11-16. Also Available online at [http://www.indiana.edu/~div16/publications/school\\_psychologist\\_winter2006.pdf](http://www.indiana.edu/~div16/publications/school_psychologist_winter2006.pdf).
- Jimerson, S. R. (2002). Announcing a School Psychology Research Collaboration Conference, April 2003. *Communiqué*, 30 (8), 6.
- Jimerson, S. R. (2003a, August). *School Psychology Research Collaboration Conference and the Future of School Psychology*. Presentation at a symposium session at the American Psychological Association conference, Toronto, Canada.
- Jimerson, S. R. (2003b). *2003 School Psychology Research Collaboration Conference: Common interest breakout group materials*. Available from Jimerson@education.ucsb.edu
- Jimerson, S. R., VanDerHeyden, A., Blom-Hoffman, J., Burns, M., & Reschly, D. (2004). Announcing the 2005 School Psychology Research Collaboration Conference. *The School Psychologist*, 58 (2), 74-75.
- Jimerson, S. R., & VanDerHeyden, A. M., (2004). 2003 School Psychology Research Collaboration Conference: The importance of research in the future of school psychology. *Communiqué*, 32 (5), 36.
- VanDerHeyden, A. M., & Albers, C. A. (2006). The School Psychology Research Collaboration Conference: Supporting early-career scholars. *Communiqué*, 34 (6), 10-11.

**Please send correspondence to  
Dr. Jimerson at Jimerson@education.ucsb.edu  
or Dr. Albers at caalbers@wisc.edu**

## Call for Nominations for APA Division 16 Fellows

The Division of School Psychology requests your nomination of individuals for Fellowship status in APA. Nominations to initial Fellow Status are reviewed by the Division 16 Fellows Committee and forwarded to the APA membership Committee, which has the responsibility of making recommendations to the APA Board of Directors. The APA Council of Representatives then elects individuals to Fellow status upon recommendation of the Board. Nominees must hold a doctoral degree, have been an APA member for at least one year, be engaged in the advancement of psychology, and have at least 5 years of professional experience after the doctorate. Election to Fellow status requires evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work has had national impact on the field of psychology beyond a local,

state, or regional level. Three signed letters of endorsement from current APA fellows will be required in support. Anyone, including a candidate herself or himself, may nominate a school psychologist as a candidate. Upon receipt of a nomination, necessary information will be sent to the candidate who will prepare and return a formal application with supporting material to the Division Fellows Committee.

For more information please contact Dr. Jane C. Conoley at [jane-conoley@education.ucsb.edu](mailto:jane-conoley@education.ucsb.edu). Nominations are due by October 1, 2007. Send nominations to Dr. Jane C. Conoley at Gervirtz Graduate School of Education, University of California-Santa Barbara, Santa Barbara, CA 93106-9490.



# APA's Psychologically Healthy Workplace Awards and Student Advocacy Opportunities

**Linda A. Reddy, Division Federal Advocacy Coordinator & Rutgers University**

At the 2007 State Leadership Conference in Washington, DC, APA recognized several organizations for their commitment to programs and policies that promote employee health and well-being while enhancing organizational functioning. This award program includes recognition at the state- and national-level.

For the **State-Level Psychologically Healthy Workplace Award** – over 42 state psychological associations (including Canada) are recognizing organizations for their programs and/or policies.

For the **National Psychologically Healthy Workplace Award** – nominees are selected from the pool of previous state-level awardees.

Candidates are evaluated in the following categories:

- employment involvement
- health and safety
- employee growth and development
- work-life balance
- employee recognition

Other factors may include communication in the organization, employee attitudes and opinions, and impact of employee well-being on organization functioning.

Six organizations were recognized for the National Psychologically Healthy Workplace Award. For more information see: [www.phwa.org](http://www.phwa.org). Among the pool of state-level awardees, APA also selects candidates for the **APA Best Practices Honors**. Ten organizations were recognized as Best Practices Honorees. **Community School** (children 3 to 14 years) in Virginia was among the winners.

Community School includes an innovative employee strategic planning meeting that is conducted during a week in June. As a result of this meeting, employee retention and satisfaction is very high. For more information about Community School see: <https://www.phwa.org/awards/bphonoreview.php?id=39>

Please nominate any schools or organizations that deserve recognition for their efforts in these areas by contacting your state psychological association. See [www.phwa.org/howtoapply](http://www.phwa.org/howtoapply) for information on how to nominate programs and apply for these awards in your state.

