



APA Division 16 School Psychology
Vol. 63, No. 4

Year in Review

2009



The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

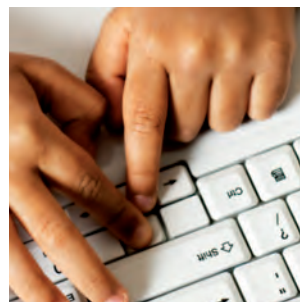


Table of Contents

Reflections on 2009 Division 16 Executive Committee <i>Contributing Authors:</i> <i>President: Tammy Hughes, Duquesne University</i> <i>Past-President: Frank Worrell, University of California, Berkeley</i> <i>Vice-President for Publications and Communications:</i> <i>Linda Reddy, Rutgers University</i> <i>Vice-President for Professional Affairs:</i> <i>Lea Theodore, The College of William and Mary</i> <i>Vice-President for Convention Affairs & Public Relations:</i> <i>Shane Jimerson, University of California, Santa Barbara</i> <i>Secretary: Vincent Alfonso, Fordham University</i> <i>Council Representative: Deborah Tharinger, University of Texas at Austin</i> <i>Council Representative: Randy Kamphaus, Georgia State University</i>	6
Student Affiliates in School Psychology <i>Contributing Authors:</i> <i>SASP President: Sara House</i> <i>SASP President-Elect: Kristin Rezzetano</i>	22
Hopes: Ringing in 2010 <i>Contributing Authors:</i> <i>Rachel Brown-Chidsey, University of Southern Maine</i> <i>Bill Hosmer, Blue Mountain Union School District, Vermont</i> <i>Daniel Miller, Texas Women's University</i> <i>Shawn Powell, Casper College</i> <i>Gary Stoner, University of Massachusetts</i> <i>Steven Welsh, Nicholls State University</i>	25
KEY ISSUES: Putting 2009 in a Historical Context <i>Tom Fagan, University of Memphis</i>	26
Who Ought to Be Practicing Psychology in the Schools? <i>Beth Doll, University of Nebraska Lincoln</i>	28
Student Corner: Reflections on 2009 <i>Contributors:</i> <i>Charles Bell, Michigan State University</i> <i>Jessica Blasik, Duquesne University</i> <i>Sarah House, Oklahoma State University</i> <i>Karen Knepper, Oklahoma State University</i> <i>Jill Snyder, University of Northern Colorado</i> <i>Tyler Renshaw, University of California, Santa Barbara</i>	32

CONTINUED ON PAGE 3



Review of the Research: Articles from *School Psychology Quarterly*

36

Authors:

Bradshaw, C., Rodgers, C., Ghandour, L., & Garbarino, J.
 Canivez, G., Konold, T., Collins, J. & Wilson, G.
 Briesch, A. & Chafouleas, S.
 Buckhalt, J., Wolfson, A., & El-Sheikh, M.
 Chafouleas, S., Briesch, A., Riley-Tillman, T., & McCoach, D.
 Coddling, R., Chan-Iannetta, L., Palmer, M., & Lukito, G.
 Cornell, D., Sheras, P., Gregory, A., & Fan, X
 Dobbs, J. & Arnold, D.
 Edwards, O. & Taub, G.
 Elliott, S., Kratochwill, T., McKeivitt, B., & Malecki, C.
 Graves, Jr., S. & Frohwerk, A.
 Griffiths, A., VanDerHeyden, A., Skokut, M., & Lilles, E.
 Hooper, S., Roberts, J., Nelson, L., Zeisel, S. & Kasambira, D.
 Kim, S., Kim, S.H., & Kamphaus, R.
 Li, H., Lee, D., Pfeiffer, S., Kamata, A., Kumtepe, A. & Rosado, J.
 Meisinger, E., Bradley, B., Schwanenflugel, P., Kuhn, M., & Morris, R.
 Menesses, K. & Gresham, F.
 Nickerson, A. & Fishman, C.
 Reynolds, C. & Shaywitz, S.
 Riley-Tillman, T., Chafouleas, S., Christ, T., Briesch, A., & LeBel, T.
 Rivers, I.
 Sanetti, L. & Kratochwill, T.
 Schlientz, M., Riley-Tillman, T., Briesch, A., Walcott, C., & Chafouleas, S.
 Wang, M.

GENERAL

46

Mental Health Summit

Announcing the 2009 Division 16 Award Winners

47

Lightner Witmer Award: Ted Christ
 Senior Scientist Award: Steve Elliott
 Jack Bardon Award: Steve Little
 Dissertation Award: Kelly Feeney-Kettler

Call for Nominations: 2010 Division 16 Awards

47

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:

Amanda Clinton, Ph.D.
Psychology Program
Department of Social Sciences
University of Puerto Rico
Mayaguez, PR 00680
(787) 832-4040 (w)
(787) 245-9615 (c)
(787) 265-5440 (f)
aclinton@uprm.edu

Requirements

The School Psychologist is published three times (Winter, Spring, and Fall and a Year in Review archival issue). The three regular issues are electronic, and the Year in Review issue will be printed. Employment notices, announcements,

and advertisements (including display ads) are due on the 1st of November (Winter and Year in Review issues), March (Spring issue), and July (Fall issue). Display ads should be submitted in a high-resolution PDF format.

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

Display Ad Rates*

Ad Size	Rate
Full page (6.625" x 9.25")	\$625
Half page (horizontal 6.625" x 4.5")	\$475
Half page (vertical 3.25" x 9.25")	\$475
Quarter page (3.25" x 4.5")	\$275
Multiple Insertion Discounts¹	
Full page (2-4 insertions)	\$525
Full page (5-8 insertions)	\$475
Half page (2-4 insertions)	\$425
Half page (5-8 insertions)	\$375
Quarter page (2-4 insertions)	\$175
Quarter page (5-8 insertions)	\$125

*Ads with color add \$50 to cost per insertion.

Display ads with pictures add \$50 to cost per insertion.

¹Rate is cost per insertion.

Advertising Policy

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

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

Author's Instructions and Publication Schedule

The APA Division 16 publishes *The School Psychologist* as a service to the membership. Three electronic issues and one hard copy Year in Review archival issue 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:

Amanda Clinton, Ph.D.
Psychology Program
Department of Social Sciences
University of Puerto Rico
Mayaguez, PR 00680
(787) 832-4040 (w)
(787) 245-9615 (c)
(787) 265-5440 (f)
aclinton@uprm.edu

Issue Month/No.	Closing Date for Submission of Materials	Date Available
Winter (1)	November 1	December 15
Spring (2)	March 1	April 15
Fall (3)	July 1	August 15

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

The submission deadline for the Year in Review archival issue is November 1.

It will be mailed on or around January 1. Please allow 3-6 weeks for delivery of third class mail.

All issues are archived electronically and can be read in their entirety at:

http://www.indiana.edu/~div16/publications_psychologist.html

Division 16 Executive Committee

President

Bonnie K. Nastasi, PhD
Associate Professor
Department of Psychology
2007 Percival Stern Hall
6400 Freret St.
Tulane University
New Orleans, LA 70118-5636
(504) 314-7544 (w)
(504) 862-8744 (f)
bnastasi@tulane.edu
bonnastasi@yahoo.com

President-Elect

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

Past President

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

Secretary

Susan Swearer, Ph.D.
Department of Educational Psychology
University of Nebraska-Lincoln
40 Teachers College Hall
Lincoln, NE 68588-0345
(402) 472-1741 (w)
sswearer@unlserve.unl.edu

Treasurer

Tanya Eckert, Ph.D.
Syracuse University
Dept. of Psychology
430 Huntington Hall
Syracuse, NY 13244
(315) 443-3141 (w)
(315) 443-4085 (f)
taeckert@syr.edu

Vice President of Professional Affairs (VP-PA)

Lea Theodore, Ph.D.
School Psychology Program
School of Education
The College of William & Mary
P.O. Box 8795
Williamsburg, VA 23187-8795
(757) 221-2343 (w)
lttheodore@wm.edu

Vice President of Membership

Jessica A. Blom-Hoffman, PhD, NCSP
Associate Professor
Dept. of Counseling and
Applied Educational Psychology
212 B Lake Hall
Northeastern University
Boston, MA 02115
(617) 373-5257 (w)
(617) 373-8892 (f)
jesshoffman@neu.edu

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

Elaine Clark, Ph.D.
1705 E. Campus Center Drive
Rm. 327
University of Utah
Salt Lake City, UT 84112-9255
(801) 581-7968 (w)
(801) 581-5566 (f)
el.clark@ed.utah.edu

Vice President of Convention Affairs & Public Relations (VP-CA)

Shane Jimerson, Ph.D.
University of California, Santa Barbara
Counseling, Clinical & School
Psychology
1332 Phelps Hall
Santa Barbara, CA 93106-9490
(805) 893-3366 (w)
(805) 893-3375 (f)
jimerson@education.ucsb.edu

Vice President of Publications & Communications (VP-PC)

Linda Reddy, Ph.D.
Rutgers University
Graduate School of Applied &
Professional Psychology
152 Frelinghuysen Rd.
Piscataway, NJ 08854-8085
(732) 445-2000 ext. 143 (w)
lreddy@rci.rutgers.edu

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

Amanda VanDerHeyden, Ph.D.
Education Research & Consulting, Inc.
(251) 300-0690
amandavande@gmail.com

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

Council Representatives (cont.)

Beth Doll, Ph.D.
Department of Educational Psychology
University of Nebraska-Lincoln
114 Teachers College Hall
Lincoln, NE 68588-0345
(402) 472-2238 (w)
(402) 472-8319 (f)
bdoll2@unl.edu

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

SASP Representative

Kristin Rezzetano
School Psychology Doctoral Student
Duquesne University
Pittsburgh, PA
rezzetanok@duq.edu

Historian

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

Editor

School Psychology Quarterly
Randy Kamphaus, Ph.D.
College of Education
P.O. Box 3965
Georgia State University
Atlanta, GA 30302-3965.
(404) 413-8101 (w)
rkamphaus@gsu.edu



President's Message: A Year in Review

Tammy Hughes

2009 has presented many challenges but the year has also highlighted several opportunities for Division leadership.

APA Model Licensure Act

Defending against the proposed changes to the APA Model Licensure Act (MLA) to remove the exemption for use of title of school psychologists for those without a doctoral degree, consumed the efforts of the Division EC in 2009. This highly contentious issue brought the Division into a difficult battle. Although the well-established precedent for having an exemption in the MLA was not in question (c.f., 1954 Thayer Conference), the also promised effort to move school psychology to doctoral level entry is not, at present, realized. As such, an update of the MLA by APA brought with it a Task Force (TF) interested in eliminating this exemption and 'moving the Division of School Psychology in line with the rest of APA.' However, upon examination of the MLA proposal it was clear that there were multiple and competing influences directing the request for the change. Like many political issues (and therapy I might add) it became clear that the presenting problem was not the whole of the actual problem. The proposed removal of the MLA exemption opened old wounds and some brought old narratives forward, there was flame throwing

on all sides, reasoned arguments mixed with chaos from the past and unrelated issues of the present and that clouded a clear path to both understanding the comprehensive argument for the change (removal of the exemption at this time) and also finding a solution.

As we started 2009 it was obvious that we needed to redouble our efforts in working within APA and the school psychology community to find win-win solutions. The bulk of the APA work around MLA was carried out through our MLA Task Force liaison positions held by Deborah Tharinger, Randy Kamphaus and myself. Each of the VPs liaison to a variety of APA committees (e.g., task forces, work groups) and we coordinated these efforts. We also needed to connect, clarify and coordinate work where possible within the school psychology community. Shane Jimerson, Frank Worrell and myself met with NASP regularly and Elaine Clark and I met with the constituent school psychology organizations leadership at the School Psychology Leadership Round (SPLR) table meetings biannually. We knew we had at least two challenges 1) addressing the issue of who determines who is a school psychologist and 2) how do we work together and coordinate efforts when our current model is failing.

Who regulates school psychology? When we (APA, Division 16 & NASP) are working

CONTINUED FROM PAGE 6

Division 16 Executive Committee Reflections on 2009

together, having an exemption in the MLA was practical way to ensure access to psychological services for children in schools while sharing the regulation of school (education) and psychology (professional practice). Developed in 1978, the Inter-organizational Committee (IOC) worked with APA and NASP on issues surrounding the accreditation, titling, and credentialing of school psychologists and addressed differences in requirements when necessary. However, over time the maintenance of this cooperative effort failed. There were many indicators of problems over the years with the most prominent coming in December 2002 when the IOC was disbanded. Like the parable of the boiled frog, there has been inadequate attention to the rising conflicts (temperature) and now simmering it was hard to jump out of the (parochial interests) pot and back to working together. The question at hand for 2009 was... are we indeed cooked? How can we work together given the potential and unknown consequences of the proposed change in the MLA to the exemption?

