



APA Division 16 School Psychology
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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.

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PRESIDENT'S MESSAGE

Moving Forward After MLA Decision

Bonnie K. Nastasi
Tulane University, New Orleans



Bonnie K. Nastasi

“Perhaps most importantly for the field of school psychology, the outcome of the MLA deliberations reflected the concerted efforts of professionals within our field and across organizations”

As you probably know by now, APA's Council of Representatives (CoR) voted approval of a new version of the Model Licensure Act (MLA) in February. This vote followed several years of discussion and debate within APA and across the school psychology community. The following language was passed by the APA's Council of Representatives (CoR) on February 20, 2010 and now becomes APA policy regarding regulation of credentialing of school psychologists:

Nothing in this act shall be construed to prevent (cite relevant state education authority or statutory provisions) from credentialing individuals to provide school psychological services in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word “school”, to employment within those settings.¹ This provision is not intended to restrict the activities of licensed psychologists.

I want to acknowledge the work of several Division 16 leaders who played

key roles in reaching this resolution:

- CoR representatives, Cindy Carlson, Frank Worrell, and Beth Doll, who helped to negotiate this language at the Council meeting
- Division 16 representatives to the MLA Task Force Liaisons, Deborah Tharinger, Randy Kamphaus, and Tammy Hughes, who worked tirelessly over the past several years

I also want to acknowledge the efforts of Steve DeMers, ASPPB, on behalf of the school psychology community. These individuals were at the forefront of the Division's MLA efforts.

Perhaps most importantly for the field of school psychology, the outcome of the MLA deliberations reflected the concerted efforts of professionals within our field and across organizations. The collaboration between Division 16 and NASP was especially critical and I want to express my gratitude to the leadership of NASP in working closely with leadership of Division 16 over the past several years. This collaboration is indicative of renewed commitment to working together for the benefit of children, youth and families. Continuing the partnership with

NASP and extending collaboration to include other organizations representing school psychology are consistent with the goals for my presidency. To that end, I have reached out to the leadership of CDSPP, ISPA, NASP, SSSP, and TSP regarding joint efforts for accomplishing mutual goals of our organizations. The presidents of ISPA, Bill Pfohl, and NASP, Patti Harrison, attended the Division 16 Executive Council Midwinter meeting. CDSPP, SSSP and TSP also were represented by leaders who serve on both Division 16 EC and the boards of the respective organizations.

Division 16 EC Midwinter Meeting

Division 16 held its annual midwinter meeting of the Executive Council in late January on the campus of Tulane University. Highlights of the meeting were a day of leadership training by Sandra Shullman, PhD, and strategic planning throughout the 2½ day meeting. As part of the strategic planning, the EC revisited the division's mission and goals and began

¹ For details of the MLA process and the full text of MLA approved by CoR, see the Division 16 webpage, <http://www.indiana.edu/~div16/>.

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Moving Forward After MLA Decision

“The success of future efforts of the division to represent school psychology within APA is dependent on the strength of our voice which in large part is determined by the number of members. The leadership of the division is strong but we need the support of the membership.”

the process of developing action plans to extend over the next 2-3 years. The EC renewed its commitment to *enhancing the well-being of all children and youth by advancing science-based practice and policy*. We talked about ways to extend our efforts internationally (e.g., throughout collaboration with ISPA), to strengthen our commitment to the needs and rights of children and youth through a focus on social justice, and to establish a unique identity for Division 16. In particular, we talked about the opportunities for Division 16 to contribute to the translation of science to practice and policy for the purpose of instituting social change and school reform that would promote both mental health and learning of children and youth. We also highlighted the contextualized or ecological approach of school psychology exemplified by efforts to enhance children's well-being through family, school and community. The EC is still in the process of finalizing an 'identity' statement that highlights the role of Division 16 within APA and within the field of School Psychology, and developing action plans consistent with that identity. Karen Stoiber, President-Elect, and I have agreed to work together to ensure sustainability of new initiatives through 2011. More information about these initiatives is forthcoming.

In closing, I want to express my gratitude to all those members who supported the EC's efforts in MLA negotiations with APA. The success of

future efforts of the division to represent school psychology within APA is dependent on the strength of our voice which in large part is determined by the number of members. The leadership of the division is strong but we need the

support of the membership. I encourage you to reach out to colleagues who are not members of the division to join us in representing the field within the larger community of APA.



Three presidents – Bill Pfohl of ISPA, Bonnie Nastasi of Division 16 and Patti Harrison of NASP at the Division 16 Executive Council Midwinter meeting.

RESEARCH FORUM

Understanding Traumatic Stress: A Developmental and Prevention-Based Framework for School Psychologists

**Adrienne Garro, David Brandwein,
Tara Calafiore, Erin Lee and Nico Peters
Kean University**

“Children exposed to complex trauma are often at risk for additional trauma exposure as well as psychological disorders such as addiction, chronic health conditions, and legal, vocational and family problems (Regional Research Institute for Human Services, 2007).”

Introduction

Increased media exposure to traumatic events over the past ten years (e.g., Columbine, September 11th) has led many school psychologists to consider the effects of traumatic stress on students. Traumatic stress, including events both inside and outside of the family home, is one of our nation's most important public health challenges. The impact of trauma, especially repeated exposure, is often widespread and persistent. Trauma impacts physical health as well as cognitive and psychosocial functioning. Although it is difficult to pinpoint the number of children who suffer from trauma-related psychological problems, a review of epidemiological research indicates generally high rates of exposure to traumatic events in the United States. In a 10-year longitudinal study of 1,420 children and adolescents, Copeland, Keeler, Angold and Costello (2007) found that, by age 16, almost 68% of youth had been exposed to at least one traumatic

event. Similarly, Finkelhor, Ormrod, Turner, and Hamby (2005) studied a nationally representative sample of children and youth ages 2-17 and found that 71% had been exposed to one or more types of victimization.

Exposure to one traumatic event is often called “simple trauma.” Although simple trauma poses a risk for impaired functioning, it presents less risk than exposure to more than one traumatic event or to multiple types of trauma, which is known as “complex trauma.” More specifically, complex trauma is used to describe either exposure to multiple traumatic events or the influence of this exposure on current and long-term functioning. In children and adolescents, complex trauma most often occurs in cases of abuse or neglect. However, it can also occur through war, witnessing of domestic violence, or natural disasters. Children exposed to complex trauma are often at risk for additional trauma exposure as well as psychological

disorders such as addiction, chronic health conditions, and legal, vocational and family problems (Regional Research Institute for Human Services, 2007). According to the Centers for Disease Control and Prevention, children who experience six or more traumatic events have an average lifespan 19 years shorter than their counterparts who did not suffer the same degree of childhood trauma (Brownstein, 2009).

How students deal with traumatic events depends on their chronological age, developmental level, and environmental supports. A key issue in providing these supports and preventing health, cognitive, and psychosocial problems related to trauma is early identification of affected children. School psychologists can be at the forefront of both identification and early intervention through the development and implementation of screening tools and psycho-education with teachers and parents in the immediate post-traumatic period.

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Understanding Traumatic Stress

In light of the positive impacts that school psychologists can effect for students exposed to traumatic stress, the purposes of this article are: a) to discuss the specific dynamics of traumatic stress in children and adolescents; b) to describe trauma effects related to physical health, cognitive development, and psychosocial functioning and c) to describe prevention and intervention approaches that can be used by school psychologists to effectively address traumatic stress in school settings.

The Dynamics of Childhood Traumatic Stress

The notion that development influences children's responses to traumatic stress is not new. Clinicians and researchers have confirmed that children and adolescents can experience the full range of traumatic stress reactions seen in adults, and many youth meet criteria for DSM-IV diagnoses of either Acute Stress Disorder or Post-Traumatic Stress Disorder (PTSD). However, many forms of childhood trauma such as psychological maltreatment, neglect, separation from caregivers, and inappropriate sexual behavior are not fully accounted for by these two disorders. This suggests that the present set of DSM-IV criteria may not adequately describe trauma responses and symptoms in the pediatric population (van der Kolk, Roth, Pelcovitz, Sunday, & Spinazzola, 2005).

Van der Kolk and Pynoos (2009) have been at the forefront in proposing that

children exposed to repeated chronic interpersonal violence often show a pattern of behaviors and emotional reactions that do not fit with DSM-IV criteria for PTSD. In response to this gap, they have advocated for the inclusion of a new diagnosis called 'Developmental Trauma Disorder' in the DSM-V. This may better account for the behavioral and emotional correlates of trauma and to aid in the development of effective interventions for youth. Currently, DSM-5, which is up for public comment, includes a diagnosis of Post-Traumatic Stress Disorder in Preschool Children, which contains several of the criteria for Developmental Trauma Disorder such as dissociative reactions and increased frequency of negative emotional states (e.g., fear, guilt, sadness, shame, etc.) (American Psychiatric Association, 2010).

Due to the current gap in appropriate diagnostic categories related to pediatric trauma, it is not unusual for clinicians to diagnose affected children with Attention-deficit Hyperactivity Disorder, Bipolar Disorder, or Conduct Disorder. In addition, some clinicians are not attuned to the specific, more subtle dynamics of child trauma and, therefore, believe that trauma-related symptoms are best accounted for by one of these other disorders. These misdiagnoses, in turn, often remove the focus from trauma-related problems, can perpetuate misunderstandings of students' functioning, and limit development of effective interventions, all of which are

relevant to school psychologists.

Physical Health Effects Related to Traumatic Stress

As in adults, traumatic stress in children affects the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic nervous system, resulting in hyper- or hypo arousal of these structures (Charmandari, Tsigos & Chrousos, 2005; Perry, 2001). Both hyperarousal and hypoarousal occur along a continuum and involve specific neuropsychological and endocrine changes. In cases of hyperarousal, the sympathetic nervous system is activated, and the "fight or flight" response is often triggered, causing increases in heart rate, blood pressure, respiration and muscle tone (Perry, 2001). The body also produces excessive amounts of corticotrophin-releasing hormone (CRH), cortisol, and catecholamines such as epinephrine, norepinephrine and dopamine (Bremner, 2003). Hypoactivation of the HPA axis is often associated with dissociative reactions including detachment from the environment, numbing, avoidance, and distorted sense of time. Dissociation can also be characterized as a "freeze and surrender" response, where the child is withdrawn, overly compliant, and/or passive (Perry, 2001).

The specific way in which the HPA axis is directed by excessive stress (i.e., hyperarousal vs. hypoarousal) depends upon a number of factors such as age,

"Clinicians and researchers have confirmed that children and adolescents can experience the full range of traumatic stress reactions seen in adults, and many youth meet criteria for DSM-IV diagnoses of either Acute Stress Disorder or Post-Traumatic Stress Disorder (PTSD)."

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“In middle childhood, brain growth is less rapid, though traumatic stress can negatively impact many neuropsychological areas such as attention and problem-solving. Both short-term and long-term stress can alter functioning of the hippocampus, which plays a key role in memory and learning (Bremmer, 2003).”

genetic background, environmental variables, and nature of stressors (Perry, 2001; Pervanidou, 2008). Although the roles of these factors have not been completely delineated, some research suggests that younger children are more likely to engage in dissociation since it is more difficult for them to fight or flee from threatening situations (van der Kolk et al., 2005). In addition, younger exposure to traumatic stress is regarded as a risk factor for the development of full-blown PTSD (Pervanidou, 2008). This risk is further magnified if a young child is exposed to complex trauma (van der Kolk et al., 2005).

When examining the biology of stress in children, it is also important to consider potential long-term effects on physical growth and neuropsychological functioning. The former is controlled by growth hormone and thyroid systems which, in turn, are strongly influenced by the HPA axis (Pervanidou, 2008). Thus, extensive and/or ongoing disruptions to these systems during critical developmental periods may produce irreversible detrimental effects (Charmandari et al., 2005). In addition, trauma during early childhood fundamentally alters brain development including the genesis, movement and differentiation of neurons (Perry & Pollard, 1997). In middle childhood, brain growth is less rapid, though traumatic stress can negatively impact many neuropsychological areas such as attention

and problem-solving. Both short-term and long-term stress can alter functioning of the hippocampus, which plays a key role in memory and learning (Bremmer, 2003). School-age children who have experienced complex trauma are likely to show a specific pattern of biochemical changes over time which places them at higher risk for the development of full-blown PTSD (Pervanidou, 2008). Such research points to the cumulative psychological risk posed by multiple stressors in childhood and the strong need for prevention-based measures.