Also, APA offers excellent opportunities for Division 16 members and graduate students to learn about federal advocacy and be involved in state and national advocacy initiatives. Please encourage your students to contact [www.APAdiv31.org](http://www.APAdiv31.org), 202-336-6014, and/or Dawn Brock (APAGS Student Representative) at [Dawn\\_Brock@antiochne.edu](mailto:Dawn_Brock@antiochne.edu).

# Obituary Listings 2006

## Tom Fagan, Historian

As a member of the advisory board that recommends who, among recently deceased psychologists, should be recognized by an article in the *American Psychologist*, I receive listings of such persons several times during the year. The following names have appeared in the 2006 listings and have been identified as members of Division 16. The listings only included name, and some other data, from which I try to compile a brief statement for those found to be a member of Division 16. As available, I have added information to the list based on personal information and recent and early APA Membership Directory information. The date of death is not always provided, but it is fair to assume it was sometime in late 2005 or in 2006.

**John J. Austin.** DOB, 11/17/1930, Died 4/8/06. BSEd from Michigan State Normal College (now Eastern Michigan University), MEd in educational psychology in 1959 from the University of Michigan. Employed as a school psychologist for the Muskegon Public Schools from which he retired in 1986. See *Communique*, 35(1), 6-7.

**Burtram B. Butler.** DOB 3/17/27, Died 4/29/05. AB 1952 University of Miami, AM 1953 University of New Mexico, EdD 1955 Columbia University. Varied employment settings including school headmaster positions. APA Assoc. Member 1956, Member 1958. Last address in Galveston, TX.

**Jack Z. Elias.** DOB 12/29/1910, Died 8/14/06. PhD in school psychology in 1951 at NYU. ABPP in clinical and licensed in clinical in AZ. Associate Member in 1944, Fellow 1958. Worked at Child Development Center and AZ State U.; Retired and last address in Phoenix, AZ.

**Victor B. Elkin.** DOB 5/8/1920, Died 2/4/06. PhD 1952 NYU. Dr. Elkin received his PhD in clinical psychology from New York University. Served for many years as a school psychologist and Director of Psychological Services for the Long Beach, NY School System. He was a Fellow of Division 16 and ABPP in school psychology. See *The School Psychologist*, 60(3), 132.

**Meredith Wilkinson Green.** DOB 5/11/22; Date of death not known. BA 1943 Randolph Macon Woman's College; MA 1944 & PhD 1953 Columbia U.; APA Associate Member 1951; Member 1958. Background in clinical psychology and worked several mental health agency positions in her career. Last address in Winchester, VA.

**Obituary Listings 2006**

**Wilma Elizabeth Ellis Hirst.** DOB 7/6/14, Died 11/20/05. Attended Graceland College Normal School (1934), A.B. in education at Colorado State College (1948), M.A. in general psychology at the University of Wyoming (1951), and Ed.D. in educational psychology at Colorado State College (1954, now University of Northern Colorado). Worked for almost 50 years in the Laramie County (WY) schools. Diplomat in school psychology and wrote books on the field. See *The School Psychologist*, 60(3), 128-131.

**Nadine Murphy Lambert.** DOB 10/21/26, Died 4/26/06. PhD 1965 U. Southern California. B.A. degree in psychology from UCLA in 1948, M.A. in education from Los Angeles State U. in 1955, Ph.D. in psychology from the University of Southern California in 1965. Long-time director of school psychology program at UC-Berkeley. See *The School Psychologist*, 60(4).

**Annette B. Magargee.** DOB 3/27/41, Died 9/22/06 at age 65. PhD in school psychology in 1976 at Bryn Mawr College. Licensed in clinical psychology in PA and worked in area of managed care; vice-president for clinical services at Magellan Behavioral Health and worked in private practice; also supervised psychological services for PASS. APA member since 1978 and in Divisions 16, 35, and 54. Last address in Devon, PA.