State Boards of Education (SBE) regulate school based services. SBEs have long used the title of school psychologist and their use of title predates psychology licensure laws in many states. Psychology licensing boards regulate the independent practice of professional psychology. As these lines have become blurred over the years (and there is plenty of finger pointing where everyone has engaged in territory grabs) the

question of who is and should be regulating is less and less clear. In the vast majority of cases SBE are not subject to and likely not interested in psychology licensing board requirements or the MLA. However, Texas SBE, a sizable example, gave up regulation of school psychology in the schools to the psychology board. In my own state of Pennsylvania the psychology board allows SBE credentialed folks to engage in independent (school psychology) practice. So cooperation not only is part our past it is going to be required for our future. We will engage - and the question is how.

The Division must lead.

Caught in the middle of the APA, NASP, and now SBEs that choose to enter the fray around MLA, the Division was in a precarious situation. That is, we have a lot to lose if others plot only their (parochial) win. However, we were committed to finding a cooperative, if not collaborative, solution and the Division EC in 2009 developed a comprehensive and ambitious strategic plan toward that end. We developed short and long term goals detailed in the 2009 *President's Message: Solving Social Issues through Scientific Leadership*.

We defined short-term successes as: 1) increasing and maintaining membership which Jessica Hoffman accomplished masterfully over the year, 2) ensuring our relationships within the school psychology community and APA Divisions were strong enough to weather the challenges MLA would bring which had the attention

Division 16 Executive Committee Reflections on 2009

of the entire EC, and has been successful, 3) making sure we were not solely defined by MLA, and participating in the national conversation around the future of psychology practice (e.g., *Future of Psychology Practice Summit: Collaborating for Change*), which will prove to be a place for school psychology as we move forward in 2010 as well as 4) maintaining a fiscally responsible budget which was accomplished through the dedication of our treasurer Tanya Eckert and cooperation of the VPs. Our longer-term successes are defined as supporting the next generation of school psychologists with specific focus on minorities and technology to connect early career school psychologists to the Division's focus on **science, school practice, and policy**. Look for Science Briefs in *SPQ* over the next year.

All of this effort was in the service of defining leadership for the Division. By tending to the difficult conversations, considering our next steps and developing a road map that takes us beyond MLA we can show how we have and will cooperate with the education (SBEs, NASP & NCATE) and psychology (APA, and specifically as part of the *Future of Psychology Practice Summit: Collaborating for Change*) communities on behalf of our mutual interests - children and the systems that serve them. In 2009 the Division ensured a position to work toward cooperative engagement.

Orienting to the Future. I ended the *President's Message*:

Division Matters (2009) with the following paragraph:

MLA is one difficult issue and there will be others to come, success of our Division and its members is not tied to an issue but rather how we conduct ourselves given the difficulty and complexity in reaching for multiple goals. I am certain that the Division Executive Committee has the stamina for the on-going efforts needed to reach our goals with regard to MLA, the vision to capitalize on the opportunities that the Summit has highlighted and the balance to be judicious with our resources both financial and human. As you know, being president is about occupying a role. My goal was to leave this role intact (no additional damage from MLA or other land-mines) and if possible better than I found it (improve APA- D16 relationships and NASP-D16 relations). I am satisfied that these were the right efforts and am thankful to the Division Executive Committee for their support over the last two years. There have been many great people who have held the role of Division president before me and I can see there are two great people to follow. I look forward to continued work on behalf of the Division as past-president and will support Bonnie Nastasi during her transition in January.

This continues to be true today. In 2010 I anticipate that the MLA issue will end, I can see a win-win solution and we are working toward realizing that end. I plan

CONTINUED FROM PAGE 8

Division 16 Executive Committee Reflections on 2009

to invest time in focusing toward the future of school psychology practice and will participate in the Trainers of School Psychologists training conference to be held this year prior to the NASP convention. Our coordinated efforts matter for both our education and psychology constituents and the Division is uniquely suited to lead this cooperative effort. We welcome your participation.

If you have not seen the Division's response to MLA, our October 2007 and June 2009 comments are available on the Division website <http://www.indiana.edu/~div16/>. A detailed history of the MLA process is available in the 2009 *President's Message: Solving social issues through scientific leadership*.

Many thanks to the 2009 Executive Committee:

Frank C. Worrell (Past-President); Bonnie Nastasi (President-Elect); Vincent C. Alfonso (Secretary); Shane

Jimerson (Vice-President for Public Relations and Convention Affairs); Jessica A. Hoffman (Vice President for Membership); Lea A. Theodore (Vice President for Professional Affairs); Elaine Clark (Vice President for Education, Training, and Scientific Affairs); Linda Reddy (Vice-President for Publications and Communications); Karen Callan Stoiber (Vice President for Social, Ethical, and Ethnic Minority Affairs); Deborah Tharinger (Senior Representative to APA Council); Randy Kamphaus (Representative to APA Council) & Cindy Carlson (Representative to APA Council)

References

- Hughes, T. L. (2009). President's Message: Division Matters. *The School Psychologist*, 63, 115-118.
- Hughes, T. L. (2009). President's Message: Solving social issues through scientific leadership. *The School Psychologist*, 63, 52-54.

Reflections from the President-Elect

Bonnie Nastasi, Ph.D.

The Division began 2009 facing several challenges, including declining membership (lowest since 1969) and related decrease in revenue from membership dues (an average decline of 7.15% from 2005-2008 and 14.59% from 2008-2009). Most troubling for the division was APA's proposed

revision of Model Licensure Act (MLA) and the potential ramifications for school psychology practice, relationships with other organizations, restricted focus on guild issues, and deterrence from other critical professional practice issues. The Division was presented with opportunities as



Division 16 Executive Committee Reflections on 2009

well, such as the chance to renew and strengthen collaboration with other organizations representing school psychology, a secure and substantial reserve in treasury due to sale of *SPQ* to APA, continuing presence of Division representation in APA and related opportunities for visibility and influence, and continuity of Division leadership coupled with infusion of new talent. The Division's leadership chose to directly address the challenges and capitalize on the opportunities, the result of which is a stronger leadership, stronger relationships with other organizations such as NASP, renewed commitment to the role of science in practice and policy, and a membership recruitment campaign with particular focus on graduate students and early career school psychologists.

The Division continued active involvement in APA through representation on APA Council, boards, and committees; and participation in Directorate activities and events such as Future of Psychology Practice Summit, Science Leadership Conference, and Convention within Convention (CWC) sessions in collaboration with child-focused divisions and research and methodology divisions. The Division maintained and strengthened relationships with other school psychology organizations, with specific focus on promotion of science for practice and policy. For example, Division 16 collaborated with NASP in planning

joint sessions for presidential strands at NASP convention, and EC members volunteered to serve as mentors to early career scholars identified by the Society for the Study of School Psychology (SSSP), participated in special symposium on international school psychology at the Trainers of School Psychology (TSP) meetings at the NASP convention, and presented at the International School Psychology Association (ISPA) annual conference.

The Division begins 2010 with a renewed commitment to its primary objectives related to science, practice, policy, and training; collaboration with other professional organizations; and ethical and social responsibilities. While attending to potential threats to the profession (such as possible changes in MLA), the Division's Executive Committee will be strengthening its efforts to ensure the enhancement of the well-being of children, youth and families through science-based practice and policy.

Bonnie Nastasi, Ph.D.

CONTINUED FROM PAGE 10

Division 16 Executive Committee Reflections on 2009

Reflections from the Past-President

Frank C. Worrell

The Past President has one specific duty in the Division's bylaws and that involves coordinating the nominations and elections. Beginning last fall, I solicited nominations for the offices that on tap for new officers beginning in January 2010. These offices included President Elect, Secretary, Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (VP-SEREMA), and two of the three seats on the Council of Representatives. The final slate of candidates were reviewed and selected by the Executive Committee and submitted to APA, which conducts the election for all divisions. The new officers for 2010 include Karen Stoiber (President), Susan Swearer (Secretary), Amanda VanderHeyden (VP SEREMA), Beth Doll (Council Rep), and Frank C. Worrell (Council Rep).

I am currently working on the call for the next set of officers who will begin serving in January of 2011. The Division will be electing a President Elect; Treasurer; Vice President for Publications, Communications, and Convention Affairs (VP-PCCA); Vice President for Education, Training, and Scientific Affairs (VP-ETSA); Vice President for Publications and Communications (VP-PC), and Council Representative.

I also coordinated the nomination of members of Division

16 to APA Boards and Committees, but we will not know until after the slates are decided by the Board of Directors or Council of Representatives if any of our nominations were successful. I wrote the letter of nomination for our President to serve on the Future of Practice task force convened by 2009 APA President, James Bray, and she was selected to participate on that task force. I was also selected to represent the Division at the Practice Summit which took place in May. One of the most important tasks at that meeting was keeping the notion of practice broader than psychologists in independent practice, a concern that was shared with our colleagues from industrial/organizational psychology, another location-based practice.

I also attended the Spring Consolidated Meetings of APA Boards and Committees, as a member of the Committee on Psychological Tests and Assessment (CPTA). My term ends in December of 2009, but Sam Ortiz will be on the Committee through 2010, so the school psychology perspective will be represented. At the consolidated meeting, I presented Division 16's position on the Model Licensure Act, which proved useful for many Boards and Committees who were discussing the issue. Finally, I participated in several conference calls of the Division 16 Executive

Division 16 Executive Committee Reflections on 2009

Committee and conference calls with the leadership of NASP and Division 16. I have done my best to represent the Division over the course of my Presidential term (President Elect, President, Past

President) and look forward to representing the Division in the APA Council of Representatives for 2010-2012.

Frank C. Worrell



Reflections from the Vice-President for Publications and Communications

Linda A. Reddy

As 2009 comes to a close, I would like to highlight some important announcements and accomplishments that have occurred during the past year. First and foremost, I would like to thank the Division and its membership for the opportunity to serve Division 16. It has been a pleasure serving the Division in this role and working with the Executive Committee and members of the school psychology community.

The School Psychologist has gone GREEN! Dr. Michelle Athanasiou, Editor of *TSP* along with Dr. Amanda Clinton (Associate Editor) has led *TSP* into a new era by producing our first electronic newsletter. Three times per year *TSP* is posted and distributed in an attractive interactive electronic format with the fourth issue printed and mailed through APA. The electronic format has allowed Michelle and Amanda to distribute the newsletter quickly and save the Division thousands of dollars

in printing and mailing costs! Michelle and Amanda Clinton have worked tirelessly at making every issue of *TSP* highly informative and timely for our membership. Thank you Michelle and Amanda. The "torch" is now passed to Dr. Amanda Clinton as the new Editor of *TSP*. In 2010, Amanda will be joined by Dr. Rosemary Flanagan, the new Associate Editor. Welcome aboard Rosemary! See link for *TSP* - http://www.indiana.edu/~div16/publications_psychologist.html

Under the Editorship of Dr. Randy Kamphaus, *School Psychology Quarterly* continues to grow as a premiere peer review APA journal, attracting scholars in school psychology and other related disciplines. The number of manuscripts submitted to *SPQ* has grown. Articles accepted to *SPQ* include rigorous data analytic methodology resulting in significant contributions to the field. Thank you Randy. See link for *SPQ* - <http://www.indiana.edu/~div16/>

CONTINUED FROM PAGE 12

Division 16 Executive Committee Reflections on 2009[publications_quarterly.html](#)

The Conversation Series and Study Guides is now Coordinated by Dr. Greg Machek at University of Montana after Dr. Kris Varjas has graciously managed the Conversation Series for 6.5 years for the Division. Please contact Greg Machek at e-mail: Greg.machek@mso.umt.edu for questions and orders. Welcome board Greg! For a detailed description of our products please see: http://www.indiana.edu/~div16/publications_video.html

Drs. David McIntosh at Ball State University and LeAdelle Phelps at University of Buffalo edit our Applied Psychology for the Schools Book Series. This year the Book Series has published Behavior Interventions in the Schools: Evidence-Based Positive Strategies (co-edited book by Akin-Little, Little, Bray, & Kehle) in June (<http://books.apa.org/books.cfm?id=4317189>). This edited volume includes 21 chapters from leading scholars in the field. David and LeAdelle encourage members to submit proposes for edited and author books. See link - http://www.indiana.edu/~div16/publications_book.html

The mission of Division 16 is to promote the science, policy and practice of school psychology. One of my roles as Vice-President of Publication and Communications is to assist in showcasing the work of the school psychology community. Examples of recent Division 16 highlights include:

In the APA Monitor on Psychology an article entitled "Putting research into action: Division 16 seeks to make sure research-backed programs don't

gather dust on school shelves" highlight some of the work of the Division 16's Task Force on Evidenced-Based Interventions in Schools. <http://www.apa.org/monitor/2008/11/div16.html>

For more information on the Division 16's Task Force on Evidenced-Based Interventions see link - <http://www.indiana.edu/~ebi/>

In the APA Monitor on Psychology an article entitled "Little-known victims: Violence against teachers is a little-known but significant problem" highlights some of the work of the APA Task Force on Violence Against Teachers sponsored by the Center for Psychology in Schools and Education. <http://www.apa.org/monitor/2009/10/teacher-victim.html> In collaborating with the National Education Association, the Task Force is developing materials for school personnel and conducting research in this area. Information will be forthcoming. <http://www.apa.org/ed/cpse/cpseinit.html>

Coming soon in the APA Monitor a feature article will be published on Dr. Karen C. Stoiber's (from University Wisconsin at Milwaukee) research on early literacy.