In adolescents, the health effects of trauma also need to be considered in light of previous exposure to stress. Adolescents who have experienced complex trauma, as may occur from living in a violent environment, can be expected to show lower thresholds of sympathetic nervous system arousal or states of hypoactivation associated with dissociation. Exposure to trauma during adolescence is also complicated by changes related to puberty. Although the biological interaction between puberty and trauma has not been explicitly investigated, extreme stress can indirectly influence gonadal, hormone, and thyroid systems, all of which are involved in the initiation and progression of puberty (Charmandari et al., 2005). Other aspects of adolescence may also influence or be influenced trauma including mood disorders, which may worsen symptoms related to traumatic stress and vice versa,

and experimentation or abuse of drugs. Some research has examined PTSD in the context of these factors. Deykin and Buka (1997), for example, studied prevalence of PTSD among adolescents in treatment for substance dependence and found lifetime rates that were five times higher than those of community samples. This study suggested a link between substance abuse and trauma but did not examine specific causal mechanisms.

Cognitive Functioning

Given the neurobiological impact of traumatic stress, it is not surprising that such stress often has harmful effects on cognitive functioning. Children who have been traumatized may demonstrate a variety of cognitive changes including difficulties following directions, poor recall of spoken and written language, deficits in comprehension, and functional problems in memory (Acosta, 2000; van der Kolk, 2003).

Overall, the research literature suggests that trauma, especially complex trauma, appears to rewire students' brains in such a way that they have difficulty carrying out many of the basic tasks needed for everyday school success. For example, Barnett (1997) found lower cognitive and academic performance among children with histories of abuse, maltreatment or neglect. Similarly, research by Schwab-Stone et al. (1995) indicated that exposure to violence and

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a sense of poor safety were linked with lower grades and higher rates of grade retention. These studies posit a link between trauma and poor classroom outcomes, though some research has not found negative academic effects (e.g., Sack, Him & Dickason, 1999).

The classroom performance of students who have experienced trauma may also be negatively impacted by problems with attention and self-regulation. Both the hyperarousal and hypoarousal mechanisms that are triggered by traumatic stress often manifest as a constellation of symptoms similar to those of ADHD (Perry & Azad, 1999). With hyperarousal, there is a heightened state of alertness which contributes to overreactivity to environmental stimuli, impulsivity, higher activity levels, and difficulties in modulating and focusing attention (Perry & Azad, 1999). Since the world is perceived as threatening and requires greater vigilance, information that is regarded as non-critical, including academics, is often tuned out. In cases of hypoarousal, children may seem disconnected from their environments due to states of dissociation and often seem to be daydreaming, fantasizing, and not attending to important information.

During adolescence, negative cognitive and academic effects from trauma are likely to continue (Saigh, Mroueh and Bremner, 1997). Adolescents who have experienced complex trauma are likely to show attentional biases

toward anxiety and threatening stimuli and lower self-efficacy (Saigh, Mroueh, Zimmerman, & Fairbanks, 1995). Other research suggests that adolescents with trauma histories are at higher risk for memory problems including poor performance on delayed, free, sequential and associative recall tasks (Acosta, 2000). Despite these difficulties, adolescents with PTSD may fare somewhat better than their child counterparts, particularly if their history involves simple trauma. This may be due to the development of abstract reasoning skills, which help adolescents place traumatic events in context and not become overwhelmed by the accompanying emotions.

Behavioral and Psychosocial Functioning

There is consensus among researchers and clinicians that serious trauma can leave lasting psychosocial effects. Children who experience traumatic stress are susceptible to nightmares, sleep disturbances, and psychosomatic symptoms such as gastrointestinal distress, headaches, and fatigue (van der Kolk, 2003). Bedwetting, school refusal, and anxious attachments are also common behavioral expressions of trauma as well as externalizing problems including hyperactivity, difficulties with impulse control, physical and verbal aggression, and defiance (Cook et al., 2005; Yule, 2001). If children have a history of home-based trauma from a

young age, they are likely to relate to peers and adults through perceptions of mistrust, fear and insecurity (van der Kolk et al., 2005). Trauma-affected children often devote considerable energy to avoidance of stimuli that remind them of the traumatic event, and this can be exhibited as a consistent need for physical movement (Brown, 2005). Children who have experienced trauma also manifest internalizing types of difficulties such as generalized anxiety, depression, fears of going to sleep, and fears of situations that remind them of the traumatic event(s) (Cook et al., 2005; Eth, 2000). Difficulties with emotional regulation are common, and these may be exhibited as intense emotional states and/or frequent mood changes (van der Kolk et al., 2005).

Although older children are more capable of verbally describing traumatic events, they will also exhibit signs through play including elaborate reenactments, writing or drawing activities focusing on trauma-related themes, and pretend play that is perseverative and script-governed (Cohen, Berliner & Mannarino, 2000).

Adolescents who have been exposed to trauma are vulnerable to new symptoms as well as the longstanding effects described above. As they become more involved with peers, the maladaptive effects from trauma may further isolate them and heighten self-esteem problems. These problems, in turn, may increase the likelihood of engaging in risky behaviors such as substance abuse and

“Difficulties with emotional regulation are common, and these may be exhibited as intense emotional states and/or frequent mood changes (van der Kolk et al., 2005).”

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Understanding Traumatic Stress

“Teenagers who have been exposed to complex trauma often develop views of the world as an unsafe place, lacking security and stability (Brown, 2005). Such views not only color their everyday interactions, but may also interfere with one of their main developmental tasks- identity formation.”

sexual acting out. As a developmental stage, adolescence also elicits stress associated with making decisions and life choices that set the stage for the future. Adolescents who have experienced trauma, particularly complex trauma, may feel helpless about the future and, therefore, avoid future-oriented activities and decisions (Yule, 2001). Teenagers who have been exposed to complex trauma often develop views of the world as an unsafe place, lacking security and stability (Brown, 2005). Such views not only color their everyday interactions, but may also interfere with one of their main developmental tasks- identity formation. Lastly, although teenagers show stronger verbal and abstract reasoning abilities in comparison to elementary school students, they may still lack the emotional vocabulary to express what they have experienced (van der Kolk, 2003). This gap in communication skills, along with emotional regulation difficulties, may render adolescents who have experienced trauma more vulnerable to life stressors and intense emotional states. Chronic or multiple traumas, in particular, place adolescents at greater risk for poor psychosocial outcomes (Horowitz, Weine, & Jekel, 1995).

Considerations for School Psychologists

Research suggests that there is a discrepancy between current school-based practices for traumatic stress and those

that are empirically supported (Stein et al., 2003). In order to address this gap, school psychologists must assume a leading role in applying and disseminating best practices related to child traumatic stress, and their consultation skills with teachers and administrators are key for addressing the complex needs of these students, as they may require multilevel interventions.

Prevention

Although services and treatment for trauma are often conceptualized as reactive rather than proactive, there are multiple opportunities to implement prevention-based practices too address the needs of affected students. Early identification of students who are at risk for traumatic stress or have already experienced it is crucial to prevent psychopathology and deficits in school functioning. As part of this identification, school psychologists need to be attuned to the possible spectrum of signs and effects described above since there may be considerable variability in trauma manifestations. There are several standardized instruments available to assess level/history of exposure, specific symptoms, and/or impacts of trauma in school-age children and adolescents. Examples include the Traumatic Events Screening Inventory, the Trauma Symptom Checklist for Children, and the Child Trauma Questionnaire (see Strand, Sarmiento & Pasquale, 2005 for review).

One method for ensuring early

identification in schools is to provide universal screening to all students. This can serve as a form of primary prevention for students who have not yet experienced trauma but are at risk due to environmental factors (e.g., living in a violent neighborhood). Since primary prevention involves stopping a disorder from arising in the first place, school-wide screening can also serve in this capacity by preventing students who have been exposed to a single trauma or high-stress situations from developing full-blown PTSD. Thus, it is possible to prevent simple trauma from evolving into complex trauma by intervening early with vulnerable students. The specific approaches used for universal screening will depend on the resources available, including teacher and parent involvement and outside mental health providers (Levitt, Saka, Romanelli & Hoagwood, 2007). Although some school districts may regard trauma-related screening as unfeasible due to cost and/or logistics, administrative consultation about the benefits of mental health prevention may be beneficial. In addition, as many schools move toward screening for other purposes (e.g., academic screening for RTD), it is more viable to advocate for early identification of traumatic stress.

Intervention

Once students have been identified as high risk due to the presence of simple trauma, preexisting psychological

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problems, or adverse environmental variables, the focus shifts to secondary prevention. Students who have been deemed high risk are likely to require more detailed assessment to clarify the severity, duration, and etiology of symptoms and/or to confirm a specific diagnosis (Levitt et al., 2007). Although school-age children and adolescents have adequate verbal abilities to report and describe traumatic experiences, younger students may prefer creative avenues such as drawing and play since these provide a less threatening forum for emotional expression (Perry & Szalavitr, 2006). For elementary age students affected by traumatic stress, parent and teacher behavioral observations enhanced by psychoeducation about trauma play a significant role in assessing and monitoring their functioning. For adolescents, however, self-reports are considered more accurate and reliable since teachers and parents spend less time with this age group as compared to elementary school (Logan & King, 2002).

Students who have experienced simple or complex trauma can benefit from evidence-based interventions in schools. Cognitive-behavioral interventions such as Cognitive-Behavioral Intervention for Trauma in Schools (CBITS: Stein et al., 2003) and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT: Cohen, Mannarino, & Deblinger, 2006) are empirically supported treatments for child and adolescent trauma. CBITS

is a skills-based group intervention which focuses on trauma from the child's perspective and includes psychoeducation, graded exposures to traumatic stressors, social skills development and cognitive and coping skills training (e.g., thought stopping, relaxation). TF-CBT includes many of the same components as CBITS and also involves psychoeducation and skills training for parents. Although TF-CBT has not been examined in schools, it has received considerable research support in clinical and community settings.

As is true with other school-based interventions, diversity factors should be incorporated in the development and implementation of interventions for traumatic stress. Although research related to culture and trauma is somewhat limited, best practices in the domain of culturally competent crisis intervention can help guide school psychologists; these include identification of cultural brokers, community leaders, faith-based institutions, health care providers, and advocacy organizations which are trusted by particular cultural groups (Athey & Moody-Williams, 2003). Referral to and collaborative services with one or more of the above resources may help students who have experienced trauma regain a sense of safety and stability.

Conclusions

Traumatic stress is now recognized as a pervasive public health challenge

impacting students of all ages. Given the differences in symptoms between children and adults, education professionals must be attuned to the specific dynamics of pediatric trauma to effectively address the needs of affected students. As interdisciplinary team members and mental health providers, school psychologists are in a pivotal position to not only assess the specific effects of trauma but also to implement a prevention-based framework of services.

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PRACTICE FORUM

Counseling in the Schools: Considerations for School Psychologists

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Abstract

In-school counseling can provide an invaluable service for both children and the public schools. School psychologists are in an unprecedented position from which to offer assistance with many of the various issues impacting children. Examples of challenging issues facing children currently include aggression, bullying, teenage pregnancy, drug abuse, and family dysfunction. With assessment remaining a cornerstone of training, though, school counseling has been less of a focus for school psychology training and practice. This article reviews key issues impacting children's mental health and considers differing counseling models available for implementation in school practice.

Counseling in the Schools: Considerations in School Psychology

Psychological problems in children are significant. Tolan and Dodge (2005) suggest, for instance, a serious crisis in children's mental health. Duchnowski, Kutash, and Friedman (2002) reported

that approximately 10% of adolescents have moderate to severe mental health problems necessitating services. Unfortunately, Costello, Egger, and Angold (2005) noted that large numbers of children within multiple systems do not receive the funding to provide critical mental health services.