**Elizabeth Mabon Newmann.** DOB 3/6/31, Died 1/29/06. PhD in Social Psychology, 1971 UC-Riverside. Work for children's services agencies and hospitals in Los Angeles area. APA Associate Member 1969, Member 1973. Last Address Big Bear Lake, CA.

**James C. Parsons.** DOB and date of death not given. M.A. degree in psychological foundations and services, 1949 from Teachers College, Columbia U. Licensed in clinical psychology and worked in several mental health facilities in Alaska. Member 1990, Last address in Anchorage, AK.

**Roger Earle Saunders.** DOB 10/16/23, Died 2/23/06; BA 1948 Louisiana College; MA 1950 Southern Methodist U.; Background in clinical psychology and worked for Baltimore County Board of Education, APA Associate Member 1953; Member 1958. Last address in Ruxton, MD.

**Joanne Sztogryn.** DOB not given, Died 10/11/06; PhD in School Psychology 1978 University of Kansas. Worked for Henrico County Schools, licensed in clinical psychology in VA. Member 1979. Last address in Richmond, VA.

**Joseph Zins.** DOB 10/25/49, Died 3/1/06. B.S. in psychology at Xavier University 1971, M.S. in clinical psychology at Eastern Kentucky University 1973, EdD 1977 University of Cincinnati. Employed with Ft. Thomas (KY) schools and then with the University of Cincinnati. See *Communique*, 35(1), 39, 41.



# Graduate Student's Perspective on a Popular Assessment Textbook: A Review of Sattler & Hoge's *Assessment of Children: Behavioral, Social, and Clinical Foundations*



Book  
Review

Reviewed by Joseph D. Salerno & Victoria Chun, Fairleigh Dickinson University

Upon beginning graduate coursework in clinical assessment, students are often confronted with an array of theories, approaches, and differing opinions on assessment strategies, measures, and procedures. This flood of new information can be overwhelming and confusing. Advice on how to perceive and interact with clients and information on assessment methods is as varied and controversial among professional practice today as it was 20 years ago. Selecting instruments can be compared to living in Jonathan Swift's *Battle of the Ancients versus the Moderns* (2003) in which social-behaviorists pit their checklists against the projective drawings of psychoanalytic humanists. Compared to cognitive assessment, which has progressed fairly steadily through new modes of interpretation including psychometrics and neuropsychology, and in which new editions of measures render previous editions obsolete, social, behavioral, and personality assessment has proceeded in fits and starts. The difference between cognitive assessment and assessment that focuses on personality and behavioral factors is clearly evident when the results from a psychodynamic instrument designed prior to World War II can appear alongside the results of a functional behavioral assessment in the same report. Having one book which summarizes and compares different measures of social, behavioral, and personality assessment according to the standards of clinical practice and psychometric properties can be invaluable to the graduate student who is expected to learn the core features of many different measures throughout their training. If such a book provides a good introduction to interviewing, observation, and psychometrics, then it is sure to be one that occupies bookshelf space for years.

Author and professor emeritus, Jerome M. Sattler, has co-written with Professor Robert D. Hoge a comprehensive text titled the *Assessment of Children: Behavioral, Social, and Clinical Foundations* (Sattler & Hoge, 2006), which was

designed to function both as a textbook for a course in assessment and as a reference during practicum and clinical practice. The book is a companion to his seminal book on cognitive assessment of children titled *Assessment of Children: Cognitive Applications* most recently revised in 2001. The current text is a fifth revision, and a fifth edition of his cognitive assessment book will be released in 2007. These books (Sattler, 2001) have been popular in school and clinical psychology programs because of their clear presentation of the assessment process and their insistence on evidence-based testing that stresses reliability and validity. This fifth edition retains much of the contents of earlier editions, but every chapter has been expanded to include modifications on previously presented material and new material such as updated tests and information on statistics and report writing.