Finally, I would like to highlight that the APA Interdivisional Task Force on Child and Adolescent Mental Health continues to be productive. Last April in Denver (SRCD Conference), the Task Force sponsored with the support of APA Child Practice divisions, NASP and other organizations, an interdisciplinary summit on children's mental health. The summit was designed to emphasize collaboration among researchers,

Division 16 Executive Committee Reflections on 2009

mental health experts, other stakeholders and communication scientists about the importance of children's mental health for optimal development in order to inform public attitudes and public policy. See summary on the Summit in this issue of TSP and link - http://www.srpd.org/index.php?option=com_content&task=view&id=353&Itemid=1

For more information on the Interdivisional Task Force on Child and Adolescent Mental Health please see <http://www.apa.org/pi/cyf/cmh/> and <http://www.apa.org/ppo/issues/tftalkingpoints.html>

Linda A. Reddy



Reflections from the Vice-President for Professional Affairs

Lea A. Theodore

It is my privilege to currently be serving the Division as Vice President of Professional Affairs. The responsibilities that fall within the purview of VP for Professional Affairs primarily involve activities associated with establishing professional standards and practice for the discipline of school psychology. Specifically, this vice presidency involves the development of standards of quality delivery of psychological services, advancing school psychology as a distinct profession within the broader context of psychology, serving as a liaison with state school psychology associations, and developing relationships with other divisions, boards, and committees within APA as well as with various professional agencies and organizations. Advocacy for the profession, including interacting with relevant child-focused groups

and a commitment to professional development, is integral to the growth and acceptance of school psychology. In this vein, we may continue to make strides in the advancement of the profession and science of school psychology.

School psychologists are at the forefront of providing mental health services to students and families. As the field continues to evolve, there continue to be profound professional and practical challenges that have wide-ranging implications for school psychologists. These include education and training guidelines, licensure and credentialing of school psychologists, post-doctoral training, requirements for respecialization, standards for bilingual school psychology, accreditation, and scope of practice. Representation and an active presence for school psychology

CONTINUED FROM PAGE 15

Division 16 Executive Committee Reflections on 2009

are important to the overall field and subsequently the children and families we serve. This past year, I have been committed to monitoring, coordinating, representing, and promoting professional practice issues. More specifically, I have:

- (a) Worked closely and maintained regular contact with the APA Practice Directorate, the Committee for the Advancement of Professional Psychology (CAPP), and the Board of Professional Affairs (BPA);
- (b) Promoted relationships with other APA child divisions that are relevant to the practice of school psychology;
- (c) Promoted attention to significant school psychology professional practice issues;
- (d) Interfaced with related professional groups and organizations to further promulgate the goals of the division;
- (e) Monitored developments in the professional practice of health care delivery (e.g., treatment guidelines); and
- (f) Monitored developments in training issues.

In summary, this has been a busy year, and I welcome the opportunity to continue working collaboratively with the Executive Committee, related professional groups within APA, state associations, and outside agencies in order to promote school psychology.

Lea A. Theodore

Division 16 Executive Committee Reflections on 2009

Reflections from the Vice-President of Convention Affairs and Public Relations

Advancing Science, Practice, Communication, and Collaboration

Shane Jimerson

With the tremendous efforts of many Division 16 members, the activities of the Vice-President of Convention Affairs and Public Relations have continued to on advancing science and practice relevant to school psychology as well as communications and collaborations with allied school psychology associations. The following is a brief description of highlights from 2009 and expectations for 2010.

2009 Division 16 Convention Program. Thank you to the leadership of Dr. Theodore Christ (Chair) and Dr. Robert Volpe (Co-Chair) and Sara Bolt (Deputy-Co-Chair) and contributions of 80 Division 16 members, a stellar group of symposium and poster presentations were featured at the 2009 APA Convention held in Toronto Canada. The APA Science Directorate highlighted multiple Division 16 sessions, including the three invited presentations: Randy W. Kamphaus, Psychological Services Delivery for Schools: Methods and Models for Screening and Intervention Progress-Monitoring; Dr. John M. Hintze, Classification and Decision-Making Accuracy and RTI: New Promises, Same Pitfalls?; and Dr. Timothy Z. Keith, Cause and Correlation in

Applied Psychological Research. In addition Division 16 contributed to several interdivisional collaborative symposiums; including, the Conference within a Conference (led by APA President James Bray, involving collaboration with other divisions). Collaboration with the other APA Child Divisions focusing on Evidence Based Interventions, and the second involved collaboration with Divisions 2, 3, 5 and 25 to highlight the importance of methodology in furthering the science that informs our practice.

Division 16 Hospitality Suite. With the leadership of Dr. Kisha Haye (Chair) and Dr. Scott Ardoin (co-Chair), During the 2009 convention, the Division 16 suite was busy with many meetings and special sessions, including; Division 16 Scientific Affairs Committee, Psychology in the Schools Board, Society for the Study of School Psychology Executive and Member Meetings, APA-NASP Task Force, Consultation Trainers Interest Group, SASP Mini-Conference, School Psychology Research Summit for Planning Meeting, and School Psychology Specialty Council. Special thanks to Pearson Assessments, PAR, Society for the Study of School Psychology, Psychology in the Schools, School

CONTINUED FROM PAGE 16

Division 16 Executive Committee Reflections on 2009

Psychology Specialty Council, and Division 16 for sponsoring the Division 16 Hospitality Suite.

Division 16 Public Relations Committee. Dr. James DiPerna (Chair) has established a new committee to exchange ideas and insights to further advance Division 16 Public Relations. This new Public Relations Committee is "Responsible for sharing information about school psychological research and practice between the school psychology community in this country and those in other countries."

Division 16 Website. Dr. Jack Cummings continues to serve as editor of the website, providing updates and information as requested. In addition, he has been monitoring the APA discussions and meetings regarding the future updates of the APA website and implications for the Divisions. He will continue to work diligently to provide this important window to the world on behalf of Division 16.

Collaboration with other Professional Groups to Advance Science and Practice: Dr. Shane Jimerson (Coordinator) has been communicating with other groups who share a commitment to advancing the science and practice of school psychology. An example was at the 2009 conference of the National Association of School Psychologists, wherein the presidential strands focused on promoting children's mental health (i.e., Autism and Eating Disorders) were the result of a collaborative effort between Division 16 of the American Psychological Association (APA) and the National Association

of School Psychologists (NASP). The collaboration between NASP and Division 16 is designed to further the goal of fostering the relationship between the two entities and to provide a broader diversity of presentations and perspectives on the highlighted topics. Another example was a special symposium on school psychology internationally, which was presented at the Trainers of School Psychology meetings in Boston, in February (multiple D16 executive committee members contributed presentations). Another example is the Mentoring of Early Career Scholars to further support and contribute to the School Psychology Research Collaborative Conference (SPRCC, August 4-5, 2009). Members of Division 16 Executive Committee have volunteered to provide further scientific mentorship to early career scholars by providing feedback on manuscripts that attendees plan to submit for publication. This opportunity is intended to compliment and augment the activities of the SPRCC, and further contribute to advancing science related to the field of school psychology. Such collaborations are intended to contribute to the vitality of the profession and our abilities to make meaningful differences in the work we do.

Division 16 / TSP / ABSP Booth. Dr. Shane Jimerson (Chair) and volunteers from the Division 16 Executive Committee members, Trainers of School Psychologists, and American Board of School Psychology members were present at the shared booth at the 2009

Division 16 Executive Committee Reflections on 2009

NASP Convention. Participation at NASP was well received, and Division 16 obtained about 100 new members at the booth during the NASP conference, as well as providing valuable information to NASP members regarding the activities of APA and Division 16.

During 2010 it is anticipated

that we will continue to develop further collaborative relationships, build upon previous successes, and prepare for a stellar 2010 convention program. Those interested in contributing are invited to contact me at (Jimerson@education.ucsb.edu).

Shane Jimerson



Reflections from the Secretary

Vincent C. Alfonso

I have been the Secretary of Division 16 for the past three years and will be completing my term in December 2009. I have thoroughly enjoyed being a part of the Executive Committee (EC) during these past three years and hope to remain in contact with all EC members in the future. The Secretary prepares/records and maintains most of the division's documents including minutes of all meetings, midwinter and annual agenda books, and policy statements. In addition, the Secretary is responsible for the division listserv. For example, the Secretary adds or deletes members from the listserv at the request of the individual or APA. In my term as Secretary, a small task force including Shane Jimerson, Tanya Eckert, and myself were charged with drafting the division's listserv guidelines. These guidelines were approved by the EC and are sent to individuals upon becoming listserv members. The guidelines are also available on the division's Web site.

As I reflected on my time as a member of the EC, I realized that this group of people, though small, is incredibly talented and

accomplished many tasks. Of course most division members know that the EC spent countless hours discussing the Model Licensure Act and that we adopted a strategic plan with many goals (that are posted on the division Web site). What many division members may not know well is that the EC members are involved in division and APA policy, interact with other APA divisions and school psychology organizations (e.g., NASP), honor its division members at the annual business meeting, prepare for the annual convention, produce the division's newsletter and journal to name just a few. I strongly encourage division members to let the EC know if they are interested in being nominated for an EC position. There is no better way to learn about the division and APA as well as to make a contribution to the profession.

I am confident that the EC will continue to do its best to support school psychology at APA and beyond. I wish the EC members best of luck and want them to know that I will miss them!

Vincent C. Alfonso

CONTINUED FROM PAGE 18

Division 16 Executive Committee Reflections on 2009

Reflections from the Representative to APA Council

**Deborah Tharinger**

As senior Council Representative to APA from Division 16 and member of the EC for almost 20 years, I appreciate the opportunity to reflect upon this year. I also will be pretty much stepping down from Division 16 and APA roles and responsibilities at the end of this year, so I reflect with experience if not wisdom.

The highlights of 2009 for me have been working with the current EC. We have new faces with fresh energy, as well as established faces with wise perspectives. I have especially enjoyed working with Randy Kamphaus, Frank Worrell and Tammy Hughes. Randy and I have worked on the division and APA activities for years and I find him to be steady and even and reasonable and astute. Randy—it's been good. Frank—I think you're my favorite person to agree with I disagree with—as both work and are respected. And Tammy—you have shown leadership abilities way beyond your years. I admire you in so many ways. I leave the EC knowing it is in great hands—the upcoming younger leaders are spirited and hardworking, with an effective collaborative spirit. Thanks to all of you.

The challenges have also been many. Like the nation, APA has gone through some tough economic times (in contrast—the division's finances look good!). At APA, programs and positions have

been cut or reorganized. We no longer have the Office of Policy and Advocacy in the Schools within the Practice Directorate, which is a huge loss of position and of resources. APA also has been challenged by issues regarding psychologists and interrogation practices and relations with the Insurance Trust, both serious concerns. I also think that many in the Council of Representatives feel that their oversight responsibilities are often too little and too late, so the council is taking a hard look at how it can be more effective. I appreciate Cindy Carlson's continuing role on the council, and welcome Frank Worrell and Beth Doll to their seats on council. We will be in good hands this upcoming year as the council works toward being more effective.

The most challenging aspect of this past year for me (and the previous year) has been trying to find compromise between APA, Division 16, and the school psychology community in relation to the APA revision of the Model Licensing Act (MLA). The 1987 MLA provided an exemption for school psychology trained professionals who hold a certificate from their state education agency to practice school psychology in the schools—endorsing, in essence, their use of the term “school psychologist”, including at the non-doctoral level. This was (and still is) an exception

Division 16 Executive Committee Reflections on 2009

from the policy of APA that maintains that the use of the term or title “psychologist” be reserved for those with a doctoral degree only. As a liaison to the MLA Task Force, along with Randy Kamphaus and more recently Tammy Hughes, I have worked hard to formulate an understanding that would continue a version of the previous exemption. As most of you know, this has been an uphill battle and at the present moment, we do not know the outcome.