The issues impacting children, then, are notable. Fundamentally, though, Kazak et al. (2010) noted that many youth do not receive mental health services, despite the fact that 10% to 20% of youth possess a mental health disorder. Truly, the issues are widespread and encompassing. For example, as many as 1 in 7 adolescents are uninsured and are therefore unable to receive third-party reimbursable mental health services in the private sector (Crespi & Howe, 2002). Fortunately, though, for the 52 million children attending public schools, Jamieson, Curry, and Martinez (2001) note that school psychologists are in a key position to address pressing issues. Given that students spend at least 6 hours a day at school, school psychologists

are in a unique position to identify and evaluate problems soon after they develop and provide counseling to prevent more serious problems. In fact, Roberts, Lazicki-Puddy, Puddy, and Johnson (2003) noted that children with severe psychological and behavioral disorders pose significant challenges for teachers; school psychologists are frequently requested to identify, diagnose, and design interventions for these youngsters.

Hence, in a fundamental way children have a demonstrable need for mental health services. Yet, training programs may not be adequately preparing students. Following a brief overview of psychological issues impacting children and a review of the major models of individual and group counseling, the possible positive contributions of school-based counseling is emphasized. School psychologists are in a unique position from which to offer assistance. The overall intention of this paper is to provide a resource for practitioners interested in providing school-based counseling services.

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Psychological Issues Supporting Counseling Interventions

One in 5 children demonstrate a diagnosable mental disorder (Huang et al., 2005). With numerous issues potentially impacting educational and social emotional functioning in children, including such issues as parental divorce, familial alcoholism, depression, suicide, and physical, sexual, and emotional abuse, children possess a range of psychological issues which impact their functioning while in school (Crespi, 1997). Fortunately, school psychologists are in a critical position to offer assistance by serving as a listening resource, by helping the student find ways and resources to overcome the problems he or she is experiencing, and by offering a range of individual and group counseling initiatives.

Without qualification, school-based counseling provides an important opportunity to offer assistance, while also presenting unique challenges. As one example, although the identified client is most typically the student, school psychologists are also meeting the needs of teachers, parents, and administrators. In addition, students may not recognize nor acknowledge their problems. From poor motivation to resistance to counseling, adolescents referred to school psychologists, then, can present multiple challenges for practitioners (Lambie, 2004).

Fortunately, psychotherapy outcome studies with children and adolescents

indicate that there is sound support for counseling initiatives with youth. In fact, children and adolescents in distress who receive counseling or psychotherapy fare better than those who do not receive these services (Roberts et al, 2003). In a positive vein, school-based psychotherapy and counseling possesses results comparable with the research literature on psychotherapy outcomes for adults.

Looking more closely at outcomes in child and adolescent therapy, Shirk and Karver (2003) found that relationship variables were modestly correlated with positive outcomes. Thus, the development of a warm, positive therapeutic relationship and a shared sense of goals (Lambert & Ogles, 2004) are all critical for counseling. The development of this relationship helps children to feel respected, heard, and understood. The counselor then becomes someone whom the student feels that they can trust, leading to increased responsiveness and openness to interventions.

Ivey and Ivey (2006) noted that attending behavior such as asking open questions, applying observation skills, encouraging, paraphrasing, summarizing, and reflecting feelings are key counseling skills. Despite adequate use of these counseling skills, however, Lambie (2004) noted that ambivalence and resistance to change can be normal among adolescents. Therefore, active listening, gentle feedback and temperate confrontation may need to be blended to reduce resistance and to

allow students to explore a problem issue.

Among school psychologists, behavioral and cognitive behavioral approaches remain popular (Prout et al., 1993; Sandoval, 1993). Prout and DeMartino's (1986) meta-analysis of school-based psychotherapy found that the issues treated most successfully were behavior and problem-solving skills. Roberts et al. (2003) observed that cognitive behavioral therapy approaches were also the most effective treatments for anxiety disorders, including obsessive compulsive disorder. Fortunately, CBT techniques are straight-forward to learn for school psychologists (McLoone et al., 2006; Roberts et al., 2003).

Solution-Focused Therapy

A relatively new addition to the battery of school psychology therapy approaches is solution-focused brief therapy. Briefer than cognitive behavioral approaches, it is present and future-oriented; and addresses a single specific problem (Mostert et al., 1997).

In a fundamental way, Solution-Focused Brief Therapy (SFBT) is a strength-based approach where a client's positive behavior is emphasized, and where clients are encouraged to use their strengths and positive qualities to solve their problems. In fact, the focus of treatment is not on decreasing nor eliminating negative behavior, but increasing positive behavior. This positive focus enhances self-efficacy and self-

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esteem in students (Newsome, 2005). There is a growing body of evidence supporting the efficacy of solution-focused brief therapy in both clinical and school settings (Franklin et al., 2008; Newsome, 2005), making it a promising approach for use with youth.

- Murphy (1994) provides a useful overview of a solution-focused method, known as the “5-E” method. Its components are: eliciting, elaborating, expanding, evaluating and empowering.
- 1.) Eliciting allows the child to thoroughly describe his or her concerns and problems while being alert to possible exceptions to the problem pattern.
 - 2.) Elaborating addresses instances of times of exception (times when the problem is not present or less severe) or symptoms that are explored through questions about the child’s experiences and circumstances in order to understand the necessary conditions for the exceptions.
 - 3.) Expanding focuses on increasing the frequency of exceptions through asking the children to generalize their experiences to more situations. Children are encouraged to “do more of” what is already working for them.
 - 4.) Evaluating is based on predetermined goals. Scaled questions (ratings on a scale of 1 to 10, for instance) are frequently used in SFBT
 - 5.) Empowering involves encouraging the child to take ownership of the changes they have made in order to increase

self-efficacy and maintain the changes over time. This includes strategies such as asking questions like “How were you able to make that change?” or “What will you do to continue with these successes?”

In sum, individual counseling interventions offer a host of options for helping students with mental health and behavioral problems and are supported by a strong research base that endorses their effectiveness. In all cases, the development of a strong therapeutic bond forms the foundation for successful intervention. In more challenging cases, treatment approaches such as motivational enhancement techniques, cognitive behavioral strategies, and solution-focused brief therapy offer strategies for addressing specific challenges.

Case Study: Solution Focused Brief Therapy

Background

Solution-Focused Brief Therapy was utilized in a school system by a school psychology graduate trainee with supervision by a Certified School Psychologist (CSP). This therapy technique was employed with a 6th grade female student who was having difficulty controlling her anger, often having physically violent outbursts and demonstrating disrespectful behaviors toward teachers and administrators. The intervention consisted of 6 weekly 30

minute sessions.

A psycho-educational evaluation of this student indicated that she was of average intelligence with no deficits in cognitive processing. The social and emotional evaluation indicated that she was under a significant amount of stress due to family situations. A younger sibling who had severe mental health issues was “terrorizing” the family and the mother recently attempted suicide after reporting great frustration with that child. This student repeatedly demonstrated angry outbursts in the classroom. She was evaluated for Special Education services, but was found not eligible, though regular education counseling services were offered to assist her in overcoming her behavioral issues.

Case Discussion

Solution Focused Brief Therapy was chosen by the school psychologist in training due to the student’s particularly well developed ability to identify and accept ownership of her behaviors and their consequences.

The first task that was addressed was to ask the student to describe the situations that provoked her poor behaviors and reactions. She explained that often when given directives by teachers she felt as though they were speaking to her disrespectfully and “bossing” her around. She also noted that sometimes she’s just “in a bad

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mood” when she comes into school and wants everyone to “leave her alone”. The counselor and student discussed specific triggers for these outbursts, such as having a difficult night at home with her family, or being preoccupied with issues outside of school. She also noted that sometimes everything at school seems to be “stupid” and unimportant.

The second task was to identify times when, despite upsetting home circumstances, she was able to conduct herself appropriately without lashing out at her teachers or becoming outwardly defiant. The next task was to expand on those situations. For this particular student, this meant discussing the appropriate coping skills that she already possessed. Such coping skills were; positive self-talk and removing herself from upsetting situations. The counselor and student discussed how to attempt to expand the positive behaviors both in school and at home.

An evaluation of her progress was conducted by having the student and her teachers fill out a rating scale of the target behaviors. It was positively worded and focused on the appropriate self-monitoring and self-controlling behaviors that were discussed in the previous stage of therapy. This student was making significant progress as was noted not only in her self rating, but through the ratings of her classroom teachers.

Lastly, the counseling focused on continued ownership of her behaviors.

Overall, the brief therapy that was done with this student proved to be helpful. Her positive classroom behaviors increased significantly and the change was maintained for the remainder of the school year.

Group Counseling

Littrell and Peterson (2002) observed that groups afford the opportunity to positively impact the school. Unfortunately, while the National Association of School Psychologists addresses a need for counseling training, specialty training in group counseling is not specifically required (Fleming, 1999). Group counseling can be positive for students. What types of groups are generally used? What “stages” characterize group process?

Shechtman (2002) outlined 3 major group types:

- 1) Educational Groups are generally targeted toward the average student population and may address social skills issues including classroom behavior, school performance, and peer relations.
- 2) Counseling Groups focus on assisting children with developmental challenges. These groups often address self-esteem and social challenge issues.
- 3) Therapy Groups target severe adjustment and behavioral difficulties in children, ranging from aggressive and violent behavior to eating disorders and severe psychological disorders including depression and suicide.

Group Stages

For professionals involved in facilitating groups, there are five stages that are a foundation for understanding group development. These stages follow:

- A) The Forming Stage, which is characterized by an initial orientation to the group with initial dependence and structure formation. Polite discourse, rules, and silences are typical of this stage. Within the forming stage, the following issues arise and are addressed:
 - 1) Courtesy: Meet, greet, and develop rapport.
 - 2) Confusion: Following basic instructions, members operate with little direction.
 - 3) Caution: Concern about statements outside boundaries.
 - 4) Commonality: Bonds of similarity among member emerge.
- B) The Storming Stage is characterized by conflict and competition, as group members interact and struggle with individual and group dynamics. Disagreements over process, anger, critical discourse on rules and ideas, and basic hostility often mark this stage.
 - 1) Concern: No member should harm another.
 - 2) Conflict: As bonds of similarity arise, dissimilarity appears.
 - 3) Confrontation: Members learn how to confront others.

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- 4) Criticism: As lack of progress occurs, criticisms emerge.
- C) The Norming Stage typically involves a beginning sense of cohesiveness as members experiment with new roles. Basic harmony, established rules and roles, and a beginning sense of support are characteristic of this stage.
 - 1) Cooperation: Members address basic rules.
 - 2) Collaboration: As rules emerge, agreement is needed on process.
 - 3) Cohesion: Togetherness emerges.
 - 4) Commitment: As a group unit, they move forward.
- D) The Performing Stage is a supportive process in which basic conflicts have been resolved and as members are able to “perform.” High task orientation, productivity, decreased emotionality, and enhanced problem solving mark this stage.
 - 1) Challenge: Members feel increased responsibility for the group.
 - 2) Creativity: New methods of communication emerge.
 - 3) Consciousness: With increased openness, member self-recognition increases.
 - 4) Consideration: Increased awareness of self and others merges.
- E) The Adjourning Stage is the final stage and is characterized by general termination and closure as the group ends its meetings and plans for participants to utilize learned skills elsewhere.

Case Highlights

- 1) Compromise: Members recognize unresolved issues and strive for balance.
- 2) Communication: An awareness of changes through communication occurs.
- 3) Consensus: Members deal with conflict through compromise.
- 4) Closure: Reluctantly at times, members face closure and termination.

Case Study: A Middle School Psychoeducational Group**A Middle School Educational Group Program**

A middle school group of 7th grade male students aged 11-12, were selected for an educational group focused on appropriate classroom behavior and peer interactions. The group met once weekly for 30 minutes for the duration of the school year. The co-facilitators of the group were a school psychology graduate trainee and a clinical supervisor who was credentialed as a Certified School Psychologist.

The 6 week group program was implemented at an urban middle school in Connecticut. The site supervisor and graduate trainee worked jointly to create a program and choose students to participate. Teachers and parents were asked for recommendations for the group based on maladaptive behaviors currently exhibited by the students and invitations were mailed to the parents of the

recommended students. Such maladaptive behaviors might have included being disruptive, disrespectful, aggressive or refusing to comply with school rules and expectations. It was clearly indicated on the invitation that the parents had the option to decline the services, though none of them chose to do so. The group met once weekly for 30 minutes from mid the beginning of September through the end of June.