Much material has been added to this heftier edition that has increased in length to 800 pages from the fourth edition's 620 pages. This edition includes six sections and 25 chapters, a significant increase from the fourth edition's four sections and 19 chapters. The previous edition began with a section on interviewing while this edition has an expanded foundations section that goes into greater detail about professional issues and the goals of assessment. Basic statistical and psychometric concepts are also reviewed in a separate chapter. The main strength of this textbook for introducing the assessment process to graduate students is the text's strong emphasis on the foundations of the clinical assessment process. Rather than launching into the appraisal of a specific assessment instrument, in the way that the series of *Essentials of...Assessment* books published by Wiley and edited by Alan and Nadine Kaufman's has, Sattler provides a broad introduction to the assessment process from legal and ethical requirements to the application of statistics that graduate students must now relate to their practice with children. Integrating this material into the companion volume

**Graduate Student's Perspective on a Popular Assessment Textbook**

reminds students and supervisors alike that these foundations are a necessary basis for any assessment, even those that focus primarily on personality. The foundational material continues with general issues that can affect the assessment process, including examiner stress and the challenges of being an expert witness. Finally, the effects of linguistic and cultural diversity and their impact on assessment are reviewed in their own foundations chapter.

In the next three sections interviewing, observation, and non-cognitive assessment instruments are examined in nine chapters. General information about interviewing is first introduced, followed by the specifics of interviewing different types of informants including children, parents and teachers. This second chapter also discusses the process of conducting group interviews with families. The interviewing section ends with a third chapter on specific considerations about the interviewing process including malingering, the reliability and validity of interviews, follow-ups, and evaluating interviews. More evaluation of interviews with adolescent groups, interviewing staff for positions that involve children, and working with different cultures in the interview process would enhance this section, but such information is usually covered in more depth in texts specifically designated for counseling and interviewing. Sattler has stressed that his texts are specifically and narrowly defined for the assessment of individual children and has resisted previous attempts to include group tests and issues that fall outside the realm of the individualized psychoeducational assessment.

In two chapters, the third section introduces the observational component of assessment and the nature of skilled surveillance of a child in a naturalistic environment. Various methods of observation including narrative, interval, event, and ratings recording are all presented in detail. Examples of observational coding sheets, updated from the previous edition, are also presented to complement the descriptions. General issues about the reliability, validity, and procedures to reduce errors are among the topics examined in the second observation chapter. Cautions about the use of observations and observation of very young children are also given their own sections in this chapter, as are several observational coding systems and laptop and handheld-computer observational systems.

The section on observations could have been

expanded with more about legal and ethical issues that sometimes affect observations. For example, does a request for an initial observation of a student from a teacher require the prior consent of a parent before the child is observed? Should the observer inform the parent about the teacher's concerns and the results of the observation? These are important questions that the graduate student and novice practitioner are eager to have answered, as they have been regularly cautioned about potential legal suits that can ensue from improper conduct. The text is vague about the legal considerations that precede the observational process, but is more explicit than most texts about the strengths and weaknesses of observation in the assessment process. Information about the reliability of observational data and the creation of informal norms based on scanning the classroom during the observation of a single student for a specific behavior are presented. Self-monitoring observations which involve the active self-observation of the student who is experiencing problems are offered as an observational method that is sometimes clinically useful, but information about the use of cameras and recording systems is lacking. Many school buildings today have camera systems installed but they are not being fully utilized due to procedural restrictions and the reluctance of school-based practitioners to evaluate how these new technologies can be ethically used in practice. A guide to the conditions under which such observations can occur might be helpful to those working in such school settings.

Assessment instruments that measure personality, visual-motor perception, adaptation to the environment, and functional assessment of behavior are the topic of the next section. The four chapters in this section will probably be the most often referenced by graduate students during the course of their studies and when beginning their practice. The first chapter focuses on the broad measures of behavioral, social, and emotional functioning. This chapter includes several new checklists and revised versions of those that were present in the last edition, and is also enhanced by subsections in which projective techniques and measures of parenting and family variables are reviewed. However, the reader may be surprised to find that these measures are evaluated using the same criteria as the personality and behavioral checklists. This evaluation yields somewhat limited information for the projective techniques in

CONTINUED FROM PAGE 86

**Graduate Student's Perspective on a Popular Assessment Textbook**

particular. For example the different subsections for the Children's Apperception Test simply state, "Norms are not provided in the manual...Reliability data are not provided in the manual...Validity data are not provided in the manual" (p. 292, Sattler & Hoge, 2006.) For the parenting and family variables checklists the psychometric properties of each checklist is provided, but further information about the appropriateness of their use in the typical assessment process might be helpful. It also would have been helpful to have the following questions discussed: Are these measures ones that should be used as a way of assessing the development of the child's personality and behavior or do they intrude unnecessarily into the parental relationship and change the focus of the assessment from the child toward the parent? Are they appropriate in child custody situations or psychological assessments in school settings? As it stands, the text describes the measures but does not include a great deal of information about their use.