Two versions of an exemption, one that would acknowledge that APA has no standing in regard to state education agencies in terms of title for professionals in school psychology, and another that would include professionals in school psychology that have an educational specialist degree (or equivalent) and are credentialed by their state education authority to provide school psychological services in the public schools, in the use of the title “credentialed school psychologist”, are being reviewed as I write this. At this time, select boards/

committees of APA are providing their final feedback and the Board of Directors is considering their recommendation. The final draft of the MLA, along with specific recommendations, will be brought to the Council of Representatives at its February, 2010 meeting for a vote. Stay tuned and get involved.

Finally, my hopes for the coming year (beyond world peace) in terms of division and APA include: 1) the passage of one of the two exemptions for school psychology in the MLA; 2) economic and vision renewal for APA; 3) the passage of universal health care in this country that includes mental health and acknowledges the intense relationship between mind and body (including the education of the mind and body); 4) the continued health and growth of the school psychology community; and 5) the proliferation of integrated school-based psychological service models that promote healthy, happy and well educated youth.

Deborah Tharinger

CONTINUED FROM PAGE 20

Division 16 Executive Committee Reflections on 2009

Reflections from the Representative to APA Council

**Randy Kamphaus**

It has been a pleasure to watch *School Psychology Quarterly* grow in impact and prestige over the course of the last two years. Our strategy of publishing more data-based works, in lieu of book or test reviews or opinion pieces, is starting to pay dividends. The good judgment of our associate editors, Jon Campbell, Michele Lease, Amy Reschly, and Lea Theodore, and the insightful reviews of our editorial board members have been key in increasing the quality of manuscripts published. This increase in quality has been recognized by our publisher, the APA, our readership, and the scientific community in general. In this regard, we have surpassed an important Impact Factor threshold

this year by increasing to 1.043.

While not as high as I would like the Division's official journal is clearly on the rise.

The APA has just distributed and electronic call for papers, and you will see other efforts to improve the quantity and quality of published work. I am grateful to our readers, authors, editors, editorial board, publisher, and Division 16 Executive Committee who are all conspiring to make our journal successful.

Randy Kamphaus



As part of the Year-in-Review Edition of *The School Psychologist*, reflections on 2009 and aims for 2010 were solicited from the SASP leadership. Their response follows –

SASP's 2009 Accomplishments

Sara House, SASP President

Kristin Rezzetano, SASP President-Elect

The Student Affiliates in School Psychology (SASP) had several ambitious goals for 2009. These goals included extending the SASP network of student representatives to include Masters and Specialist-level programs, promoting SASP through online resources, promoting diversity and recruiting diverse students to the field of school psychology, refining the SASP newsletter, and increasing activities and collaboration with other students at the APA convention. Fortunately, the SASP board is composed of dedicated, hard working, and innovative members who worked diligently to accomplish these goals.

When Division 16 announced their vision to promote the use of science to influence practice in school psychology, SASP decided to follow suit by emphasizing research in the SASP newsletter. This year the SASPNews received a complete makeover and a new name, *School Psychology: From Science to Practice* (FSTP). FSTP now features student research articles each with a specific focus on how the research can be applied to practice. This focus on research to practice was also emphasized when the students who are the future of school psychology gathered at the SASP mini-convention at APA. Nine different

groups of students from across the US and Canada presented research posters at the mini-convention, and one group of students from the University of Oregon presented on the paper entitled “Strength-Based Assessment: Development and Applications of the SEARS-P.” Furthermore, the over 40 students in attendance had the opportunity to hear from three accomplished school psychologists, Drs. Craig Albers, Korrie Allen, and Cynthia Hazel. This panel of professionals provided the students with insight into balancing career and family, tips for searching out internships, and insight on how to obtain school psychology jobs.

In 2008, as part of an effort to broaden SASP's impact on school psychology students, the SASP board began an initiative to develop a SASP Network of student representatives from all the school psychology programs across the US and in Canada. The initiative started with doctoral level programs, and during the 2009 year was expanded to masters and specialist-level programs. This year emails have been sent to all school psychology program training directors to request the name of a student who can serve as the representative for the SASP Network. Development of this Network has allowed SASP to directly communicate with school

CONTINUED FROM PAGE 22

SASP's 2009 Accomplishments

psychology programs about SASP events and news, such as the mini-convention, diversity scholarships, SASP elections, and dissemination of FSTP. Furthermore, to promote SASP through online resources, SASP has updated the website and moved the site to the Indiana University host with Division 16. SASP also created a Facebook group, which serves as a medium for announcements and for students to communicate with other. Together, these efforts have resulted in marked increases in student participation in SASP, as well as improved the efficiency and effectiveness of SASP's communication with its members.

Another large accomplishment of SASP this year was promotion of diversity and recruitment of diverse students to the field of school psychology. Division 16 offered a diversity scholarship for one incoming school psychology student and one advanced student. SASP reviewed 13 different applications for the scholarship and chose two well-deserved recipients, based on their impressive accomplishments in promoting diversity, involvement in community, and their career goals.

In the past year, SASP has also engaged in an education initiative for undergraduate psychology students to increase awareness and interest in the field of school psychology. The SASP board created an informative brochure about school psychology and emailed the brochure to all Psi Chi programs throughout the US. Also, a short informative brief about school psychology was written for the Psi Chi newsletter that was mailed to

all Psi Chi programs. Dissemination of these two materials resulted in twenty plus undergraduate students from diverse backgrounds emailing the SASP board members requesting more information about school psychology and graduate programs.

Another related goal this year involved creating a national dialogue between students, faculty, and professional school psychologists in the field. SASP worked to achieve this goal by providing a forum in which students could submit questions related to current topics in research and practice, and receive answers to those questions from school psychologists practicing and researching the field. The first round of question and answer exchange was published in the fall issue of *The School Psychologist*, as part of the SASP Student Corner. SASP has worked with the editorial board of TSP to continue this effort in the current issue. This current issue features student reflections on the past year for the field, as well as student input surrounding the proposed changes to the Model Licensure Act. SASP plans to continue facilitating this dialogue through various efforts next year, including publishing additional questions and answers exchanged between students, practitioners, and researchers.

As we look forward to 2010, SASP has several goals in mind. Broadly, we plan to develop initiatives that provide students the chance to address issues in school psychology on global, national, and regional levels. One way in which we will aim to achieve this goal is

SASP's 2009 Accomplishments

through effective and wide-spread communication efforts to reach students and provide opportunities for student exchange, via the continued expansion of our SASP Network of student representatives; collaboration with other student groups such as the American Psychological Association of Graduate Students (APAGS); and increased use of social networking tools such as Facebook. Because students are intimately connected and engaged in the latest research to support theory and practice in our field, SASP also aims to increase school psychology student representation in local, regional, and national organizations. Additionally, as the proposed changes to the Model Licensure Act continue to draw school psychologists to discuss and defend their role, SASP will work to provide students opportunities to illustrate and

advocate for the importance of our field to various groups, including undergraduates, teachers, parents, scholars, and policy makers.

SASP has enjoyed a year of productive work resulting in positive impacts within our organization and the field of school psychology at large. We look forward to the year ahead, especially the continued opportunity to expand our efforts and create new innovations to improve and transform aspects of research and practice in school psychology.

*Sara House, SASP President
Kristin Rezzetano,
SASP President-Elect*

Hopes: Ringing in 2010

My wish is that school psychologists will revise their role in schools to be interventionists and consultants who help all students find success in school and life.

Rachel Brown-Chidsey, Ph.D.

• NASP and APA

My hope for 2010 is that APA and NASP will finally settle their differences and put the needs of children, their families, and educators first and leave the guild issues behind.

Daniel C. Miller, Ph.D.

NASP should obtain the authority from the Department of Education to independently accredit training programs at both the specialist and doctoral level. I say it's time for NASP to step up to the plate as assume the responsibility of program accreditation and regulation of the practice of school psychology in the U.S.

Steven Welsh, Ph.D.

I wish that APA and NASP would develop a strong, collaborative working relationship, focused improving psychology's ability to improve the lives children and families, and the work of schools/education organizations.

Gary Stoner, Ph.D.

• NASP and NCATE

It is time for NASP to thank NCATE for providing us an umbrellas accreditation process and then separate from that process. My wish for 2010 would be that NASP would take the steps necessary to become its own accrediting agent for school psychology programs.

Daniel C. Miller, Ph.D.

I recommend NASP politely thank NCATE for our many years of program approval via that organization's federal authority and set out on its own as an association fully responsible for training future school psychologists.

Steven Welsh, Ph.D.

• MLA Licensing Act issue

My wish for school psychology is for the model licensing act issue will be resolved in a positive manner by continuing to allow people who work as school psychologists in the schools to be known as school psychologists.

Shawn Powell, Ph.D.

I will reinforce that suggestion regarding the MLA Licensing Act issue. Beyond this issue, I would also incorporate an article on technology and how "online" or "distance learning" will become more commonplace in the schools and what the role of the school psychologist will be.

Bill Hosmer, Ph.D.

Putting 2009 in a Historical Context

Tom Fagan, Division 16 Historian

The Economy: It's impossible to reflect on the past year without acknowledging that the overall state of the U.S. economy has had profound implications for many American families as well as school districts. Although job losses among school psychologists have been reported, there are no studies of such and the various listservs have not been carrying such stories for several months. Overall, the job markets for school psychologists in the public schools and in higher education appear to be at favorable. Such appears to have been the case during the Great Depression but of course the state of the field was vastly different than today. I consider it unlikely that our favorable job position will change dramatically, up or down. That said, the financial condition of the states and municipalities will not bode well for job growth, role expansion, and new programs. This is being felt in the school psychology training program sector as well where I predict tight budgets and little expansion for at least the next two years. The impact on enrollments in our training programs is not known although we can anticipate some impact as tuitions rise to maintain the status quo and graduate student stipends remain unchanged.

RTI: I suppose I should say something about RTI, but just about everything that could be said has been said in the dominance of this topic across our literature, conventions, and professional

development programs. I look for continued struggles in many districts to achieve implementation and success in those where the concept and expertise are available. Some states have been models for years (e.g., Iowa) and I hear that Illinois is seeking to extend the concept to other areas of disability than LD. Like the history of education reform movements generally, the success of RTI may depend on how well the practice can be appended to existing services and personnel skills, and the engagement of regular and special educators in the planning.

MLA: Although just about everything that could or should be said about the proposed revision of the 1987 Model Licensing Act (should we call this the MLA-R?) also has been said, I will add some historical perspective. Since the founding of the APA in 1892, the overall policy of the association has been doctoral for full regular member privileges. The Boulder Conference of 1949 established this for clinical psychology and counseling psychology soon followed suit. The Thayer Conference recognized two levels of training, practice, and credentialing but was clear in recommending that the title school "psychologist" was reserved for the doctoral person; and that practitioners desiring to practice in the non-school sector should follow the requirements of their respective state's psychology licensing board. The APA Council of Representatives in 1977 finally

CONTINUED FROM PAGE 26

Putting 2009 in a Historical Context

established the doctoral level for the title of professional psychologist as a policy of the association. Due to the efforts of the Division 16 representatives to CR at the time, an exemption was approved for school psychologists working in school districts with proper SDE credentials, and that was extended sometime later and eventually appeared as an exemption in the 1987 MLA. It is worth noting that a proposed Model Certified Psychologists Act offered by the American Association of Applied Psychologists in 1939, advocated the doctorate for the title "Certified Psychologist" but including the following exemption: "...nothing in this act shall be construed as applying to persons qualified to practice medicine in this State; nor as applying to any person certified by the Department of (Education) as a public school psychologist or psychological examiner in a public or private school;..." (JCP, Vol. 3, No. 4, p. 127). The exemption recognized the historical role of medicine and psychiatry in restricting the practice of psychologists and their own interests in providing such services, and the fact that school psychologists had been authoritatively recognized by certification in at least two states (NY and PA). By the time the first state was granted legislative approval for psychologist credentialing (Connecticut, 1945), several states already had credentialing by way of their respective SDE. Thus school psychologists in school settings held that title well in advance of any

psychologist in private practice.