The group primarily focused on making good decisions about behavior and interactions in school. They discussed issues with teachers, some problems from home and conflicts that arose among peers in school. The focus was on discussing what behaviors the students typically exhibited, and then learning to use more adaptive behaviors. The students identified their own behaviors as well as helped their peers to identify maladaptive tendencies.

Stage 1: The Forming Stage

Forming issues that emerged throughout the first few sessions of the group included shyness and apprehension. There was one student in particular who had difficulty with the rules of attendance as he was tardy or absent the first few weeks. After the group asked about his absence, the student disclosed that he had not wanted to come to school due to a conflict with a teacher. This disclosure came after concern was expressed about the teacher being told of his concerns. Upon reassurance that as long as safety

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was not compromised, no one needed to know what was said by group members, the student disclosed his concerns about the conflict with his teacher. When the other students supported the student and indicated to him how much they wanted him to be there, the bonds of similarity began forming.

Stage 2: The Storming Stage

The storming stage was relatively short as the boys had minimal conflict with one another and occasional negative remarks and conflicts quickly dissipated. The dissimilarities between the boys became more apparent as the sessions progressed however the students treated their differences with respect, with only minimal conflict. The facilitators encouraged the boys to confront each other in a mature manner by saying how the comments made them feel and directly, but politely, confronting the student who had made the comment. There was no particular difficulty with criticisms within the group.

Stage 3: The Norming Stage

The students involved in the group quickly learned to abide by the rules which they had jointly created with the facilitators. With the exception of rare comments, the students followed the rules of being respectful and kind. The cohesion of this group was apparent early. The before mentioned incident with the boy who was often absent and encouraged

unification as members tried to help this student to overcome the issue with his teacher. The discussion prompted by this situation helped the student to resolve the issue. The students did commit to the group and they were excited to attend and consistently gave their full participation.

Stage 4: The Performing Stage

By the third month, the students entered the performing stage and actively took responsibility for the group and its progress. They learned and applied the skills that were discussed and communicated with each other and the facilitators. The collective awareness of positive and negative behavior continued to emerge. The boys jointly agreed to try to generalize their “in group” behavior to situations outside the group, as they recognized that their behaviors differed depending on the setting. One member spoke openly about his own behavior but was reluctant to comment on the behavior of others. This was recognized and other students actively sought his opinion. Through the various exercises during this stage, the students had many opportunities to practice the new skills that were emerging and to help each other get the most of their time together.

Stage 5: The Adjourning Stage

During the last few months leading up to the end of the year, the students were reminded often of how many sessions were left. During the last four sessions, the co-facilitators shifted the students into

the final stage by discussing unresolved issues and striving to achieve resolution. Additionally, the students discussed the changes that had taken place throughout the year. Finally, the group adjourned as the school year closed, and the students said goodbye to each other and the facilitators. Positive comments were abundant as the boys discussed their experiences and talked about their upcoming years in school.

Summary and Conclusions

Behavior, adjustment, and psychological problems have increased in children. Family discord, parental neglect and abuse, sexual abuse, parental alcoholism, and violence in the home all negatively impact children’s adjustment. Large numbers of children exhibit multiple disorders. Riddle and Bergin (1997) noted that 28.6 million children live within an alcoholic family and Pope and Hudson (1992) estimated that as many as 67% of children may experience sexual abuse. Over a decade ago the Carnegie Council on Adolescent Development (1996) reported that there were more than 8 million children in need of psychological services. More than a decade has passed since it was noted that school-based early intervention programs can decrease delinquent behaviors in youth (Crespi & Rigazio-DiGilio, 1996).

School-based counseling initiatives can offer assistance. Given the increasing need for psychological services to be

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available to youth, it makes sense to offer comprehensive counseling programs in the schools. While children are coping with an extraordinary array of problems and stressors, school psychologists have the opportunity to offer students various counseling interventions. Specifically, individual and group counseling can be useful intervention models. The challenge, from this point forward, is helping practitioners and schools begin to implement the model with fidelity.

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BOOK REVIEW

*BASC-2 Intervention Guide*

Michael E. Tansy
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Vannest, K. J., Reynolds, C. R., & Kamphaus, R. W. (2008). *BASC-2 intervention guide*. Minneapolis, MN: NCS Pearson.

The *BASC-2 Intervention Guide* is a comprehensive source book of evidence-based effective interventions matched to the specific identified needs of the child. It is one of several components of the authors' intervention decision-making system, which guides the practitioner through screening (*BASC-2 Behavioral and Emotional Screening System* [BASC-2 BESS; Kamphaus & Reynolds, 2007], comprehensive assessment (*Behavior Assessment System for Children, Second Edition* [BASC-2: Reynolds & Kamphaus, 2004]; *Parenting Relationship Questionnaire* [PRQ; Kamphaus & Reynolds, 2006]), intervention (*BASC-2 Intervention Guide* [Vannest, Reynolds, & Kamphaus, 2008]; *BASC-2 Classroom Intervention Guide. Workbook 1: Externalizing and School Problems* [Vannest, Reynolds, & Kamphaus, 2009a]; *BASC-2 Classroom Intervention Guide. Workbook 2: Internalizing and Adaptive Skills Problems* [Vannest, Reynolds, & Kamphaus, 2009b] and progress

monitoring (*BASC-2 Progress Monitor* [Reynolds & Kamphaus, 2009]).

By developing the *Guide* the authors attempt to rectify the discrepancy between diagnostic and intervention science by providing a single source of effective interventions that are matched to problems expressed by children and adolescents from preschool through high school, offering practitioners a text describing what to do and how to do it. Though designed for use with the *BASC-2* family of assessment instruments, the *Guide* aids professionals charged with remediating childhood and adolescent emotional and behavioral problems, independent of how these problems are identified. It is recommended for school psychologists, clinical child and adolescent psychologists, clinical psychologists, pediatric psychologists, school counselors, clinical social workers, behavioral specialists, educational diagnosticians, directors of special education, psychiatrists, and pediatricians.

General Structure and Organization

The *Guide* has twelve chapters, an introduction and eleven chapters

that detail interventions for selected problems. The introduction provides an overview of the *Guide's* features, supplemental components (parent tip sheets, a documentation checklist, and the classroom intervention guide), its relationship to other members of the *BASC-2* family of products, its development (*BASC-2* scale selection, selecting intervention studies, creating the parent tip sheets), and how to select interventions. It informs selection, implementation, and evaluation of interventions, providing step-by-step procedures for each empirically-based problem-related strategy.

Chapters Two through Twelve articulate interventions for aggression, conduct problems, hyperactivity, attention problems, academic problems, anxiety, depression, somatization, adaptability, functional communication, and social skills. Problems included in the *Guide* were based on several factors, including maximizing the coverage of *BASC-2* scales and selecting emotional and behavioral problems with sufficient treatment efficacy evidence. While most intervention chapters are matched to

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single *BASC-2* scales, such as aggression, conduct problems, hyperactivity, attention problems, depression, somatization, adaptability, and functional communication, other *BASC-2* scales were collapsed into one intervention chapter because of common elements of the conditions and their treatment. For example, interventions for Academic Problems remediate problems associated with the *BASC-2* Learning Problems, Study Skills, Attitude to Teachers, and Attitude to School scales. Interventions for Anxiety are linked to the *BASC-2* Anxiety and Withdrawal scales and interventions for Social Skills cover the *BASC-2* Interpersonal Relations and Social Skills scales. Several of the *BASC-2* scales do not have a corresponding intervention chapter, such as Atypicality, Activities of Daily Living, Locus of Control, Sense of Inadequacy, Relations with Parents, Self-Esteem, and Self-Reliance.

Each intervention chapter shares a common structure. First, each problem or condition is described, including its characteristics and conditions. The authors provide a theoretical framework for the approaching the problem, followed by a straightforward presentation of several empirically-based interventions, detailing their key components. A summary of empirical evidence for each intervention is then offered, after which considerations for implementing the intervention are discussed (including teaching, age/developmental level, and

cultural and language considerations). A summary is provided and, lastly, references are supplied for readers interested in examining the authors' original sources.

Each intervention in the *Guide* was based on evidence of its effectiveness in the research literature, as well as its practicality in the school setting. Interventions for certain problems common in educational settings, such as substance abuse, eating disorders, sexual disorders, and gang affiliation were intentionally omitted because their remediation depends on outside professionals like physicians, agencies, or criminal justice personnel.

Discussion of the *Guide* would not be complete without comment on its companion text the *BASC-2 Classroom Intervention Guide*, which is divided into two separate workbooks, the *BASC-2 Classroom Intervention Guide. Workbook 1: Externalizing and School Problems*. (Vannest, Reynolds, & Kamphaus, 2009a) and the *BASC-2 Classroom Intervention Guide. Workbook 2: Internalizing and Adaptive Skills Problems*. (Vannest, Reynolds, & Kamphaus, 2009b), each organized by the types of problems a student may be experiencing. *Workbook 1* provides detailed strategies for helping students with issues related to aggression, conduct problems, academic problems, attention problems, or hyperactivity and *Workbook 2* does the same for children with problems associated with anxiety,

depression, somatization, adaptability, functional communication, or social skills. Both *Workbooks* provide detailed educator-developed illustrations of each strategy for teachers, counselors, behavior specialists, social workers, and expert-level volunteers charged with the task of intervening with students demonstrating problems in educational settings.

Both *Workbooks* have three sections (Introduction, Creating and Cultivating Positive Educational Environments, and Intervention Strategies) followed by references and two appendices (Sample Forms and Sample Lesson Plans). Four sections of the *Workbooks* are identical (Introduction, Creating and Cultivating Positive Educational Environments, References, and Appendix A: Sample Forms). They have unique interventions and sample lesson plans, each linked to the respective identified problems.

The *Workbooks'* introduction provides an overview of the authors' comprehensive system of identifying and treating behavioral and emotional problems, including prevention-oriented screening, comprehensive assessment and evidence-based intervention, and specialized assistance for students with problems that do not improve. It also provides a rationale for prevention, identification, and intervention for children with emotional and behavioral needs. The *Workbooks'* common second section, Creating and Cultivating Positive Educational Environments, offers

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behavioral techniques for classroom management, classroom and campus-wide discipline plans, and a description of classroom and campus-level positive learning environments. The third *Workbook* section, Intervention Strategies, provides examples of the condition, how one may identify it, and detailed explanations of strategies to remediate the problem. These explanations describe the intervention, provide illustrations, and offer point-by-point teaching strategies. For example, as one of three interventions for anxiety the authors describe nine steps on how to develop and implement contingency management written in easy-to-understand language, then referencing relevant resources from the appendix. After providing a brief set of references, the authors provide their first appendix, Sample Forms, which includes forms for functional behavioral assessment (FBA), behavior intervention plans (BIP), a Reinforcer Survey, and a Weekly Behavior Chart for elementary and secondary students. The authors provide a team-based multi-modal FBA form that considers proximal antecedents and consequences, as well as distal causal agents such as medical/physical conditions, changes in the child's life, development, communication, and curriculum/instruction. Their BIP form asks the team to describe the student's strengths, problem behavior, target behavior, previous interventions, current interventions, team members who are

responsible for the interventions, and outcome documentation/measurement. The second appendix includes twelve sample lesson plans. *Workbook I* includes all twelve sample lesson plans and *Workbook II* includes a subset of seven of the twelve lesson plans provided in *Workbook I*. The twelve lesson plans cover elementary and secondary plans for problem solving, verbal mediation, introducing yourself, self management, and mnemonics. An elementary lesson on peer tutoring and a secondary lesson on listening effectively are provided, too. Each lesson plan describes the lesson, its goal, duration, materials, learning objectives, and detailed procedures for the teacher.