The second chapter in this section focuses primarily on adaptive behavior measures including the Vineland Adaptive Behavior Scales, Second Edition (Sparrow, Cicchetti, & Balla, 2005), the AAMR Adaptive Behavior Scale-School: Second Edition (Lambert, Nihira, & Leland, 1993), the Scales of Independent Behavior-Revised (Bruininks, Woodcock, Weatherman, & Hill, 1996), and the Adaptive Behavior Assessment System-Second Edition (Harrison & Oakland, 2003). Also included somewhat surprisingly is the Battelle Developmental Inventory, 2nd Edition (Newborg, 2005). Its inclusion in this chapter seems out of place, because it is a developmental test for children from birth to 7 years, 11 months and yields scores in five broad areas of functioning—adaptive, motor, personal-social, cognitive and language. Because these areas go far beyond the adaptive domain and there are other assessment instruments that assess these same five domains of functioning in young children it might be more appropriate to create a chapter that includes these measures as well as the new edition of the Bayley Scales, which is reviewed in the cognitive text's Assessment with Specialized Measures chapter. Perhaps this separate chapter could focus on preschool assessment under the five domains of infant and toddler functioning used in the BDI-II. This may be particularly useful as some states have recently revised definitions of eligibility for preschool disability services as to require a developmental delay in one of these five domains.

Visual-motor perception and motor proficiency are covered in the third chapter of this section. This chapter includes a review of the Bender-Gestalt, both its recent revision by Brannigan and Decker (2003) and the original version as developed by Lauretta Bender in 1938. The developmental scoring system created by Koppitz (1975) is also critically examined. The review of the Bender is supplemented by reproductions of the designs and examples of common problems that sometimes occur when beginner practitioners overinterpret qualitative aspects of the Bender reproductions. The fifth edition of the Beery VMI (Beery & Beery, 2004) and the Bruininks-Oseretsky Test of Motor Proficiency (Bruininks, 1978) are also reviewed. Missing, however, are discussions of the Wide Range Assessment of Visual Motor Functioning (Adams & Sheslow, 1995) and the Benton Visual Retention Test (Sivan, 1991). A complete examination of visual-motor integration assessment might be expected to at least mention these tests as well as other drawing tasks such as a procedure in which a child is asked to write the alphabet. The Bender-Gestalt, while very popular and historically significant, is only one of many measures that require an individual to utilize visual-motor abilities.

The fourth and final chapter in this section focuses on functional behavioral assessment, a type of assessment that is increasingly being used in school settings. The text accurately describes a functional assessment as an assessment that focuses on the functions of aberrant behaviors (what an individual gains from such behavior, whether it be to avoid or obtain something else) and the development of a behavioral intervention plan to remediate problem behaviors. Although this chapter provides useful forms, it is apparent that it focuses on what behavior analysts would refer to as indirect/informant and descriptive assessment procedures. While adequate, the chapter does not include adequate discussion about functional analysis, which would involve direct assessment of problem behavior by placing the client into settings in which various conditions can be manipulated to measure the extent of problem behavior displayed under various conditions. Functional behavioral assessment, as described by Sattler and Hoge, explains the requirements of IDEA. It cannot be considered a complete examination of this type of assessment, as functional control over problem behavior and the link between function and intervention has not been discussed in sufficient

CONTINUED ON PAGE 88

**Graduate Student's Perspective on a Popular Assessment Textbook**

depth in this chapter.