Despite the thousands of letters sent to APA by school psychologists, NASP members, and other sympathetic groups, it may come as no surprise that the Council of Representatives eventually approves the removal of the 1987 exemption. Such would be entirely consistent with APA policy for the practice of psychology with the title "psychologist." Should the exemption be left in the MLA-R, I will consider it to be a conciliatory continuation of the need to recognize school psychological services as unique and separate from the policies by which other psychology practice specialties operate. It would be another chapter in my earlier article on gaining equal status as a psychology specialty (Fagan, 1993). Although I personally think the entire matter could have been avoided had the former APA/NASP Interorganizational Committee been available to review the proposal, I strongly hope that the APA policy groups choose to leave the exemption alone and simply recommend the insertion that, "nothing in this act shall be construed to interfere with the authority of the state education agency to credential psychological personnel, including school psychologists, for the provision of psychological services to the districts and agencies under its jurisdiction." For its part, but don't hold your breath, NASP could reciprocate by limiting its policies for non-doctoral practitioners to the school sector under the purview of the respective SDE. Of course,

Who ought to be practicing psychology in the schools?

Beth Doll

University of Nebraska Lincoln

In 2007 and 2008, a quasi-official group of school psychologists met virtually and in person to talk about the practice in school settings of licensed psychologists who were not trained in school psychology. We were called the “workgroup” on the practice of psychology in the schools, and we included liaisons from most of the major school psychology organizations. Our task was deliberately limited; we discussed only the practice of psychologists already holding a state license for the private practice of psychology and seeking to practice psychology in schools. In some cases, the licensed psychologists were seeking to work as school psychologists employed by local educational agencies while, in other cases, they sought to provide psychological services in school settings but without assuming the responsibilities or title of school psychologists. Our workgroup was not responsible for describing the specific competencies that were necessary for successful practice in the schools, nor did we describe the additional training that licensed psychologists needed before practicing as a school psychologist. Instead, we were charged with (1) describing points of agreement and disagreement within the national school psychological community about the school practice of licensed psychologists; and (2) recommending the next steps that

professional organizations might use to answer these questions.

The questions are more complex than they might first seem. First, we had to negotiate the language of the discussion. Although others sometimes referred to us as the ‘re-specialization workgroup,’ we did not use the word ‘re-specialization’ to refer to the additional training required of licensed psychologists. Within the American Psychological Association, re-specialization refers only to the preparation provided to psychologists holding a doctorate in non-practice specialties to prepare them for licensure. Also, we did not use the word ‘certification’ to describe state credentials for the practice of school psychology in school settings. In some states, this credential is called a ‘certificate,’ while other states refer to it as an ‘endorsement,’ and still other states call it a ‘license.’

State practices for securing the credential differ markedly as well. In some states, any licensed psychologist can secure the educational credential as a school psychologist, simply by requesting it. Other states have an abbreviated procedure whereby licensed psychologists can secure the school practice credential once they document their preparation in certain practices or content areas (e.g., child and adolescent development, legal and professional

CONTINUED FROM PAGE 28

Who ought to be practicing psychology in the schools?

issues in school psychology, or instructional). Still other states require all candidates to complete an approved program in school psychology prior to granting them a credential in school psychology – regardless of their licensure status with the state board of examiners in psychology. In some states, only credentialed school psychologists can practice psychology in school settings while other states allow schools to secure the services of other licensed psychologists on a consulting basis.

Within the workgroup, we understood that none of our professional organizations had any control over decisions of how or whether licensed psychologists were eligible for school practice in any particular state. Still, we generally agreed that it was reasonable to support alternative routes that might facilitate the entry of licensed psychologists into school settings, with or without the credential of a school psychologist. With a nationwide shortage of school psychologists, and an urgent need for school psychologists with particular language and cultural expertise, recruitment from among the ranks of licensed psychologists has the potential to benefit schools and the students that they serve. At the same time, we agreed that there are special competencies required for high quality psychological practice in school settings – and expertise in these competencies ought to be a precondition to licensed psychologists' entry into school settings. Indeed, regardless of states' legal requirements governing the practice of

psychology in schools, licensed psychologist are ethically bound to restrict their practice to their demonstrated areas of competence. The problem is that, in the absence of clear description of these competencies by the national school psychology community, many licensed psychologists may not know what they do not know and so may be unaware of the ethical dilemma posed by their shift in practice settings.

There is a second problem identified by the workgroup. In many states, school psychology program faculty are routinely asked to make judgments about the adequacy of licensed psychologists' professional qualifications for the school psychologist credential. These requests raise a number of questions: Should judgments be restricted to the qualifications that are documented on candidates' official transcripts? Or, alternatively, what other kinds of documentation should be required to demonstrate competence? How would the competencies differ for those who are practicing psychology versus those who are practicing school psychology in school settings? How large or how small is the overlap between the professional education of licensed psychologists and that of credentialed school psychologists? Should School Psychology faculty members be responsible for assisting licensed psychologists to meet state requirements for the credential and, if so, how should they do that?

Our recommendations for next steps:

1. It ought to be possible to

Who ought to be practicing psychology in the schools?

draw from the many policy documents describing the profession of school psychology to identify competencies required for the practice of psychology or school psychology in the schools. Then, if the competencies shared by all licensed psychologists were subtracted out, the remainder could define the additional competencies needed by licensed psychologists. The logic underlying this recommendation is deceptively simple; we understood this to be a very time-consuming and complex task to complete.

2. Before devoting too much time to this first step, we thought it would be important to determine how much demand there is for alternative routes to the school psychology credential by licensed psychologists. Because this demand differs so much from

one state to the next, the answer to this question might be sought first through focus groups with school psychology faculty to describe the dimensions of the demand, and subsequently could be verified through a follow up survey with a stratified national sample of the faculty.

3. Finally, we recognized that many faculty members of school psychology programs need recommendations for procedures and guidelines to use when they are asked to recommend licensed psychologists for the school psychology credential. A first step would be to determine the kinds of evidence that are typically being used by licensed psychologists to demonstrate competence, and to abstract from these the best practices for documenting competence of licensed psychologist for the practice of school psychology.

APA 2009 Mini-Convention Photos

- 1 Erika Miller from University of British Columbia presenting ***Differences between elements of IEPs for Students with Learning disabilities.***

- 2 Jessica Blasik, Janice Decker, and Dana Keener, from Duquesne University presenting ***Does Gender Affect Internalizing vs. Externalizing Behaviors in Alternative Schools?***

- 3 Alisha Brown from Michigan State University presenting ***A Question of Empirical Support: Inclusive Education and Student Outcomes.***

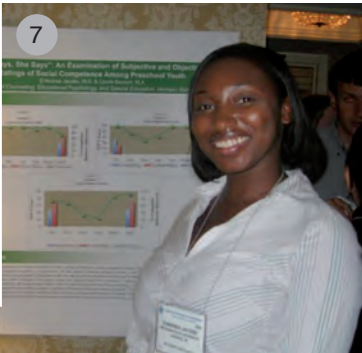
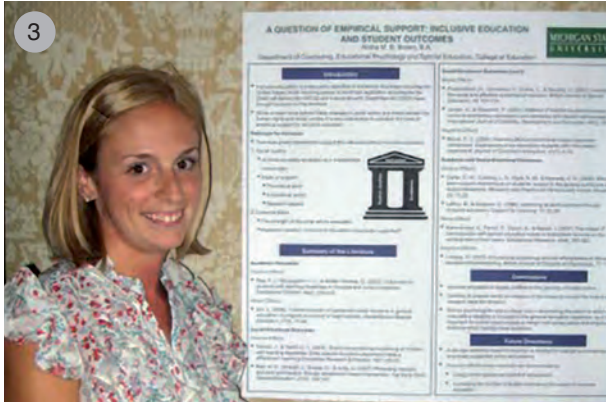
- 4 Alycia C.Dadd from Fordham University presenting ***The Development of Executive Function in Adolescents.***

- 5 SASP 2009 Executive Board (l to r): Kelly Barker, Janine Kesterson, Kristin Rezzetano, Kaitlyn Stewart, Anisa Goforth, Sara House, Jessica Blasik.

- 6 Panel of school psychology professionals spoke to the students who attended the mini-convention. Dr. Craig Albers from University of Wisconsin, Dr. Korrie Allen from Eastern Virginia Medical School, and Dr. Cynthia Hazel from University of Denver.

- 7 D'Andrea L. Jacobs from Michigan State University, presenting ***"He Says, She Says": An Examination of Subjective and Objective Ratings of Social Competence Among Preschool Youth.***

CONTINUED FROM PAGE 30

APA 2009 Mini-Convention Photos



Student Reflections on 2009

The Executive Committee of Student Affiliates in School Psychology (SASP), in conjunction with the editorial board of TSP, posed questions to school psychology students regarding their reflections on the events and controversies of the past year. The questions were met with enthusiastic response and unique insights from specialist and doctoral-level students nationwide.

Q: Looking back on the field over the past year, what matters most to you, and why?

The most important professional issue that has occurred in the last year, to me, is the model licensure act. Not having the privilege to be called a "School Psychologist", even though I am in an academic program that is as rigorous as some doctoral programs, makes me worry about the perception people will have of me when I am in the field.

*- submitted by Karen Knepper,
Oklahoma State University*

Professionally, I am most interested in school psychologists becoming advocates- not only for children, teachers and families, but also for ourselves and our positions. As the field of education continues to grow and address obstacles, school psychologists' training in problem solving becomes exceedingly relevant. In spite of time and resource shortages, I'd like to see school psychologists play an instrumental role in helping our educational system improve.

*- submitted by Jill Snyder,
University of Northern Colorado*

The recruitment of graduate students from culturally diverse backgrounds is a very important issue in school psychology given the increasing diversity of our school-age population. Culturally diverse students contribute different life experiences

and perceptions of education that play a critical role in helping other students develop cultural competence and awareness of multi-cultural issues. School psychologists are in a unique position to address critical issues that affect children from culturally diverse backgrounds such as the disproportionate representation of minority students in special education and school discipline settings. However, such discussions rarely occur in classrooms where students from culturally diverse backgrounds are not represented. Also, the lack of teachers, social workers, speech-language pathologists, and school administrators from culturally diverse backgrounds stresses the need for such students in school psychology. In order to offer the best services in the schools, we should actively pursue the recruitment of students from culturally diverse backgrounds to reflect our school-age population.

*- submitted by Charles Bell,
Michigan State University*

As SASP president, I have had the unique perspective of seeing school psychology through the lens of Division 16 and their initiatives to enhance the connection between science and practice. The field of education has a history of implementing practices that are not supported by scientific evidence. I view school psychologists as important change agents in the educational systems with which we work. The wide-spread presence of research investigating the implementation of Response to

CONTINUED FROM PAGE 32

Student Reflections on 2009

Intervention and Positive Behavior Support programs at NASP and at APA indicate that our field is embracing the role of stepping beyond assessment and facilitating evidence-based programs that support the overall success of students in schools. I saw further evidence of this trend toward scientific practice at the SASP Mini-convention at APA, where the school psychologists of tomorrow gathered together to share the innovative research that is being conducted on effective psychological practices.

I am excited to be part of school psychology during this period of growth as practitioners are advocating scientific methods and moving beyond traditional roles. I see many opportunities for myself as a professional for participating in program development and evaluation of effective system-level intervention programs. Furthermore, I am thrilled by the prospect of being an active contributor of research to this field that is actively promoting the use of empirically based practices.

*- submitted by Sara House,
Oklahoma State University*

As a graduate student, what I read—more so than what I'm told or taught—seems to have the greatest influence on what I think, do, and hope to become as a school psychologist. That said, what mattered most to me over the past year was, unsurprisingly, something I read. This particular something was a hefty, hot-off-the-press handbook: the Handbook of Positive Psychology in the Schools (Gilman, Huebner, & Furlong, 2009)¹.

The content of this handbook wasn't a new revelation to me; it wasn't its novelty that made it so important. Indeed, prominent scholars have promoted positive psychology in the schools for almost a decade now, with previous special

issues of both School Psychology Quarterly (Gilman & Huebner, 2003)² and Psychology in the Schools (Chafouleas & Bray, 2004)³ devoted to this topic. Rather, it was what the handbook represented—its symbolic significance—that made it matter so much.

To me, the Handbook of Positive Psychology in the Schools was a herald to the profession, to trainees, trainers, and practitioners alike, of the pluralism of aims that can exist within school psychology. In short, its thirty-five chapters make it very clear that beyond seeking to understand, prevent, and intervene with the internal and contextual factors contributing to student problems, school psychologists can also seek to comprehend, promote, and cultivate the internal and contextual factors facilitating student thriving. Such pluralism may have been building over the past decade, but the publication of this work physicalized and officialized it on my bookshelf. This authoritative handbook now sits right next to my handbooks on disabilities and school violence, the first of its kind to cover such topics as optimism in education and flow facilitation in schools.