Critique

The *BASC-2 Intervention Guide* is a clearly-written source for evidence-based effective interventions for children from preschool through high school whose needs have been identified through the administration of the *BASC-2* (though it could be used when identifying problems through other means). It is well-organized and adheres to the authors' intent to provide practical descriptions of each condition, realistic examples of how children may present the condition in school, detailed and well-sequenced steps to implementing several interventions for the condition, a set of abstracts summarizing articles related to the interventions' evidence base, and

references related to the condition and its treatment. While it is recommended for a variety of clinical practitioners, it will be of greatest relevance to school psychologists, school counselors, school behavioral interventionists, and special educators. For the most part, the *Intervention Guide* lives up to its authors' goal of being a single sourcebook of interventions for problems linked to the *BASC-2*. It is distinguished from other child and adolescent intervention sources (Carr, 2000; Hunley & Mash, 2008; Kazdin & Weisz, 2003; Mash & Barkley, 2006) by its simple, practical and straightforward organization, unlike other texts that are written for a community of research scientists. The *Guide's* simplicity, utility, and presentation guarantee that it will be used in schools. No doubt it will be adopted for use by school psychology and special education trainers and practitioners. However, readers interested in more detailed and critical analysis of the conditions identified by the *BASC-2* and their interventions may consider one or more of the aforementioned resources.

While the *Guide* is a text with considerable value, it is not without shortcomings. The *BASC-2* and its family of products, including the *Guide*, at times reveal a structuralist, rather than a functional, conceptualization of childhood psychopathology. A structuralist approach involves selecting interventions based on their demonstrated effectiveness with a percentage of individuals with the same

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problem, for example anxiety, depression, or somatization. Functionalists, on the other hand, select interventions based on the identified cause(s) of the behavior, (Miller, Tansy, & Hughes, 1998). For some conditions (aggression, hyperactivity, attention problems, somatization, and adaptability) the authors recommend conducting a functional behavioral assessment to further evaluate the child before selecting specific interventions. However, for other equally-complex and often multi-caused conditions (conduct problems, academic problems, anxiety, depression, functional communication, and social skills) the authors do not advise an examination of the function of the behavior. Although there is an existing evidence-base for interventions for these conditions, failure to assess its simultaneous proximal and distal causes before selecting interventions is ill advised and may yield limited benefit for the child, particularly if the intervention selected does not target the root source of the problem. Practitioners should be advised to conduct a functional behavioral assessment with these problems as well.

Several of the *BASC-2* scales do not have a corresponding intervention chapter, such as Atypicality, Activities of Daily Living, Locus of Control, Sense of Inadequacy, Relations with Parents, Self-Esteem, and Self-Reliance. Although the authors explain that a chapter on Atypicality is omitted because there is an insufficient evidence base for its

remediation, no explanation is offered for the omission of the other six *BASC-2*-linked problems. Revisiting the existing evidence-base for remediation of these conditions is warranted.

Though not a criticism of their content this reviewer is puzzled by the authors' decision to divide the *Classroom Intervention Guide* into two *Workbooks*, *Externalizing and School Problems* and *Internalizing and Adaptive Skills Problems*. First, only thirty-three pages of the ninety-four pages, or approximately one third, of the *Internalizing and Adaptive Skills Problems* are unique to the text; sixty-one of its pages are identical to those in the 123-page *Externalizing and School Problems Workbook*. Not only does this appear excessively redundant, it may further the categorical thinking that children manifest internalized or externalized disorders, rather than experience them simultaneously, interactively, and dynamically. A 156-page *Classroom Intervention Guide* that encompasses externalizing, internalizing, school, and adaptive skills problems would be practical and reduce this misperception.

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DIVISION 16 AWARD WINNER STATEMENTS



The 2009 Division 16 Awards were presented at the 117th Annual APA Convention in Toronto, Canada. The award winners were recognized for his or her outstanding contributions to the field of school psychology and the welfare of children, families, and community. The Division 16 Award winners will give presentations during a special symposium anticipated at the 2010 APA Convention in San Diego. In this issue, Stephen Elliott, winner of the Senior Scientist Award, Steve Little, winner of the Jack Bardon Award, and Shannon Suldo, winner of the Lightner Witmer Award, share their comments. Kelly Feeney-Kettler, who is the proud parent of a newborn, may appear in a later issue of *TSP*.

Stephen N. Elliott, Ph.D., 2009 Senior Scientist

I received my doctorate at Arizona State University in 1980 and since 2004, I have been honored to serve as the Dunn Family Chair of Educational and Psychological Assessment and Professor of Special Education in Peabody College at Vanderbilt University. I also serve as the Director of the Interdisciplinary Program in Educational Psychology at Peabody College and teach courses on measurement and assessment of academic and social behavior. I direct three USDE research grants concerning

the assessment of learning-focused school leadership and the validity of testing modifications and alternate assessments for students with disabilities.

Throughout my career, I have had the good fortune to work with some of school

psychology's best scholars — Terry Gutkin and Cecil Reynolds (while at the University of Nebraska-Lincoln 1980-1983), Frank Gresham and Joe Witt (while at LSU 1983-1987), and Thomas Kratochwill (while at the University of Wisconsin-Madison 1987-2004) – and as a result my productivity and interest in

research has benefited. Since completing my doctorate in Educational Psychology, I have enjoyed authoring more than 200 journal articles, books, and book chapters, along with 5 widely used behavior-rating scales. Perhaps the most visible of these behavior rating scales is the Social Skills Rating Scale (Gresham & Elliott, 1990), recently revised and expanded as the Social Skills Improvement System (Gresham & Elliott, 2008).

My research for the past 25+ years has focused on scale development and educational assessment practices that advance interventions for children with educational difficulties. In particular, I have published articles on (a) the



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Stephen N. Elliott, Ph.D., 2009 Senior Scientist

assessment of children's social skills and academic competence and (b) the use of testing accommodations, item modifications, and alternate assessment methods for evaluating the academic performance of students with disabilities for purposes of educational accountability. With my current research, I continue to try to advance the science and practice of inclusive assessments for students with disabilities and to design assessments that inform both social and academic interventions. My new research collaborations with Vanderbilt graduate students and research scientists has result in the development of accessibility theory (with Beddow and Kettler) and advancements in measuring opportunity to learn (with Kurz) as part of this theoretical model for overcoming learning and assessment barriers for all students. Concurrently, with several Vanderbilt faculty colleagues, I also have designed and validated a new measure (Vanderbilt Assessment of Leadership in Education) of learning-focused leadership used to evaluate the performance of principals and their influence on student achievement. Collectively, my theoretical-driven work at Vanderbilt has been focusing on the student learning and ways to better measure the influences on their academic performances as measured by formative and summative assessments.

As indicated, I have been professionally very fortunate to work with some outstanding people at excellent

universities. The social and intellectual dimensions of my work have been fun and rewarding. I have appreciated the recognition of my peers in educational research and school psychology as evidenced by being selected as an American Psychological Association Senior Scientist in 2009, the Lightner Witmer Award from APA Division 16 in 1984, a Fellow in four APA divisions, and being appointed Editor of School Psychology Review (1984-1990) for two terms. In 2009, I was also selected as a Fellow for "sustained achievement in education research" by the American Educational Research Association. I have frequently consulted with state assessment leaders on the assessment and instruction of K-12 students and served on the National Academy of Sciences' Committee on Education Goals 2000 and Students with Disabilities during 1995-1997. In 1996, I was selected as UW-Madison's Van Hise Outreach Professor for "outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists." I currently serve on ETS's Visiting Research Panel and starting in 2010 was selected as the first Director of Research and Scientific Practice for the Society of the Study of School Psychology.

As 2010 begins and I start my fourth decade in academia, I am looking forward to another decade of research that contributes to (a) a deeper understanding of children's social skills and methods

to improve them so they truly enable better learning at schools, (b) an accurate picture of how instructional time and opportunities to learn influence achievement, and (c) how much growth in annual achievement is reasonable and achievable for students with disabilities.

Contact information: Steve.elliott@vanderbilt.edu. More information about my work and current projects is also available at <http://peabody.vanderbilt.edu/faculty/sped/elliott.htm>.

Jack Bardon Award

Steven G. Little, Massey University

I am very honored and humbled to have received the Jack Bardon Distinguished Service Award in 2009. First to just be considered in the company of previous winners is something I never imagined through my years as a school psychologist. Since its inception in 1970 the award has gone to a veritable who's who of school psychologists, including Jack Bardon himself. I have always considered Division 16 to be my professional home and that makes the award even more special. I may not always agree with all of the decisions of division leadership but through most of my 23 years as a school psychologist, they have represented doctoral school psychology and the profession as a whole well.

Since I began my Ph.D. program at Tulane in the early 1980s, many people have contributed to my development. This began with the faculty (Chris Wilson and Krista Stewart) who began shaping me into an empirically-focused professional and to my colleagues in graduate school, especially Dan Tingstrom and Cathy Piazza, who began the journey with me

and have both gone on to eminent careers themselves. I have also worked with many colleagues over the years who have supported me in all my endeavors. I want to particularly note the influence of Bob Motta, Howard Lee, Frank Gresham, and

Greg Waas. This group gave me great support in the beginning of my career and remain valued friends. I am also particularly grateful to the distinguished group of colleagues who supported my nomination by writing

a nomination letter. Thank you Tom Oakland, Tom Fagan, Tom Kehle, Jack Cummings, Sylvia Rosenfield, and Ron Palomares. I am particularly grateful to Ron Palomares and greatly admire the work he has done for the division and for professional doctoral (school) psychology.

Finally, to my wife Angeleque who has always believed in me and without whom I would never have received this award (she started the nomination process). She is the greatest partner and collaborator for whom anyone could ask. She has made everything possible and without her none of it would matter.

To conclude, I am proud to be a

school psychologist. I have seen the profession evolve by light years since I obtained my first job in the schools as a Master's level practitioner in 1979. We continue to evolve and our role in bettering the lives of children will continue to expand. While this award was given for the things I have done, I still see a lot to do and I hope to be involved in school psychology for years to come.



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Shannon Suldo, 2009 Lightner Witmer Recipient

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Shannon Suldo, University of South Florida, 2009 Lightner Witmer Recipient

Building a Sustainable and Meaningful Research Agenda through Engagement in One's Community: Success through University-District Collaboration

I suspect that few people who receive awards for early career research accomplishments deserve to have only their name attached to such honors. In my case, I share the Lightner Witmer award with the brilliant and generous professors who continue to mentor and collaborate with me in empirical investigations, and with the leaders and practitioners in my local school districts who help direct me to problems in need of answers, and then open the doors to their schools and departments for the data collection efforts that are necessary in order to answer our empirical questions. It is the latter group that I would like focus on in this column, after giving the former the appreciation that they deserve.

Regarding my faculty mentors and colleagues, many people from two universities have facilitated my research

endeavors. Starting with my training, I had the privilege of being mentored by Scott Huebner at the University of South Carolina. Scott provided a stellar model of an empirical researcher, as well as introduced me to an area that quickly became a passion of mine- the study of children's happiness. I continue to lean on Scott for research guidance, and he still responds to each email and phone call within minutes. At South Carolina, I also had the pleasure of collaborating



with many other fantastic applied researchers, including Rich Nagle, Scott Ardoin, Brad Smith, and Jim Evans. The extraordinary training I received at South Carolina paved the way for my later independent projects, and provided me with the skills, confidence, and desire to embrace research in all of my professional activities. Therefore, I share this award with those who trained and inspired me.

Since graduating from South Carolina in 2004, I have been a faculty member at the University of South Florida in Tampa. Although I was very attracted to an academic career after graduate

school, my husband Bobby and I were perhaps most interested in getting back to Florida, home to our families, swimming pools and beaches, and great football. Tampa fulfilled all of those needs, and USF provided an incredible professional atmosphere that allows junior professors to flourish. At USF, we have incredible faculty, students, community support, and technical resources like multiple methodologists and statisticians across the hall who let me pop in at any time and then collaborate with me on designs and analytic techniques that are or were new to me, from qualitative and mixed-methods paradigms to HLM. That said, it is certainly my colleagues in the school psychology program to whom I am most grateful, and who made this award possible. Specifically, I thank Mike Curtis, George Batsche, Harold Keller, Kathy Bradley-Klug, Linda Raffaele Mendez, Julia Ogg, and Rance Harbor, along with my collaborator in Gifted Education, Elizabeth Shaunessy, for facilitating my many empirical pursuits over the past six years. These people are not just esteemed researchers in their own right, but also the kind of people who make coming to work a pleasure because of their kindness, sincerity, and commitment. They

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Shannon Suldo, 2009 Lightner Witmer Recipient

welcomed my research plans- even though the research questions and methodologies were often rather nontraditional for school psychology, they encouraged my plan to pursue post-doctoral applied work in the schools, they welcomed my family at their tailgates and football games, and they showed me it was possible to balance small children with a successful career. I also thank the many talented USF graduate students who have assisted with many of the studies that helped earn this award; in particular, Emily Shaffer, Jessica Michalowski, and Allison Friedrich have often seemed more like colleagues than students, and will be fantastic additions to the field of school psychology.