The fifth section contains 11 chapters describing the most common clinical disorders seen in children with special needs (e.g., attention-deficit/hyperactivity disorder, mental retardation, autistic disorder, brain injuries, and specific learning disabilities). This section is analogous to a miniature handbook of psychological practice with children. It includes information not only about the nature, prevalence and assessment of each disorder, but also suggestions for treatment and accommodations. Unfortunately, these chapters do not give detailed information about how to differentiate between disorders using assessment methods. Instead, tests for each disorder are listed with little information about what can be gained by administering them. Graduate students often approach diagnosis looking for specific tests that will tell whether a patient has a specific disorder. With only a few exceptions, tests in psychology do not function like blood tests do in medicine. Therefore this section of the text provides clinical indicators for disorders. While certain aspects of this section may seem repetitive from other more detailed sources on diagnosis, this section is valuable for reinforcing what a beginner should be looking for when administering assessments and engaging in an interview and observation of a patient. For example there is a list of "possible developmental indicators of autistic disorder" and "clues to potential hearing difficulties". This section seeks to improve the clinical observation and judgment of the beginner. Graduate students sometimes overly rely on the results of tests and do not pay enough attention to clinical observation of the client made during the testing. The section's purpose is not to serve the same purposes as the DSM, but rather to help the future psychologist develop an understanding of how children with special needs present and how they should be treated.

The sixth and final section, which consists of a single chapter, is about psychological report writing. This chapter used to be located in *Assessment of Children: Cognitive Applications*, but fits better into this volume, as reporting the results of a cognitive test would only be one section of a psychological report. Information is provided on the principles of report writing, sections of a psychological report from identifying information through signature, and common editing mistakes when writing a psychological report.

No review of this edition would be complete

without mention of the thorough appendices of questionnaires, lists of interview questions, and tables of useful tools for the diagnosis of childhood disorders for graduate students to thumb through. Sattler includes all these and thus extends the usefulness of the book in actual practice even further. The author graciously gives permission to reproduce these forms, and the graduate student is likely to do so copiously in order to aid him or her in practice.

In summary, the new edition of the *Assessment of Children: Behavioral, Social, and Clinical Foundations* provides information on a broad scope of important topics relevant to the assessment of children, from ethics to functional behavioral analysis. What may seem an overwhelming topic for new students is made nonthreatening and manageable in Sattler and Hoge's clear writings and descriptions of assessment, which is the text's main strength and the reason why graduate students will want to add it to their shelves. A significant weakness is that some topics such as differential diagnoses are touched upon rather than discussed in detail, and students and practitioners may need to turn to more intermediate texts or reference books for an in depth learning of assessment using specialized measures. Overall, in reading and studying this text, graduate students can feel confident that they have a solid foundation in the behavioral, social, and clinical assessment of children, and even seasoned practitioners may wish to thumb through as a refresher or for the succinct description of several assessment measures. The merits of this text may require faculty, students, and practitioners to purchase this book, rather than used, as new.

## References

- Adams, W., & Sheslow, D. (1995). *Wide Range Assessment of Visual Motor Abilities*. Wilmington, DE: Wide Range Inc.
- Beery, K. E., & Beery, N. A. (2004). *Beery VMI* (5th ed.). Minneapolis: NCS Pearson.
- Bruininks, R. H. (1978). *Bruininks-Oseretsky Test of Motor Proficiency*. Circle Pines, MN: American Guidance Service.
- Bruininks, R. H., Woodcock, R. W., Weatherman, R., & Hill, B. (1996). *Scales of Independent Behavior-Revised*. Chicago, IL: Riverside Publishing.
- Harrison, P. L., & Oakland, T. (2003). *Adaptive Behavior Assessment System-II*. San Antonio, TX: The Psychological Corporation.
- Lambert, N., Nihira, K., & Leland H. (1993). *AAMR Adaptive Behavior Scale-School* (2nd ed.) Austin, TX: Pro-Ed.
- Newborg, J. (2005). *Battelle Developmental Inventory, 2nd Edition*. Itasca, IL: Riverside Publishing.
- Sattler, J. M. (2001). *Assessment of children: Cognitive applications*. (4th ed.). San Diego, CA: Jerome M.

# SASP Update

## Shilah Scherweit, President Elect

The Student Affiliates of School Psychology (SASP) board has been working hard this year to make changes and improvements in what we offer to our members. Current projects include the mini-convention, the newsletter, the restructuring of the SASP website and listserv, the Diversity scholarship, building connections with other school psychology and student organizations, and recruiting current school psychology graduate students for membership.