I recognize that many of us probably believed in such pluralism long before it made it to our bookshelves. And I'm aware that using the term "pluralism" may create a somewhat artificial separation of aims within school psychology, as it's possible to conceptualize both traditional and positive methods into one meta-aim (i.e., student wellness promotion). Nevertheless, I prefer this terminology because it values diversity. It suggests that there can't be just one foolproof focus. By extension, it also suggests that school psychology isn't just fueled by one type of methodology. And ultimately, it suggests that the field will become better, and be more

Student Reflections on 2009

able to serve students and schools more effectively, by becoming more different.

For these reasons, the Handbook of Positive Psychology in Schools is the one thing that mattered (and still matters) most to me this year. It's not the contributors or particular chapters that stand out; instead, it's the message that its very existence seems to exude. To use Seuss' language, it seems to scream to me that school psychology is "off the Great Places!" And not just the same kind of places it has always been (however "great" those have been), but different—pluralistic—places!

- submitted by Tyler Renshaw,
University of California,
Santa Barbara



What are your perceptions of the controversy surrounding the Model Licensure Act? Is the use of the term "School Psychologist" without a doctoral degree significant to you? Why?

I believe that a better use of all school psychologists' time - regardless of the type of degree they hold - would be better used by addressing the wide range of challenges and struggles facing our kids and our communities. The roles and responsibilities we assume should always be completed with kids and families in mind. Programs at any level should emphasize our responsibility to practice within the limits of our training, ability and expertise. However, to overhaul titles and redefine roles seems to me to be placing one more obstacle in front of our schools.

- submitted by Jill Snyder,
University of Northern Colorado

The Model Licensure Act has many people within the School Psychology field fired up, and standing up, for their professional title. Although it will not personally affect me as I plan to receive a doctoral degree, I think it is significant in our field and thus becomes significant to me. My own perceptions of the MLA controversy are related to how this will affect the profession of providing psychological services to children in schools. When I think about what school psychology aims to convey, it always comes back to helping children. Above and beyond all else, our main objectives are related to the well being of the children we serve. The MLA controversy seems to be a problem imposed on the field of school psychology by outsiders who do not necessarily have the same focus that we do. With that said, I do not feel that those involved in making these decisions are completely off the mark. There is something to be said about practitioners providing services to children to the extent that there is a difference in education and training between specialist level and doctoral level school psychologists. However, I'm not sure if this is the best way to delineate the two levels of school psychologists. Removing the school psychology exemption to this act seems to have the potential to negatively impact those specialist level practicing school psychologists by not only limiting the delivery of psychological services but also by diminishing the opportunities to use their specialized skills in order to best help children in schools.

- submitted by Jessica Blasik,
Duquesne University

The term "School Psychologist" without a doctoral degree is an important issue to me. The type of education I am getting is comparable to a doctoral degree in my field. The

CONTINUED FROM PAGE 34

Student Reflections on 2009

Education Specialist degree I am receiving from a NASP accredited school is a 4 year program; the same as many doctoral programs. I do not think that I should be denied the respect and esteem given to professionals who are allowed to call themselves School Psychologists; I am putting in as much work and receiving as much experience as one commonly sees in doctoral programs. I know I will be a very capable School Psychologist when I leave this graduate program; I don't want that to be overshadowed by terminology.

- submitted by Karen Knepper,
Oklahoma State University

The Model Licensure Act is another very important issue for school psychologists because of the potential impact it could have on practitioners and school-aged children. School psychologists, who possess the Education Specialist (EdS) degree, receive training that prepares them specifically for work in the schools. Since such training has been sufficient for several decades, I do not understand why it is considered insufficient now nor do I agree with the direction APA is taking on this issue. Although APA's desire to align training criteria for the use of the term "psychologist" is well noted, the potential consequences certainly outweigh the benefits. I am concerned about the use of the term "psychologist" because other terms such as "psychometrician"

fail to adequately describe the services we offer in the schools. School psychologists offer more to schools than the traditional testing role and adopting such a term would be a giant step backwards for our discipline. The emphasis on early intervention and prevention programs steps away from the traditional school psychologist role and onto a role that allows us to utilize more of our training. Adopting the Model Licensure Act may adversely impact the movement towards a more progressive role in the schools and our ability to influence student outcomes. As a result of the specific training school psychologists receive for work in the schools and school psychologists' ability to influence student outcomes in a more progressive role, APA should maintain the exemption for school psychologists.

- submitted by Charles Bell,
Michigan State University

References

1. Gilman, R., Heubner, E. S., & Furlong, M. J. (Eds.) (2009). *Handbook of positive psychology in schools*. New York: Routledge.
2. Gilman, R., & Heubner, E. S. (2003). Toward a focus on positive psychology in school psychology. *School Psychology Quarterly*, 18, 99-102.
3. Chafouleas, S. M., & Bray, M. A. (2004). Introducing positive psychology: Finding a place within school psychology. *Psychology in the Schools*, 41, 1-5.

CONTINUED FROM PAGE 27

Putting 2009 in a Historical Context

life is seldom that simple. So for 2010, I say "best wishes, good luck, and since the entire matter is really determined at the state level, try to keep the relationship between your state psychology association, school psychology association, state board

of examiners in psychology, and state education agency credentialing board reasonable and amicable. Life is too short for such inane and unnecessary credentialing conflicts. Thanks for listening. References on request.

School Psychology Quarterly

2009 Publication Abstracts

Riley-Tillman, T., Chafouleas, S., Christ, T., Briesch, A., & LeBel, T. (2009). The impact of item wording and behavioral specificity on the accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly*, 24(1), 1-12.

Direct Behavior Ratings (DBRs) combine aspects of both systematic direct observation and behavior rating scales to create a feasible method for social behavior assessment within a problem solving model. The purpose of the current study was to examine whether accuracy of DBR ratings was impacted depending on the behaviors selected to be rated using a DBR. Specifically, the impact target behavior wording (positive vs. negative) and degree of specificity by which the behaviors were defined was investigated. One hundred and forty five participants, assigned to one of four experimental conditions, were asked to view video clips of a classroom setting and rate target student behavior. Results indicated that the wording and specificity of behavior included on a DBR may influence the accuracy of ratings. The most accurate ratings of academically engaged behavior occurred when the behavior was defined with a global definition and positive wording. In contrast, the most accurate ratings of disruptive behavior were obtained with a global definition and either positive or negative wording. Limitations, implications and future directions are discussed.

Griffiths, A., VanDerHeyden, A., Skokut, M., & Lilles, E. (2009). Progress monitoring in oral reading fluency within the context of RTI. *School Psychology Quarterly*, 24(1), 13-23.

Selecting appropriate measures to make decisions about child response to intervention is a key concern. The most commonly used assessment tool in RTI models is curriculum-based measurement (CBM). However, an issue related to the use of CBM is the identification of measures that are of similar difficulty. To the degree that variation in performance across measurement occasions can be attributed to anything other than student learning, errors in judgment about student RTI may be made. The purpose of this study was to examine the accuracy and efficiency of using a single CBM passage for progress monitoring at key intervals during individual reading intervention compared to using several passages that had been individually equated. Results indicated that decisions made based on a standard passage did not differ from decisions made based upon scores obtained on the individually equated passages but were much more cost efficient.

Sanetti, L. & Kratochwill, T. (2009). Treatment integrity assessment in the schools: An evaluation of the Treatment Integrity Planning Protocol. *School Psychology Quarterly*, 24(1), 24-35.

The Treatment Integrity Planning Protocol (TIPP) provides a structured process for collaboratively creating a treatment integrity assessment within a consultation framework.

CONTINUED FROM PAGE 36

School Psychology Quarterly 2009 Publication Abstracts

We evaluated the effect of the TIPP on the implementation of an intervention designed to improve the consistency of students' mathematics performance. Treatment integrity was assessed via permanent products and teacher self-report assessments resulting from TIPP completion. Results showed that (a) three teachers' treatment integrity declined within the first week of implementation and increased subsequent to completion of TIPP, (b) teachers accurately reported their level of treatment integrity, and (c) the relationship between treatment integrity and student outcomes was unclear.

Chafouleas, S., Briesch, A., Riley-Tillman, T., & McCoach, D. (2009). Moving Beyond assessment of treatment acceptability: An examination of the factor structure of the Usage Rating Profile – Intervention (URP-I). *School Psychology Quarterly*, 24(1), 36-47.

The purpose of this study was to develop and provide an initial examination of a self-report measure of intervention usage called the Usage Rating Profile – Intervention (URP-I). From an initial pool of 55 items, results of exploratory factor analysis and reliability estimates supported a measure containing 35 items and four factors as relevant toward understanding intervention usage. Those factors were titled acceptability, understanding, feasibility, and systems support. Limitations and future directions are discussed.

Nickerson, A. & Fishman, C. (2009). Convergent and divergent validity of the Devereux Student Strengths Assessment. *School Psychology Quarterly*, 24(1), 48-59.

This study assessed the convergent and divergent validity of the Devereux Student Strengths Assessment (DESSA). A total of 227 (n = 94 teachers, n = 133 parents) raters completed the DESSA, in addition to the Behavioral and Emotional Rating Scales-2 (BERS-2) and/or the Behavior Assessment System for Children-2 (BASC-2). All DESSA and BERS-2 subscales and total scales completed by parents and teachers correlated significantly. DESSA subscales and BASC-2 Adaptive Skills subscales correlated significantly for both parent and teacher raters. The divergent validity of the DESSA was explored by correlating the Total Protective Factor Scale and subscales with the BASC-2 Behavioral Symptoms Index and clinical subscales. The majority of correlations for the parent ratings were significantly, negatively correlated, with the exception of the Anxiety, Somatization, and Withdrawal subscales. Support for the convergent validity of the DESSA was consistent across raters (e.g., parents and teachers) and measures (e.g., BASC-2 and BERS-2). Thus, these findings support the divergent validity of the DESSA.

Buckhalt, J., Wolfson, A., & El-Sheikh, M. (2009). Children's sleep and school psychology practice. *School Psychology Quarterly*, 24(1), 60-69.

Much contemporary research has demonstrated the multiple ways that sleep is important for child and adolescent development.

CONTINUED ON PAGE 38

School Psychology Quarterly 2009 Publication Abstracts

This paper reviews that research with an emphasis on how sleep parameters are related to school adjustment and achievement. Five areas of sleep research are reviewed to discern implications for practice with children using an evaluation rubric of Strong, Moderate, and Weak evidence. The research has implications for assessment of sleep and sleepiness in the schools, for primary and secondary prevention activities, and for interventions by school psychologists targeting children and adolescents with sleep problems that affect their school functioning.

Schlientz, M., Riley-Tillman, T., Briesch, A., Walcott, C., & Chafouleas, S. (2009). The impact of training on the accuracy of Direct Behavior Rating (DBR). *School Psychology Quarterly*, 24(2), 73-83.

To date, extant research has not established how rater training affects the accuracy of data yielded from Direct Behavior Rating (DBR) methods. The purpose of the current study was to examine whether providing users of DBR methods with a training session that utilized practice and performance feedback would increase rating accuracy. It was hypothesized that exposure to direct training procedures would result in greater accuracy than exposure to a brief familiarization training session. Results were consistent with initial hypotheses in that ratings conducted by trained participants were more accurate than those conducted by the untrained participants. Implications for future practice and research are discussed.

Graves, Jr., S. & Frohwerk, A. (2009). Multilevel modeling and school psychology: A review and practical example. *School Psychology Quarterly*, 24(2), 84-94.

The purpose of this paper is to provide an overview of the state of multilevel modeling in the field of school psychology. The authors provide a systematic assessment of published research of multilevel modeling studies in five journals devoted to the research and practice of school psychology. In addition, a practical example from the nationally representative Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K) is presented to help school psychologists become familiar with the basic terminology and procedures used in multilevel modeling studies. Implications for statistical reform and future research practices are discussed.

Dobbs, J. & Arnold, D. (2009). The Relationship Between Preschool Teachers' Reports of Children's Behavior and Their Behavior Toward Those Children. *School Psychology Quarterly*, 24(2), 95-105.

The relationships between preschool children and their teachers are an important component of the quality of the preschool experience. This study used attribution theory as a framework to better understand these relationships, examining the connection between teachers' perceptions of children's behavior and teachers' behavior toward those children. One hundred seven preschool children and 24 preschool teachers participated in this study. Two teachers reported on each child's behavior using the Teacher Report Form of the Child

CONTINUED FROM PAGE 38

School Psychology Quarterly 2009 Publication Abstracts

Behavior Checklist. Commands and praise directed toward children by the teachers in the study were coded from classroom videotapes. Teachers gave more commands to children they perceived as having greater general behavior problems, even after controlling for the shared variance in the other classroom teacher's report of the child's behavior. Implications for school psychologists, teachers, and researchers are discussed.