University-District Collaborations

Since graduation, my research has focused around three primary themes: positive psychology applied to youth; social-emotional experiences of high school students in college preparatory problems; and professional issues in the provision of school-based mental health services. My contributions to the literature in these areas have been facilitated by my treasured relationships with the school districts that surround USF, and often by the use of an action research framework. In contrast to the traditional model of research in which university researchers serve as the experts and schools simply provide students to be studied, participatory action research (PAR) capitalizes on the full range of

contributions that both agencies can make, and is distinguished from traditional research by the authenticity of the topic under investigation (Leff, Costigan, & Power, 2004; Nastasi, 1998). Traditionally, studies stemming from universities begin when a researcher identifies a gap in the literature, then approaches schools as a setting in which to carry out his or her research agenda. Research approached in this manner typically provides the researcher with little knowledge of issues that are most relevant to the participating school(s), and leaves schools with little more than recommendations to address problems identified as a byproduct of the research. In contrast, PAR specifically addresses the needs of the community in which research is conducted; community members (e.g., school personnel) help to formulate research questions based upon their own experiences and observations. Such studies result in data-based solutions for specific school or district concerns.

For instance, my research on college preparatory students commenced after a principal of an International Baccalaureate (IB) program in a local high school expressed concern that the amount of stress his students experienced en route to completing their extensive academic requirements was causing mental health impairments, including suicidality. (IB programs were designed for academically advanced high school students; program components include research, community service, and challenging curricula) The

principal requested that professors from the university provide a workshop to teachers on stress and coping so that teachers could provide support to students in the IB program. Because of the absence of literature on the nature of stress and coping in high-achieving students, Elizabeth Shaunessy and I partnered with administrators at the high school to create a research plan that would culminate in data-based recommendations for school-wide interventions. Findings from the initial year of data collection included the following: students in the IB program experienced significantly less suicidal thoughts and behaviors than their peers in the general education curriculum (whose rates of suicidality were in line with national and state averages for high school students); IB students perceived significantly higher levels of stress than students in general education; and IB students were comparable or superior to their general education peers on almost all indices of mental health, including depression, aggression, self-efficacy beliefs, social functioning, and academic achievement (Shaunessy, Suldo, Hardesty, & Shaffer, 2006; Suldo, Shaunessy, & Hardesty, 2008). School administrators were instrumental in interpreting findings (for example, offered community-specific hypotheses regarding students' stressors), and were reassured to learn of the dearth of immediate mental health dangers. Research in year two of the study empirically identified

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Shannon Suldo, 2009 Lightner Witmer Recipient

these students' specific sources of stress (Suldo, Shaunessy, Thalji, Michalowski, & Shaffer), as well as the unique coping strategies employed by IB students in times of school-related stress (Suldo, Shaunessy, Michalowski, & Shaffer, 2008). In year three, we provided interactive trainings to the teachers and students in this school regarding effective and ineffective strategies for coping with stress (as determined by empirical relationships between student participants' use of specific coping strategies and their mental health statuses). Such longitudinal research was made possible due to the interest and collaboration of the participating school, led by a principal that co-presented the results of these studies with Dr. Shaunessy and myself at professional trainings for IB teachers and guidance counselors (Suldo, Vetter, & Shaunessy, 2008).

Many of my recent studies in the realm of positive psychology have also been inspired by questions posed by school staff. For instance, after sharing findings of my study on a dual-factor model of mental health (Suldo & Shaffer, 2008) with the administration and mental health providers at the participating school, they posed questions that led to additional studies. First, after learning of the significant correlation between her students' subjective well-being (SWB) and their perceptions of social support from their teachers, the school principal asked "what exactly should

teachers do to convey such support?" My students and I answered this question by interviewing a subset of students in the sample regarding teachers' behaviors that communicate support (Suldo, Friedrich, et al., 2009). Second, after learning that the best academic and social outcomes were demonstrated by students with complete mental health (as defined by the presence of SWB in addition to the absence of psychopathology), a guidance counselor asked "what can I do to increase students' SWB"? Because there were no published studies on the topic of happiness-increasing interventions for youth, my students and I developed, implemented, and evaluated a manualized group counseling intervention based on the literature showing which cognitive-behavioral activities increased adults' SWB. We were pleased the 10-session wellness-promotion program was associated with gains in students' life satisfaction (as compared to students in the delayed-intervention control group), and learned that gains are unlikely to be maintained throughout the year without reminders to students to use the skills they learned (Suldo, Michalowski, et al., 2009). I feel that such studies have satisfied my desire to advance the literature while simultaneously providing schools with empirical answers to important questions.

The challenges to conducting community-engaged research that I have encountered primarily involve issues pertinent to relationship-building,

as well as sensitivity to the external pressures faced by schools. Regarding the former, I have found relationships to be enhanced by purposeful outreach efforts that involve introducing yourself to key stakeholders and sharing with them your areas of expertise so that they know who to contact when questions and needs arise, while simultaneously verbalizing appreciation for the current and potential academic/professional contributions of that particular school or district. Regarding the latter, the turnover and stress observed in many educational systems can undermine even the most well-intentioned university-district partnerships unless both parties stay in frequent communication and flexible. In my experience, the mutual benefits from successful university-district partnerships have far outweighed the manageable challenges with which they are associated.

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EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President

Vincent C. Alfonso, Ph.D.



Vincent C. Alfonso,
Ph.D.

I am very flattered and of course pleased to be selected as a nominee for president of Division 16. As former Coordinator of the school psychology programs at Fordham University, former Executive Director of two University-based assessment centers, and current Associate Dean for Academic Affairs, I believe that I have the leadership skills to be an active, valuable member of the Executive Committee of Division 16. In addition, I have served or will serve as an elected officer in several national, regional, and local school psychology organizations. I would like to continue serving the field of school psychology by being elected president of Division 16.

In the past I have served the division in various capacities including my combined six-year term as Associate Editor and Editor of *The School Psychologist* (TSP). I learned much about publishing during that time and believe that, with the help of many other individuals, we produced one of the highest quality newsletters within the American Psychological Association (APA) that continues to this day. I

remain an advisory editor of *TSP* and served as Secretary of the division from 2007-2009. As Secretary of the division I worked closely with the Executive Committee maintaining the records of all meetings, issuing notices of meetings and the election of officers, receiving and expediting correspondence with Division Services of the APA, and updating and maintaining the Operations Handbook of the division.

My major goal as president would be to help make Division 16 the most visible and active division within the APA. The Division has so much to offer through its newsletter, journal, videos, executive committee, council representatives, and general membership that I would do my best to “get the word out” about everything we do that has a positive, healthy influence on children of all ages, races, cultures, and religious affiliations. Of course getting the word out would be no easy task given several factors such as the global economic crisis and the national shortages of practicing and research-oriented school psychologists. Nevertheless, the division has been

actively engaged in promoting science, practice, and policy in school psychology for decades and recently affirmed its leadership role in producing and disseminating the science of psychology in schools and other educational settings. I believe that I have the organizational and personal skills to assist the division in advancing science in school psychology.

In sum, I am honored to be a nominee for president of Division 16 and will work with due diligence to fulfill my responsibilities. I look forward to working with the entire Executive Committee of the Division. I welcome your support!

Background Information:

Vincent C. Alfonso, Ph.D. received his doctoral degree from the combined program in clinical/school psychology at Hofstra University in 1990. After graduating, he spent several years in the field as a school psychologist in the Carle Place school district on Long Island and in several special education preschools. At the same time, he worked as an Adjunct Assistant Professor at Hofstra and at St. John's University. Currently,

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President

Shane R. Jimerson, Ph.D.



*Shane R. Jimerson,
Ph.D., University of
California, Santa
Barbara*

I am honored to be a candidate for Division 16 President. I have a strong commitment to science informing and advancing both practice and policy and am enthusiastic to contribute leadership that further enhances the future of our Division and profession as well as the wellbeing of children, families, school personnel, and communities.

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

My current role as Division Vice President for Convention Affairs and Public Relations, has prepared me for the leadership required of the Division president. I have had an opportunity to participate in initiatives and strategic planning to continue to actualize Division 16 objectives. In 2007 our Division reaffirmed its priorities on “Science, Practice, Policy.” With this emphasis on “Science. Practice. Policy.” recent efforts to develop a multi-faceted and multi-year strategic plan have tremendous potential to contribute generously to the future of school psychology and the wellbeing of children.

As a Division Executive Committee member, I embrace the importance of purposeful planning to accomplish Division objectives. I understand our inclusion and active involvement within APA and with allied state, national, and international organizations (including the National Association of School Psychologists, Council of Directors of School Psychology Programs, Trainers of School Psychologists, School Psychology Leadership Roundtable, Society for the

Study of School Psychology, International School Psychology Association, American Board of Professional Psychology, American Board of School Psychology, Association of State and Provincial Psychology Boards, and other child-focused coalitions) is essential to achieving our missions.

During 2009 and 2010 I contributed to programming at the NASP convention that is co-sponsored with the Division. For example, this year the special symposium at the NASP convention on Evidence-Based Practice by School Psychologists emerged through these collaborative efforts. I also was a member of the Division–NASP Model Act for Licensure of State Psychologists (MLA) work committee. Its goal, in part, is to help state associations understand the possible impact of the MLA for school psychology. Thus, I know first-hand of the importance of shared objectives, reliance on the coordinated contributions of all Division Executive Committee members, committee chairs, committee members, and other school psychology constituents who also share these objectives. I

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Nominee for Division 16 President – Shane R. Jimerson, Ph.D.

strongly believe Division leadership, Division members, and allied groups and others will be able to find opportunities to collaborate on initiatives to achieve Division goals when provided a clear and well-articulated vision.

The proposed revisions to the MLA presented both opportunities and challenges. Over the past three years, I have been impressed with the efforts of our Division to advocate on behalf of school psychology. All Executive Committee members contributed importantly to this effort. The communication, collaboration, and commitment of Tammy Hughes, Frank Worrell, Deborah Tharinger, Randy Kamphaus, Cindy Carlson and many others has been inspiring and illustrates the level of involvement needed to address important Division issues. The recent efforts to address proposed revisions to the MLA further clarify the importance of representation of school psychology within APA. APA is one of the most influential psychological associations in the world. Thus, we benefit from effective navigation through and utilization of APA's infrastructure so as to advance the objectives of our Division.

The challenges associated with the recent MLA proposed revisions were ubiquitous (e.g., establishing representation on the task-force, navigating the APA process/infrastructure, and communications with members of the Council of Representatives).

We have learned much and have detailed the processes that worked to successfully negotiate modified MLA language that acknowledges that State Education Agencies credential and title practitioners who work in the schools and acknowledges that State Boards of Psychology credentials practitioners for independent practice. Thus, we must continue to collaborate with colleagues across the nation to ensure that school psychologists provide effective support services to children and families. It is imperative that we consider the opportunities within the current context. For example, collaboration with allied groups is needed to advance the links between science, practices, and policies needed for children. We must remain aware of the critical role of state and federal legislation on school psychology and identify opportunities to advocate for the provision of school psychology services.

There are instances where the Division has identified and pursued opportunities. As Vice President for Convention Affairs and Public Relations, one of my roles was to communicate with the public about Division initiatives as well as promote the work of the other vice presidents. This year Jessica Hoffman and I worked to promote Division membership, resulting in an increase of over 600 new members during the past year. This is a testament to the importance of highlighting the objectives of our

Division and the contemporary initiatives to advance these objectives. Maintaining and invigorating Division membership is essential to the Division's future vitality.