The SASP mini-convention will be held during the APA Convention in San Francisco. This year's mini-convention will take place on Friday, August 17th from 9:00 am-1:00 pm in the Division 16 Hospitality Suite. The keynote speaker will be Dr. Karen Stoiber. Dr. Stoiber will be presenting on violence and delinquency among youth. Students will also be presenting their research via poster and paper presentations. The SASP mini-convention is always a great opportunity for attendees to network with prominent individuals in the field, as well as fellow students from training programs around the country. Cindy Altman, the SASP Convention Chair, has done a great job planning this year's convention, and she can be reached at [cindylaltman@gmail.com](mailto:cindylaltman@gmail.com).

The SASP board has also been busy working on articles for the next newsletter. Students can look forward to articles about SASP goals, mini-convention updates, the internship process and shortage of positions, as well as research articles from school psychology students from across the country. Michael Galaviz, the SASP Communications Chair, is always looking for student submissions for the next newsletter. Suggested topics include experiences in your program or field placement, graduate student perspectives on current topics in school psychology, or student research articles. Michael can be reached at [mgalaviz@berkeley.edu](mailto:mgalaviz@berkeley.edu).

Current SASP president, Amanda Siebecker, has been busy working on designing a new website and listserv for SASP. The new website will have

improved design features and include frequently updated information for students. The website will include information about SASP officers, university chapters and student activities, the internship process, and links to other school psychology and student resources. The new website will also include a new listserv. The new listserv will allow the SASP board to communicate with members to keep everyone updated with information more effectively. Amanda can be reached at [mandasiebecker@yahoo.com](mailto:mandasiebecker@yahoo.com).

SASP will once again be awarding the yearly Diversity Award to an outstanding incoming school psychology graduate student with future goals of addressing diversity issues. Questions about this award should be directed to the Diversity Affairs Chair, Andy Van Pham. Andy can be reached at [phamandy@msu.edu](mailto:phamandy@msu.edu). SASP Liaison, Stacie Leffard, is currently working to establish connections with other professional organizations, including the NASP Student Leaders group. Stacie can be reached at [sleffard@gmail.com](mailto:sleffard@gmail.com). Katie Woods is the current SASP Membership Chair. Katie is always working to increase the visibility of SASP, recruit new members and recognize official SASP university chapters. If you are interested in becoming a member or an official SASP university chapter contact Katie at [kwoods@bigred.unl.edu](mailto:kwoods@bigred.unl.edu).

The SASP board has been very active this year in improving services for student members. And we are just getting started! I want to encourage all SASP members and potential members to join us at the SASP mini-convention in San Francisco. This mini-convention promises to bring you quality presentations and a great opportunity to meet other school psychology students from across the country. If you have any questions about SASP please feel free to contact me at [shilah.scherweit@okstate.edu](mailto:shilah.scherweit@okstate.edu) or any of the aforementioned officers.



CONTINUED FROM PAGE 88

### Graduate Student's Perspective on a Popular Assessment Textbook

Sattler, Publisher, Inc.  
 Sattler, J. M. & Hoge, R. D. (2006). *Assessment of children: Behavioral, social and clinical foundations*. (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.  
 Sivan, A. B. (1991). *Benton Visual Retention Test*. (2nd ed.).

San Antonio, TX: Harcourt.  
 Sparrow, S. S., Cicchetti, D. V., & Balla D. A. (2005). *Vineland Adaptive Behavior Scales: Second Edition*. Circle Pines, MN: American Guidance Service.  
 Swift, J. (2003). *The major works*. New York: Oxford