Briesch, A. & Chafouleas, S. (2009). A review and analysis of the literature on self-management interventions to promote appropriate classroom behaviors (1988-2008). *School Psychology Quarterly*, 24(2), 106-118.

In the late 1980s, Fantuzzo and colleagues conducted a review of the self-management literature in order to better define the characteristics of this class of interventions. Results indicated that many interventions were minimally student-directed despite the title "self-managed," and that student-managed interventions demonstrated incremental effects above teacher-managed interventions. In the current study, updated information was compiled with regard to how self-management interventions have been described, including the degree to which self-management interventions continued to rely on external (i.e., teacher) contingencies. Review of the literature identified 16 different characterizations of self-management interventions, each of which varied widely in terms of the number of intervention components included as well as the degree to which students were involved in implementation.

Although self-observation and recording of a pre-defined behavior appear to be the cornerstones of self-management interventions, meaningful differences were noted including whether reinforcement was involved and whether changes in performance were tracked over time. Furthermore, although self-management interventions appear to have undergone a small shift toward increased reliance on internal (i.e., student-managed) contingencies, adults continue to play a large role in the implementation.

Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly*, 24(2), 119-129.

Threat assessment has been widely recommended as a violence prevention approach for schools, but there are few empirical studies of its use. This non-experimental study of 280 Virginia public high schools compared 95 high schools using the Virginia threat assessment guidelines (Cornell & Sheras, 2006), 131 following other (i.e., locally developed) threat assessment procedures, and 54 not using a threat assessment approach. A survey of ninth grade students in each school obtained measures of student victimization, willingness to seek help for bullying and threats of violence, and perceptions of the school climate as caring and supportive. Students in schools using the Virginia threat assessment guidelines reported less bullying, greater willingness to seek help, and more positive perceptions of the school climate than students in either of the other two groups of

CONTINUED ON PAGE 40

School Psychology Quarterly 2009 Publication Abstracts

schools. In addition, schools using the Virginia guidelines had fewer long-term suspensions than schools using other threat assessment approaches. These group differences could not be attributed to school size, minority composition or socio-economic status of the student body, neighborhood violent crime, or the extent of security measures in the schools. Implications for threat assessment practice and research are discussed.

Reynolds, C. & Shaywitz, S. (2009). Response to intervention: Ready or not? Or, from wait-to-fail to watch-them-fail. *School Psychology Quarterly*, 24(2), 130-145.

Response to Intervention (RTI) models of diagnosis and intervention are being implemented rapidly throughout the schools in response to recent changes to the federal laws governing special education eligibility for specific learning disabilities. While the purpose and hoped-for benefits of invoking an RTI model for dealing with potential disabilities in the schools clearly are laudable, an examination of the approach and data reveals an often unappreciated paucity of empirical support for RTI and a consequently overly optimistic view of many practical issues surrounding implementation of RTI models. Numerous models are being put into practice without adequate research and logistical support and as a result, neglect the potential negative long-term impact on the range of students with disabilities and with a learning disability in particular. Many implementation problems exist, for example: 1) the vagaries and ambiguity of the critical details of the model in practice; 2) the

seeming lack of consideration of bright struggling readers in the RTI process; 3) the relativeness, contextual, situation-dependent nature of who is identified; 4) the worrisome shortcomings of the RTI process as a means of diagnosis or determination of a disability, and 5) the apparent lack of student-based data to guide the most effective choice of approaches to, and specific components of, intervention. Viewed and practiced as a model of prevention of academic failure and as one possible approach to improve the instructional knowledge and skills of teachers of all children, we agree with the concept of RTI, but only as to its as yet unproven potential. As we see the model implemented in practice and witness its application to diagnosis and disability determination without the benefit of a reliable and valid empirical basis, the consequences, implications, and potential benefit to some children with disabilities remain an unproven hypothesis while the potential detriment to some children with disabilities also remains a very real possibility.

Bradshaw, C., Rodgers, C., Ghandour, L., & Garbarino, J. (2009). Social-cognitive mediators of the association between community violence exposure and aggressive behavior. *School Psychology Quarterly*, 24(3), 199-210.

There is increased awareness that exposure to violence in the community can influence students' aggressive behavior at school, however less is known about the mechanisms that mediate this process. Having an enhanced understanding of how community violence exposure relates to

CONTINUED FROM PAGE 40

School Psychology Quarterly 2009 Publication Abstracts

students' aggressive behavior at school may inform the use of preventive interventions aimed at reducing school violence. Consistent with social-cognitive theory, the current study tested if the association between exposure to community violence and teacher-reported aggressive behavior was mediated by biased social information processing. Data on 184 suburban adolescents and their teachers were analyzed using structural equation modeling. Community violence exposure and aggressive behavior in the classroom were significantly related and mediated by negatively biased social-cognitive factors. Results suggest that even relatively low levels of community violence exposure may increase the risk of students displaying aggressive behavior at school. Although gender differences were explored, social information processing appeared to be an important mediator for both boys and girls.

Li, H., Lee, D., Pfeiffer, S., Kamata, A., Kumtepe, A. & Rosado, J. (2009). Measurement invariance of the Gifted Rating Scales-School Form across five cultural groups. *School Psychology Quarterly*, 24(3), 186-198.

This study examined measurement invariance of the Gifted Rating Scales-School Form (GRS-S) across five countries, the United States, Puerto Rico, China, South Korea, and Turkey, using multigroup confirmatory factor analysis. A total of 1,816 students were rated by 281 teachers using either translated versions of GRS-S or the original English GRS-S. Results indicate a similar factor structure for the GRS-S across the five countries; six factors with each

of the 72-items equivalently loaded to the same latent variable across groups. The metric invariance test and the factor variance and covariance invariance tests reveal that the patterns of factor loadings and the factor variances and covariances are invariant across the five groups. Moreover, the scalar invariance test indicates that item means are equivalent across the groups. These results suggest that the GRS-S has inter-cultural utility and can be similarly interpreted. Implications and limitations of the current research for gifted identification are discussed.

Codding, R., Chan-lannetta, L., Palmer, M., & Lukito, G. (2009). Examining a class-wide application of cover-copy-compare with and without goal setting to enhance mathematics fluency. *School Psychology Quarterly*, 24(3), 173-185.

The purpose of this study was to compare the effects of cover-copy-compare alone and combined with two forms of goal setting to a control condition on the mathematics fluency of 173 third grade students. Treatment sessions occurred twice weekly for a total of six weeks and multi-level modeling was used to examine progress across intervention sessions. Results suggested combining cover-copy-compare with goal setting (problems correct) lead to steeper slopes and higher final scores than most other treatment conditions, the effects of which were retained over one month and generalized to similar stimulus conditions. Initial scores on a third grade GOM significantly impacted growth over time but not final score.

School Psychology Quarterly 2009 Publication Abstracts

Edwards, O. & Taub, G. (2009). A conceptual pathways model to promote positive youth development in children raised by their grandparents. *School Psychology Quarterly*, 24(3), 160-172.

The numbers of children raised by their grandparents are increasing. These alternate families often emerge following negative life events that result in high risk for adverse child outcomes. Modifications in the traditional roles and relationships of grandparent and child may exacerbate stressors experienced by both parties. The phenomenon has implications for professionals working with these children because these families are increasing and research suggests students' success in school depends on both the home and school environments. Preventing problem behaviors associated with these families and promoting the children's positive developmental trajectories entail understanding the family members' unique needs and risks and identifying and accentuating their strengths, supports, and resources. In this paper, (a) the phenomenon of children raised by grandparents is reviewed, (b) positive youth development is advanced as a viable theoretical and applied developmental science framework to understand the children, and (c) a conceptual pathways model is described that can be used to promote their favorable school and life outcomes.

Meisinger, E., Bradley, B., Schwanenflugel, P., Kuhn, M., & Morris, R. Myth (2009). and reality of the word caller: The relation between teacher nominations and prevalence among elementary school children. *School Psychology Quarterly*, 24(3), 147-159.

The purpose of the study was to investigate a) the prevalence of word callers in elementary school, b) the accuracy of teachers' word caller nominations, and c) teachers' conceptualization of reading fluency and reading comprehension. To this end, two cross-sectional studies of second- and third- (N = 868) and third- and fifth-grade (N = 202) children were conducted. Our findings suggest that word callers occur infrequently in the primary grades, but are more prevalent in late elementary school. Regardless of grade level, teachers often over-nominated children as word callers. Further, a great deal of ambiguity and inconsistency seems to exist regarding teachers' understanding and use of the term. These findings suggest that the term should be used relatively rarely, and that reading educators should be cautious about their identification of word callers in early elementary school.

Ellijott, S., Kratochwill, T., McKeivitt, B., & Malecki, C. (in press). The effects and perceived consequences of testing accommodations on math and science performance assessments. *School Psychology Quarterly*.

The present study examined the effect accommodations have on test results of students with and without disabilities and documented experts' judgments about the appropriateness of testing accommodations. Test score data were collected from 218 fourth-grade students with and without disabilities on mathematics and science performance tasks and from eight testing experts who evaluated the fairness and validity of a sample of testing

CONTINUED FROM PAGE 42

School Psychology Quarterly 2009 Publication Abstracts

accommodations used with these students. Results indicated that, for most students with disabilities and some students without disabilities, packages of testing accommodations had a moderate to large effect on performance task scores. Expert reviewers rated most accommodations for a student with disabilities as being both valid and fair, and they gave accommodations listed on a student's IEP significantly higher validity and fairness ratings than accommodations that were not listed on the student's IEP. Interpretations of these data are provided and implications for practice and future research are discussed.

Wang, M. (in press). School climate support for behavioral and psychological adjustment: Testing the mediating effect of social competence. *School Psychology Quarterly*.

The present study used an ecological framework to examine the relationships among adolescents' perceptions of school climate, social competence, and behavioral and psychological adjustment in the middle school years. This study improved upon prior studies by using structural equation modeling to investigate the hypothesized mediating effect of social competence and to account for measurement error. The sample included 1,042 participating students from 23 middle schools. Results showed that school mastery goal structure, promotion of autonomy and discussion, and teacher emotional support were negatively related to the levels of adolescents' deviant behaviors and depression while performance goal

structure was positively related to deviant behaviors and depression. Social competence was a mediator between perceived school climate variables and adolescent adjustment, with the exception of the relationship between mastery goal structure and adjustment variables.

Canivez, G., Konold, T., Collins, J. & Wilson, G. (in press). Construct validity of the Wechsler Abbreviated Scale of Intelligence and Wide Range Intelligence Test: Convergent and structural validity. *School Psychology Quarterly*.

The Wechsler Abbreviated Scale of Intelligence (WASI; The Psychological Corporation, 1999) and the Wide Range Intelligence Test (WRIT; Glutting, Adams, & Sheslow, 2000) are two well normed brief measures of general intelligence with subtests purportedly assessing verbal/crystallized abilities and nonverbal/fluid/visual abilities. With a sample of 152 children, adolescents, and adults, the present study reports meaningful convergent validity coefficients and a latent factor structure consistent with the theoretical intellectual models both tests were constructed to reflect. Consideration of the hierarchical model of intelligence tests and issues regarding test interpretation are presented.

Rivers, I. (in press). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*.

This study explores the impact of bullying on the mental health of students who witness it. A representative sample of 2,002 students aged 12 to 16 years attending 14 schools in the United

CONTINUED ON PAGE 44

School Psychology Quarterly 2009 Publication Abstracts

Kingdom were surveyed using a questionnaire that included measures of bullying at school, substance abuse, and mental health risk. The results suggest that observing bullying at school predicted risks to mental health over and above that predicted for those students who were directly involved in bullying behavior as either a perpetrator or a victim. Observing others was also found to predict higher risk irrespective of whether students were or were not victims themselves. The results are discussed with reference to past research on bystander and witness behavior.

Menesses, K. & Gresham, F. (in press). Relative efficacy of reciprocal and nonreciprocal peer tutoring for students at-risk for academic failure. *School Psychology Quarterly*.

This study directly compared the academic gains of reciprocal peer tutoring, nonreciprocal peer tutoring, and a waiting-list control group. Participants included 59 elementary students from 2nd, 3rd, and 4th grade classrooms who performed below average on curriculum-based measurement (CBM) math probes. Students involved in peer tutoring were trained to tutor basic math facts using a constant time delay procedure. Results indicated that the two types of peer tutoring produced comparable gains in basic math facts. Furthermore, both types of peer tutoring produced substantially larger academic gains than the waiting-list control group, demonstrating at-risk students can successfully tutor each other.