During the past three years, as Vice President for Convention Affairs and Public Relations and member of the Executive Committee I have become acutely aware of the importance of Division leadership involvement in APA's infrastructure. The activities of the Division vice presidents, Council Representatives, Division APA committees, committee chairs and members are essential to accomplishing our Division's objectives. As President Elect and then President, I will be proactive by encouraging and securing the involvement of many talented Division members. As an active member of the Division as well as other related professional associations and societies I will work vigorously to actively engage other talented colleagues to contribute to the future vitality of our Division.

If elected, I will preserve and further develop our current strengths and build upon previous accomplishments. My style to actively engage others in thoughtful discussions will be continued. I will maintain the efforts within the Division Executive Committee to advance the Division's work on behalf of children, families, and school psychology including to promote the development and dissemination of scientific knowledge; facilitate school psychology practices,

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Nominee for Division 16 President – Shane R. Jimerson, Ph.D.

regional, national, and international communications regarding contemporary interests and concerns within school psychology; and advocate within APA and elsewhere to achieve important Division goals. I also will facilitate planning to establish measurable criteria associated with making progress in actualizing each of these objectives.

My experience within our Division and elsewhere (e. g. the American Psychological Association, National Association of School Psychologists, International School Psychology Association, California Association of School Psychologists, and Society for the Study of School Psychology) have prepared me to serve in the role of President of Division 16. I am confident in my ability to plan and work persistently to attain goals, to mobilize others and collaborate effectively with them, to use creative energy and enthusiasm, and to communicate Division outcomes on behalf of members. These personal characteristics together with my professional competence and knowledge of our Division contribute favorably to further Division efforts towards our shared objectives.

Thus, I am honored to be nominated and will work hard to fulfill the responsibilities first as President-Elect and then President of our Division. I look forward to this opportunity and welcome your support.

Brief Biography

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

I received the 2003 Lightner Witmer Early Career Contributions Award from the Division and was selected as a Fellow of the Division in 2006. I am actively engaged in educating, mentoring, and supervising graduate students. I teach courses in developmental psychopathology, child development, school safety and violence, social development, advanced fieldwork, and topical lectures in school psychology. My research projects investigate and promote the social and cognitive competence of children. I have authored and co-authored publications that provide new knowledge,

synthesize previous research, and emphasize practical implications of this scholarship.

My publications include many books, chapters, and journal articles. For example, I am the lead editor of *The Handbook of Bullying in Schools: An International Perspective* (2010, Routledge), *The Handbook of International School Psychology* (2007, SAGE Publishing), *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (2007, Springer Science), *The Handbook of School Violence and School Safety: From Research to Practice* (2006, Lawrence Earlbaum, Inc), and co-editor of *Best Practices in School Crisis Prevention and Intervention* (2002, National Association of School Psychologists). And I have also co-authored numerous books, including; *School Crisis Prevention and Intervention: The PREPaRE Model* (2009, National Association of School Psychologists), *The Mourning Child Grief Support Group Curriculum* (2001, Taylor and Francis), *Identifying, Assessing, and Treating Autism at School* (2006, Springer Science), *Identifying, Assessing, and Treating Conduct Disorder at School* (2008, Springer Science), *Identifying, Assessing, and Treating PTSD at School* (2008, Springer Science), *Identifying, Assessing, and Treating ADHD at School* (2009, Springer Science), and *Identifying, Assessing, and Treating Early Onset*

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Nominee for Division 16 President – Shane R. Jimerson, Ph.D.

Schizophrenia at School (2010, Springer Science). During the past decade I have served on editorial boards of numerous journals, and I have also served as editor of *The California School Psychologist* and associate editor of *School Psychology Review*.

Over the years I have served my colleagues in school psychology as an active member of state, national, and international organizations, committees, and task forces. These include my responsibilities with Division 16 as the Division's Convention Program Co-Chair (2004) and Chair (2005), Chair of the Lightner Witmer Early Career Contributions Review Committee, and as a member of the Division Conversation (Videotape) Series committee; the California Association of School Psychologists; Board of Directors and committee chairs of The Society for the

Study of School Psychology, including chair of the School Psychology Research Collaboration Conference that focused on promoting early career scholars in 2003 and 2005 and chair of the 2010 School Psychology Research Summit that focused on facilitating collaborative scholarship to advance science and practice; as well as other committee responsibilities in the International School Psychology Association, the National Association of School Psychologists, as well as our Division. In addition, I have been actively involved with institutions around the world, including professional activities at the University of Manchester, England; University of Hong Kong; Tallinn University, Estonia; Sri Venkateswara University, Tirupati India; Massey University, New Zealand; and Bahria University, Islamabad Pakistan. I maintain communications and collaborative

initiatives with colleagues in over 60 countries. My active involvement in multiple organizations in our field (e.g. American Psychological Association, International School Psychology Association, National Association of School Psychologists, California Association of School Psychologists, and Society for the Study of School Psychologists) reflects my commitment to inter-organizational efforts to maximize the influence of the profession. My experiences with our Division have been encouraging and reinforcing, reminding me of the important work of its members and inspiring me to pursue additional opportunities to serve our Division.

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

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Nominee for Division 16 President – Vincent C. Alfonso, Ph.D.

Vincent is Professor and Associate Dean for Academic Affairs in the Graduate School of Education at Fordham University. He is former Coordinator of the specialist and doctoral level School Psychology Programs at Fordham, former Executive Director of the Rosa A. Hagin School Consultation Center

and the Early Childhood Center, former editor of *TSP*, and current Secretary of Division 16. His research interests include psychoeducational assessment, early childhood assessment, training issues, and psychometrics. In November 2003 Vincent received the Leadership in School Psychology Award from the New York

Association of School Psychologists. More recently, he was elected Fellow of Division 16. He is a certified school psychologist and licensed psychologist in New York State and has provided psychoeducational services to individuals across the lifespan for more than 20 years.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Publications and Communications (VP-PC)

Linda A. Reddy, Ph.D.



Linda A. Reddy,
Ph.D., Rutgers
University

I am honored to be nominated by the Division 16 Executive Board for the Vice President of Publications and Communications (VPPC). I welcome the opportunity to continue to serve the Division and feel prepared to assume this important role. My Division 16 and APA service includes:

Division 16 Service:

- Division 16 VPPC (2008-present)
- Division 16 Liaison to the Committee on Children, Youth, and Families
- Division 16 Federal Advocacy Coordinator
- Division 16 Chair of Publications
- Editor of *The School Psychologist* (generated over \$26,000 in advertisement)
- Associate Editor of *The School Psychologist*
- Division 16 Financial Advisory Committee
- Division 16 Jack Bardon and Lightner Witmer Award Committees
- Reviewer for APA and NASP Conferences

- Reviewer of several school psychology journals (e.g., *School Psychology Quarterly*, *Journal of School Psychology*, *Psychology in the Schools*, *Journal of Applied School Psychology*, *Journal of Educational and Psychological Consultation*)

APA Service:

- Member of the APA Committee on Divisional/APA Relations (CODAPAR)
- Member of the APA Task Force for Violence Directed at Teachers
- Steering Committee Member for the Interdivisional Task Force for Child and Adolescent Mental Health
- Chair of the APA Professional and Consumer Websites for Child and Adolescent Mental Health

As a result of my Division 16 and APA service, I have met and worked closely with many practitioners, faculty, members of other child practice divisions (i.e., 7, 12, 37, 43, 53, 54), and APA staff in the Division Services, Publications, Advocacy, and Practice Directorate on projects related to school psychology. These

professional activities have enhanced my knowledge of the organizational structure and unique processes in and outside of APA that foster effective multidisciplinary partnerships. Also, these activities have been very rewarding to me.

If elected, I have several goals:

- 1) I will work closely with the Division 16 Executive Board in implementing the strategic plans to foster the research, practice, and policy of school psychology nationally and internationally. I will continue to pursue collaborative opportunities with NASP and other child practice divisions within APA to meet these aims.
- 2) I will continue to enhance the editorial initiatives of the Editors of *School Psychology Quarterly* (Dr. Randy Kamphaus) and *The School Psychologist* (Dr. Amanda Clinton). The Division journals are important forms for communicating innovations in our research, practice, and policy to members in and outside of APA. I will fully support Drs. Kamphaus and Clinton's editorial visions and goals.

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Nominee for Division 16 Vice President for Publications and Communications (VP-PC) – Linda A. Reddy, Ph.D.

- 3) I will continue to expand the Division 16 Book Series and support the editorial initiatives of the Series Editors, Drs. David McIntosh and LeAdelle Phelps. I will assist the Editors in identifying established and emerging authors who can make significant and timely contributions for new volumes for the Book Series. It is my goal that the Book Series reflects the breadth and diversity of the field by including interdisciplinary and international perspectives. I have worked with the APA Book Acquisition Department (e.g., Susan Reynolds) on contract negotiations, design, and marketing/advertisement. I believe my positive relationships with APA Press staff will aid me in effectively negotiating new contracts for the Book Series.
- 4) I plan to explore the development of other products for Division 16 that showcase the unique scholarship and practice of the field. As one example, I am now investigating the possibility of developing on-line continuing education training classes with APA. This venue offers practitioners and trainers access to state-of-the-art practices, training models, and research in school psychology world-wide.
- 5) I will continue to enhance the recognition of the Conversation Series, video-taped interviews of leaders who have made significant research and

practice contributions to the field. I will work closely with the Conversation Series coordinator (Dr. Greg Machek) on expanding the distribution of the Series nationally and internationally.

- 6) I will continue to work with the APA Monitor staff on developing feature articles that highlight the science and practice of our members. In the past 2 years, we have had three feature articles in the *APA Monitor*.

I feel honored and privileged to be nominated for the position of VPPC for Division 16. If elected, I will work diligently and closely with the Executive Board and Division 16 and NASP members, as well as all of the APA offices and other Divisions to increase the visibility and distinction of Division 16.

Background Information:

I completed my doctoral studies at the University of Arizona. I am an Associate Professor in the APA accredited and NASP approved School Psychology Doctoral Program at Rutgers University. I started by academic career at Fairleigh Dickinson University (FDU) where I founded and directed the Child/Adolescent ADHD Clinic. At FDU, I was the former Director of the Center for Psychological Services and co-developed nine specialty clinics (with colleagues) that provided services to hundred of families in the Greater New York area. Throughout my career, I have been an active trainer of

graduate students (teacher, mentor, and supervisor), researcher, and practitioner. I am a licensed psychologist in New Jersey, New York, and Pennsylvania and am a nationally certified school psychologist. My research interests include the assessment and treatment of children with ADHD-related disorders, integration of assessment and interventions, and test validation and development. I am gratified to have received foundation, state, and federal funding for my work. I have published over 50 papers and book chapters and serve as a reviewer for over 10 peer-reviewed journals. I have co-edited or authored several books (Empirically-Based Play Interventions for Children, APA Press, Innovative Mental Health Interventions for Children: Programs that Work, Haworth Press; Inclusion Practice in Special Education: Research, Theory, and Application, Haworth Press; Group Play Interventions for Children: Strategies for Teaching Prosocial Skills for APA Press) and currently are co-editing Neuropsychological Assessment and Interventions for Emotional and Behavior Disordered Youth: An Integrated Step-by-Step Evidence-Based Approach for APA Press.

In sum, my prior service has inspired me to pursue additional opportunities to serve (contribute) to the Division and the community of school psychology. I look forward to continuing to promote the great work of Division 16 and I welcome your support.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Publications and Communications (VP-PC)

Ara J. Schmitt, Ph.D.



Statement

I am honored to be nominated by the Division 16 Executive Committee as a candidate for the office of Vice President for Publications and Communications (VP-PC). I am truly appreciative of the opportunity to serve the field of school psychology. The historical functions of this office are to facilitate the publication of scientific findings and best practices, and communicate policy and current events in an environment of scientific rigor and professionalism. These are critical for the continued advancement of school psychology. As this office requires, I would support the editors of *School Psychology Quarterly*, *The School Psychologist*, the *Division 16 Book Series*, and the *School Psychology Conversation Series* however necessary. Each of these publications promotes the science of school psychology, serves as a source of continuing professional development, and increases the visibility of our field. Specifically within this office, I foresee the opportunity to work with the VP of Membership to explore ways in which the Division 16 website and publications

may be used as tools to recruit new membership and, also of great importance, sustain the interest of existing members. Likewise, the potential for the Division 16 Book Series to continue to develop into a premiere source of knowledge for the entire psychological community is evident. I welcome the opportunity to further support the vision of the editors of this esteemed series. Another role of this office is to represent the Division within the broader American Psychological Association (APA). I look forward to representing the interests of Division 16.