## People and Places

- **Dr. Joseph G. Rosenfeld**, Professor of School Psychology at Temple University - was awarded the "Karl F. Heiser Presidential Award" from Division 39 for Advocacy on Behalf of Professional Psychology.
  - **Ann Schulte** will become Director of the School Psychology Program at North Carolina State University on July 1, 2007. She is replacing **Jeff Braden**, who will leave the position to become Associate Dean for Research and Graduate Programs for the College of Humanities and Social Sciences. The program plans to hire an entry-level tenure line professor to join John Begeny, Patsy Collins, William Erchul, Mary Haskett, Ann Schulte, and Michelle Whichard on the faculty.
  - **John E. Desrochers**, PhD, ABPP received the National Association of School Psychologists 2007 School Psychologist of the Year Award at the NASP Convention in March. He has been appointed Editor of *Communique* effective July 1, 2007 and can be contacted at desroc@optonline.net.
  - **Ed Shapiro**, Professor of School Psychology and Director of the Center for Promoting Research to Practice at Lehigh University, received the 2007 Eleanor and Joseph F. Libsch Research Award from Lehigh University. This annual award recognizes a Lehigh faculty member who has conducted outstanding research activity throughout his career. Dr. Shapiro is one of only three faculty members in the College of Education to have received this award.
  - **Robert Woody**, PhD, JD, has established a website ([www.bobwoodyhelpspsychology.com](http://www.bobwoodyhelpspsychology.com)) on which he posts (under the "News and Articles" button) various position papers, many of which have relevance to school psychology. Bob is starting his 33rd year as a Professor of Psychology at the University of Nebraska at Omaha; for 15 of those years, he served as Director of the School Psychology Training Program. He can be contacted at: [psychlegal@aol.com](mailto:psychlegal@aol.com)
  - The Ph.D. in School Psychology Program at the University of Houston (UH), in cooperation with the University of Houston at Clear Lake (UHCL), is pleased to announce that **Thomas Schanding**, Ph.D. will join the Program in fall 2007 as an assistant professor. Dr. Schanding, a University of Southern Mississippi graduate, will join Tom Kubiszyn, Ph.D., Romilia Ramirez, Ph.D., and Patrick Ellis, Ph.D. at UH, and Gail Cheramie, Ph.D. and Mary Stafford, Ph.D. at UHCL.
  - **Romilia Ramirez**, Ph.D., an assistant professor in school psychology at the University of Houston, has been awarded an Early Career Research Award from the Society for the Study of School Psychology (SSSP). The grant will enable Dr. Ramirez to implement and evaluate "A Latino Home-School Collaboration Project."
  - The Temple University School Psychology Program is pleased to announce the hiring of two new tenure-track faculty members. **Jim Connell** is a 2005 graduate of the Louisiana State University School Psychology Program. **Erin Rotheram-Fuller** is a 2005 graduate of the UCLA program in Psychological Studies in Education. Jim and Erin will join Cathy Fiorello, Joseph Rosenfeld, Trevor Sewell, Frank Farley, and Jean Boyer on the faculty beginning in the fall semester 2007.
  - **Marley Watkins**, Ph.D., ABPP will be assuming the Training Directorship of the School Psychology Program at Arizona State University. He will be joining Linda Caterino, Ph.D., ABPP and David Wodrich, Ph.D., ABPP. In other Arizona State University news, Dr. **David Wodrich** received the Dean's Excellence Award for Research, Dr. **Linda Caterino** received the Dean's Excellence Award for Service, and two doctoral students, **Amanda Sullivan**, M.A., and **Allison Larsen**, M.A. received the Division of Psychology in Education Awards for Research and Teaching, respectively.
  - **Linda A. Reddy** has accepted an Associate Professor position in the School Psychology Program at Rutgers University where she will also serve as the Director of the Child/Adolescent ADHD and ADHD-Related Disorders Clinic.
- Please send all submissions to  
Dr. Ara Schmitt at: [schmitta2106@duq.edu](mailto:schmitta2106@duq.edu)**

## Correction

Volume 61(1) of *The School Psychologist* included a study that examined faculty publications in APA-accredited school psychology training programs (Wagner, Lail, Viglietta, & Burns, 2007). The results were presented in two tables, one that listed the top 20 most prolific publishers, and another that listed the 10 school psychology training programs with the highest median number of publications. Penn State University's APA-accredited program was omitted from the list. With a median of 9.5 ( $SD = 9.77$ ) for the six faculty members (range =

1 to 29), Penn State University rated ninth among the top 10 training programs by median publications. Moreover, Marley Watkins published 29 articles listed in PsycINFO between 2000 and 2005, which was the 10th largest number among individual faculty members across the country. We apologize for the omission and any inconvenience it may have caused.

**Matt Burns, Ph.D.**  
**University of Minnesota**



**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**

- Angeleque Akin-Little  
Walden University
- Vincent Alfonso, Ph.D.  
Fordham University
- Rosemary Flanagan, Ph.D.,  
ABPP, Adelphi University
- Pam Guess, Ph.D.  
University of Tennessee  
at Chattanooga
- Patrick Grehan, Ph.D.  
Adelphi University
- 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.  
Rutgers 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/](http://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