Kim, S., Kim, S.H., & Kamphaus, R. (in press). Is aggression the same for boys and girls? Assessing measurement invariance with confirmatory factor analysis and item response theory. *School Psychology Quarterly*.

Gender differences in aggression have typically been based on studies utilizing a mean difference method. From a measurement perspective, this method is inherently problematic unless an aggression measure possesses comparable validity across gender. Stated differently, establishing measurement invariance on the measure of aggression is prerequisite to making any inferences about gender differences. This paper investigated whether aggression functions in the same way across gender using teacher-rated aggression scales from the Behavior Assessment System for Children (BASC). The samples for this study consisted of the BASC standardization samples, including 1,223 children (628 boys, 595 girls) and 788 adolescents (379 boys, 409 girls). The measurement invariance of the BASC aggression scales was examined with both confirmatory factor analysis (CFA) and item response theory (IRT). CFA results showed that there was not enough evidence to support the measurement invariance of the scales across gender at a scale level; IRT results found that only a few items were significantly different across gender. The two methods have similarities and differences in studying measurement invariance, so they can be complementary to each other. The implications of the findings for research and practice in school psychology are discussed.

CONTINUED FROM PAGE 44

School Psychology Quarterly 2009 Publication Abstracts

Hooper, S., Roberts, J., Nelson, L., Zeisel, S. & Kasambira, D. (in press). Preschool predictors of narrative writing skills in elementary school children. *School Psychology Quarterly*.

This study examined the preschool predictors of elementary school narrative writing skills. The sample included 65 typically developing African American children, ranging in age from 5.0 to 5.5 years, and was 44.6% male. Targeted preschool predictors included measures of phonological processing, core language abilities, pre-reading skills, and early writing concepts assessed during the spring/summer just prior to the beginning of kindergarten. Using hierarchical linear modeling, findings showed that core language abilities, pre-reading skills, and maternal education at preschool significantly predicted the level of writing in grades 3, 4, and 5, but only core language abilities and pre-reading skills significantly predicted the rate of growth in writing. When kindergartners were separated into low and high readers, and low

and high core language abilities, a significant pattern of widening differences emerged between the groups over time. These findings point to core language abilities, pre-reading skills, and maternal education assessed at kindergarten entry as critical predictors of later narrative writing skills, and they suggest the importance of including such measures when screening for written language problems in early kindergarten and early elementary school.

Healthy Development: A Summit on Children's Mental Health

Division 16 (School Psychology), the National Association of School Psychologists, and other APA Child Practice Divisions supported *Healthy Development: A Summit on Children's Mental Health*. The Summit that was held April 1, 2009 at The University of Denver, in Denver, CO.

This interdisciplinary Summit was designed to emphasize collaboration among researchers, mental health experts, other stakeholders and communication scientists regarding the importance of early childhood mental health and the promotion of healthy development in order to inform public attitudes and public policy.

The format of the Summit included a few presentations designed to catalyze discussion and to encourage the essential but often difficult dialogues that bring to the forefront the challenges and the tensions in the field. These dialogues occurred in four small groups; each focused on one of the following topics: (1) The importance of mental health for normal child development; (2)

Everyday challenges for parents and child mental health; (3) Prevention opportunities in child mental health; and (4) Child mental health disorders: Treatment works.

The meeting included approximately 40 diverse stakeholders in child and family mental health; these included experts in communication science and strategic framing, scientists and child mental health experts of various disciplines (economics, nursing, pediatrics, psychology, psychiatry, social work, and sociology), family members, policymakers, and knowledge purveyors. Information about the summit participants and slides from the presentations are at this web address: http://www.srcd.org/index.php?option=com_content&task=view&id=353&Itemid=1. A report based on the Summit's proceedings will be available by the end of 2009.

The Summit was dedicated to the life and work of Jane Knitzer, EdD, who devoted her career to the promotion of scientifically based public policies to improve the lives of this country's most vulnerable children.



Announcing the 2009 Division 16 Award Winners

Lightner Witmer Award: Ted Christ

Senior Scientist Award: Steve Elliott

Jack Bardon Award: Steve Little

Dissertation Award: Kelly Feeney-Kettler

*Award winner statements will be included in the next TSP.

Call for Nominations:

Call for Nominations: Senior Scientist in School Psychology Award

Each year the Division of School Psychology presents a Senior Scientist in School Psychology Award to a mature professional and academic school psychologist who has demonstrated a program of scholarship which merits special recognition. A sustained program of scholarship of exceptional quality throughout one's career is the primary consideration in making the award. The award recipient's program of work should reflect systematic and imaginative use of psychological theory and research in furthering the development of professional practice and/or consistent empirical inquiry that bears on the quality of school psychology training and practice. The program of scholarly work should be of exceptional quality in its contribution to the scientific knowledge base of school psychology training/practice. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31 in the year nominated.

Five sets of material should be forwarded on each nominee, including a vita, supporting letters (minimum of three signed letters), five major publications, and contact information for the nominee, nominator and letter writers. All nominations and related materials must be submitted by **March 15** to Sandra L. Christenson, Committee Chair (c/o chris002@umn.edu). Electronic submission is strongly encouraged. Please notify Dr. Christenson if materials will be submitted via hard copy. Mailing address is: Department of Educational Psychology, School Psychology Program, University of Minnesota, 344 Education Sciences Building, 56 East River Road, Minneapolis, MN, 55455.

Call for Nominations: Jack Bardon Distinguished Service Award

The Division 16 of the American Psychological Association presents an annual award in honor of Jack Bardon, whose professional contributions broadly spanned a conceptual framework for the

Call for Nominations

training, role and definition of school psychology and growth of the profession in consultation and organizational issues. The Jack Bardon Distinguished Service Award is given to mature professional and academic school psychologists who have consistently demonstrated voluntary professional service that goes above and beyond the requirements of the position the person holds, and who has demonstrated an exceptional program of service across a career that merits special recognition. A sustained program of service to the profession of school psychology throughout one's career is the primary consideration in making the award.

The recipient of the Jack Bardon award should meet both two criteria:

Criterion I. Major leadership in the development, delivery or administration of innovative psychological services or development and implementation of policy leading to psychologically and socially sound preservice and/or CPD training and practice in school psychology; and sound evaluation of such training and service delivery models and policies.

Criterion II. Sustained professional organization contributions including holding offices and committee memberships in state and national professional organizations such as Division 16 and significant products from those contributions that further the profession of school psychology. Examples include creation of and revisions to policy and practice manuals based on innovative guidance; guiding major policy or legislative initiatives; mentoring of new professionals into organizational contributions; administering dissemination of professional materials through such publication editing or convention programming; and representing psychology to the public and government through

service on boards and commissions. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31 in the year nominated.

Five sets of material should be forwarded on each nominee, including a vita, supporting letters (minimum of three signed letters), five major publications, and contact information for the nominee, nominator and letter writers. All nominations and related materials should be submitted by **March 15** to Jon Sandoval, Committee Chair (c/o jsandoval@Pacific.edu). Electronic submission is strongly encouraged. Please notify Dr. Sandoval if materials will be submitted via hard copy. Mailing address is: Educational and School Psychology, Gladys L. Benerd School of Education, University of the Pacific, 3601 Pacific Ave., Stockton, CA 95211.

Call for Nominations: Lightner Witmer Award

Each year the Division of School Psychology presents the Lightner Witmer Award to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition. Continuing scholarship, rather than a thesis or dissertation alone, is the primary consideration in making the award. While a specific scholarly work may be salient in the evaluation of a nominee, it is not likely that a single work will be of such exceptional character that it would be the basis of the award. Similarly, numerous papers, articles, etc., will not by themselves be a sufficient basis for the award. Instead, the Lightner Witmer Award will be given for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession. This will include

CONTINUED FROM PAGE 48

Call for Nominations

systematic and imaginative use of psychological theory and research in furthering the development of professional practice, or unusual scientific contributions and seminal studies of important research questions that bear on the quality of school psychological training and/or practice. In addition, there

should be exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality. Nominees must be (a) within seven years of receiving their doctoral degree as of September 1 of the year the award is given; and (b) be a Fellow, Member, Associate, or

Help Kids (and Helpers) Change Their Own Behavior



Invented by a psychologist, the ingeniously simple MotivAider® works automatically and privately to keep a child's or helper's attention focused on making virtually any desired change in behavior.

- ☑ Adjustable pulsing vibration signal
- ☑ Sends signals at fixed or random intervals
- ☑ 3 year warranty
- ☑ Free lifetime support

Learn more at
<http://HelpKidsChange.com>

Behavioral Dynamics, Inc.
 1-800-356-1506 (218-681-6033)
info@habitchange.com

Call for Nominations

Student Affiliate of Division 16.

Five sets of materials should be forwarded on each nominee including a vita, at least three signed supporting letters, reprints, other evidence of scholarship, and contact information for the nominee, nominator, and letter writers so that they may receive results. All nominations and related materials should be submitted by **March 15** to James DiPerna, Committee Chair (c/o jcd12@psu.edu). Electronic submission is strongly encouraged. Please notify Dr. DiPerna if materials will be submitted via hard copy. Mailing address is: School Psychology Program, Department of Educational and School Psychology and Special Education, University Park, PA 16802.

Call for Nominations: Outstanding Dissertation Award

Each year the Division of School Psychology presents an Outstanding Dissertation in School Psychology Award to a school psychology student who has completed a dissertation which merits special recognition and which has the potential to contribute to the science and practice of school psychology. The Outstanding Dissertation Award is to be given for a dissertation on a topic that has the potential to contribute to school psychology as a discipline and profession. The outstanding dissertation is on a topic that has the potential to impact the science or practice of school psychology, such as research on underrepresented topics and/or populations in the school psychology literature or an original contribution to a traditional area. The research should clearly

address and test hypotheses based on important theoretical and empirical questions; the methodology should be sound and sufficient to test the questions posed; and the writing quality addressing these issues as well as implications for practice and future research should be excellent.

Nominees must have successfully completed their dissertation defense by December 31 of the previous calendar year. Nominees must be (a) have been a student member of Division 16 at the time they completed the dissertation; and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16.

Five sets of materials, to include: the nominee's vita, supporting letters (minimum of two from members of the dissertation committee), the dissertation, and contact information for the nominee, nominator and letter writers should be submitted by **March 15** to Jeffrey Froh, Committee Chair (c/o Jeffrey.Froh@hofstra.edu). Electronic submission is strongly encouraged. Please notify Dr. Froh if materials will be submitted via hard copy. Mailing address is: Department of Psychology, Hofstra University, 210 Hauser Hall, Hempstead, New York 11549



You've pinpointed their strengths and weaknesses. Now what?



Introducing WIAT®-III Wechsler Individual Achievement Test®- Third Edition

Go to PsychCorp.com for more information on the WIAT-III including sample reports, product training information, and pricing details.

The WIAT-III incorporates the best features of the original WIAT and WIAT-II, while offering valuable new benefits. This latest edition is designed to improve the diagnostic power and sensitivity of subtests and to provide maximally informative scores, skills analysis, and intervention goal statements.

Updated and redesigned with you in mind

WIAT-III subtests and/or composites measure all eight areas of achievement specified by IDEA legislation as important for identifying and classifying learning disabilities.

The WIAT-III also offers:

- Three new subtests
- Enriched Listening Comprehension, Oral Expression, and Written Expression subtests
- Enhanced Reading Comprehension subtest
- Improved scoring rules
- Enhanced scoring software and interactive scoring guide in every kit
- Updated norms for PreK through grade 12, and for ages 4:0 through 19:11 years (**Adult norms available mid - 2010**)

PEARSON

800.627.7271 | PsychCorp.com

PsychCorp
a PEARSON brand

NEWSLETTER EDITORIAL STAFF

EDITOR

Amanda Clinton, Ph.D.
Psychology Program
Department of Social Sciences
University of Puerto Rico
Mayaguez, PR 00680
(787) 832-4040 (w)
(787) 245-9615 (c)
(787) 265-5440 (f)
aclinton@uprm.edu

ASSOCIATE EDITOR

Rosemary Flanagan, Ph.D., ABPP
Touro College
Graduate School of Psychology
43 West 23 Street
New York, NY 10010
(212) 463-0400 ext. 236 (w)
(212) 627-3692 (f)
rosemary.flanagan@touro.edu

ADVISORY EDITORS

- Angeleque Akin-Little, Ph.D.,
Walden University
- Vincent Alfonso, Ph.D.
Fordham University
- Michelle S. Athanasiou, Ph.D.,
University of Northern Colorado
- 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

- Kelly Cari
University of Puerto Rico
- Lori A. Fernandez
University of Puerto Rico

DIVISION 16 ONLINE

Check out the Division 16 home page at:

www.indiana.edu/~div16/

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