Background

I completed my doctoral degree at Illinois State University, and Phoenix Children's Hospital was the site of my pre-doctoral internship and post-doctoral residency. As a result of these experiences, I developed a focused interest in the assessment and intervention of children with learning problems. Immediately prior to my current position, I was employed within the Tempe Union High School District (Tempe, AZ). Among other initiatives across my four years of

full time practice as a certified school psychologist and licensed psychologist, I developed problem-solving procedures tailored to the high school setting and English Language Learners, trained district special service personnel to progress monitor student learning using curricular probes that I developed, and participated on the Arizona Department of Education Minority Recruitment Task Force.

I am currently an Assistant Professor of School Psychology at Duquesne University. My research interests involve the assessment and intervention of learning problems, use of assistive technology to accommodate learning problems, and manifestations of chronic illness in the school setting. I have many publications regarding these topics and would like to highlight some below. I am a co-author of a peer-reviewed Guilford School Practitioner Series book entitled, *Patterns of Learning Disorders: Working Systematically from Assessment to Intervention*, and recently co-authored a book chapter to be published in a book entitled, *Practical Guide to Neuropsychological Evaluations*. Example



Ara J. Schmitt,
Ph.D., Duquesne
University

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Nominee for Division 16 Vice President for Publications and Communications (VP-PC) – Ara J. Schmitt, Ph.D

topics of other empirical, peer-reviewed publications involve the application of assistive technology to accommodate poor word reading and vocabulary skills, interventions to improve math fluency, and professional issues in school psychology. I am presently a co-editor of an empirical special series in the *Journal of Evidence-Based Practices for Schools* regarding the use of technological interventions to improve student performance. I also participated in the 2007 School Psychology Research Collaboration Conference as an early career scholar.

In addition to these professional activities, I provide service to the greater school psychology community. I serve

on the editorial boards of *Journal of Applied School Psychology*, *Journal of Psychoeducational Assessment*, and *The School Psychologist*. In addition to these I served as a reviewer for numerous APA conferences. Regarding school psychology offices, I serve as the current President, Association of School Psychologists of Pennsylvania Trainers and a Pennsylvania Psychological Association School Psychology Board member, in addition to committee work for the Association of School Psychologists of Pennsylvania.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President of Education, Training, and Scientific Affairs Stacy Overstreet, Ph.D.

Nominee
2010 DIVISION 16 ELECTION

Nominee Statement

It is a privilege to be nominated as a candidate for the office of Vice President of Education, Training, and Scientific Affairs (VP-ETSA). The responsibilities of this post are wide reaching and include monitoring the Education and Science Directorates and ensuring that the voice of School Psychology is heard within the Board of Education Affairs (BEA), the Board of Scientific Affairs (BSA), the Committee on Accreditation (CoA), and the Joint Committee on Internship Training. The importance of strong School Psychology representation on such APA committees has been recently highlighted by the now resolved MLA controversy. I am inspired by the leaders of our field who were so effective in advocating for the best interests of School Psychology, and children and families, and I appreciate the opportunity to follow in their footsteps.

Professional psychology is currently wrestling with several important issues directly influenced by the BEA, CoA, and the Joint Committee on Internship Training, including professional and practicum competencies and internship

shortages. I became keenly aware of these issues during my service on the Executive Committee of the Council of Directors of School Psychology Programs (CDSPP). My understanding of these issues was developed under the strong and thoughtful mentorship of Beth Doll, Jean Baker, and Ed Daly, each of whom served a term as Chair of the EC during my tenure as Treasurer (2006 – 2009). Our discussion of the competencies movement at the 2009 Midwinter Meeting of CDSPP brought to the forefront the importance of having School Psychology adequately represented in these discussions to ensure that the unique roles of school psychologists are represented as professional competencies become codified. Leadership is also necessary to ensure that resources are dedicated to increasing the number of APA accredited school-based internship sites.

An issue that cuts across education, training, and scientific affairs is the shortage of School Psychology faculty. This is a complex issue that must be considered from multiple perspectives, from the pipeline to post-tenure. In

addition to filling the gap of School Psychology faculty positions, we need to create supports and build communities that foster the success and productivity of School Psychology faculty at all academic ranks. My participation in the upcoming National Conference on Contemporary Issues in School Psychology Education & Training sponsored by *TSP* and CDSPP will be focused within the strand of research, student support, grants, and lobbying—critical issues that have important implications for addressing the demand for and success of School Psychology faculty. I will also participate in the 2010 School Psychology Research Summit. The overarching goal of the summit “is to facilitate high-quality research to advance science and inform practice related to complex and important problems in education and school psychology.” The SPRS is built upon the successful model of the School Psychology Research Collaboration Conference (SPRCC), which fosters the development of early scholars in the field. APA and Division 16 must be active supporters of these types of initiatives, which can be



*Stacy Overstreet,
Ph.D.*

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Nominee for Division 16 Vice President of Education, Training, and Scientific Affairs – Stacy Overstreet, Ph.D.

leveraged to “facilitate the acquisition of research funding for School Psychology”- one of the key responsibilities of the VP-ETSA.

It is also the responsibility of the VP-ETSA to oversee and coordinate the awards committees within Division 16. I served as a member of the Lightner Witmer Award committee in 2007, which gave me some insight into how these committees function. I was impressed with the careful and thoughtful deliberations of this one committee and, as VP-ETSA, I would work to continue to ensure the integrity of the awards process within Division 16.

Background Information

I am an Associate Professor in the Department of Psychology in the School of Science and Engineering at Tulane University in New Orleans, Louisiana. I have served as the Director of our doctoral-level School Psychology program for the past 6 years, during which time I shepherded the program through re-accreditation by APA. I am the Principal Investigator of a Preparation of Leadership Personnel Training Grant funded through OSEP that has allowed us to create a new specialization within the field, Trauma-focused School Psychology. My research also focuses on trauma; the goal of my research program is to integrate biological, psychological, cognitive, academic, and social factors within basic science and intervention

research studies to more fully understand trauma exposure and PTSD among youth. The interdisciplinary focus of my research is reflected through my publications in journals representing the fields of school psychology, clinical child psychology, developmental psychopathology, trauma, and neuroendocrinology. I currently serve on the editorial board of the *Journal of School Psychology* and the *Journal of School Violence* and in 2008, I was a guest co-editor for a special section of the *Journal of Clinical Child and Adolescent Psychology*. During the past two years, I have also served on grant review panels of federal funding agencies, including NIH and CDC.

My real growth as a leader and an advocate began in 2005 following Hurricane Katrina. I served as a local representative to the American Psychological Association’s site visit team sent to New Orleans to assess the feasibility of holding their 2006 convention in the city. I also helped organize the 13th annual Institute for Psychology in the Schools, entitled Preparing for “What Ifs” and Other Unknowns, sponsored by the APA Practice Directorate Office of Policy and Advocacy in the Schools. The Institute took place immediately preceding the 2006 convention and focused heavily on the role of schools in disaster recovery. I’ve been involved in local advocacy efforts related to educational reform in New Orleans, including my service on the Executive Committee of Tulane

University’s Center for Public Service, which was charged with institutionalizing a public service graduation requirement for all undergraduates who enrolled at Tulane following Hurricane Katrina. I’ve given local, national, and international presentations to audiences ranging from parents, attorneys, and mental health professionals about the impact of Katrina on the well-being of youth and the public policy implications that have emerged from our post-disaster experiences. In 2008, I received the National Association of School Psychology President’s Award for my work with the NASP convention planning committee for the New Orleans meeting.

In closing, I appreciate the opportunity to serve Division 16 in such a meaningful way. The responsibilities of the office of VP-ETSA are aligned with my own professional and research activities and I would be privileged to work with the leadership of Division 16 on the important tasks that face our field.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Education and Training and Scientific Affairs

Janine M. Jones, Ph.D.



*Janine M. Jones,
Ph.D., University
of Washington*

It is an honor to be nominated for such an important leadership position within Division 16! I am grateful for the potential opportunity to work with fellow trainers on the advancement of our profession as well as honoring those who earn recognition for their contributions to our field.

Statement

Serving as Vice President for Education and Training and Scientific Affairs would be a pleasure. The major goal of the position includes monitoring the training affairs of our discipline. Being a liaison to the APA Education Directorate and Scientific Affairs Directorate would be an excellent fit for me given my role as a trainer and researcher in school psychology. I am a member of both APA and NASP, so it is a natural fit for me to work collaboratively between the organizations and support initiatives that enhance the sustainability of both organizations.

I believe that the practice of school psychology is growing immensely in the area of multicultural research, training,

and practice. This is partially out of necessity as the demographics of children in schools are becoming increasingly diverse. However, this growth is also due to the evolvement of human beings. I am finding that more school practitioners are open to the unique qualities of others and they wish to adapt their skills to serve “other” populations well. As a result, I believe it is imperative to provide as many growth opportunities for our skilled practitioners as possible. These opportunities should not begin at the professional development level, but at the initial training level in University programs. For example, I believe it is essential for training programs to integrate culturally responsive models when shaping the knowledge base of school psychologists. In addition, I believe that the practitioners of our profession should look more like the population we serve, so I would support initiatives that enhance recruitment of culturally diverse practitioners into training programs. After licensure, continued professional development will then enhance the skill set of our school practitioners.

The VP-ETSA position also includes leadership with the following committees: Fellows Committee; Lightner Witmer Award Committee; Jack Bardon Distinguished Service Award Committee; Outstanding Dissertation Award Committee and the Senior Science Award Committee. By having the opportunity to work with the award committees, I would have the unique opportunity to contribute to the selection of award honorees—the best in our profession.

Background

I currently serve as an Assistant Professor of School Psychology at the University of Washington. I am also a Licensed Child Psychologist with a private practice called For A Child, LLC. I received a Doctoral degree in School Psychology from the University of Texas at Austin and a Masters degree in Marriage, Family, and Child therapy from the University of Southern California. I have been involved in research, teaching, and clinical work since 1992. My professional settings include community mental health centers, private practice, schools, and universities.

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Nominee for Division 16 Vice President for Education and Training and Scientific Affairs – Janine M. Jones, Ph.D.

My professional experiences include providing child and adolescent therapy, psychological assessment, and teaching and supervision of graduate students. My specialty in clinical work is the treatment of children of color who are suffering from depression, anxiety, exposure to violence, and trauma. My research focuses on resilience in children and adolescents from a cultural perspective.

Currently, my research projects have focused on two primary areas: 1) spirituality as a form of resilience in African American children and 2) multiculturalism in the practice of School Psychology. I am currently completing a one-year study of the efficacy of multicultural treatment approaches in counseling children and adolescents of diverse backgrounds. This study includes analysis of the client-counselor relationship as it is impacted by ethnic incongruence, client satisfaction, and reduction of emotional and behavioral symptoms.

As a researcher, a Nationally Certified School Psychologist, and Licensed Psychologist, my publications bridge research and clinical practice. My published work is relevant to school psychology as well as clinical psychology and has implications for research and practice in both disciplines. I have published in the areas of multiculturalism, resilience, and language development. I am the editor and an author of the book, *The Psychology of Multiculturalism in the*

Schools: A primer for practice, training, and research. My chapter on intentional multicultural counseling expands on the content of my previous publication in *Best Practices in School Psychology- Fifth edition* (BP-V). The BP-V chapter provides an introductory guide to providing counseling services with multicultural populations. Similarly, I have another chapter in *Alternative Approaches to Counseling and Psychotherapy* that also addresses multicultural counseling. The target audience for all three of these publications includes practitioners who provide counseling services in schools. A few years ago, I published an article about resilience in African American children. This article, *Exposure to Chronic Community Violence: Resilience in African American Children*, is based on an empirical study I completed in a large urban school district. This study highlighted culturally-related strengths in African American children who were in violent communities. Language development was an initial area of interest of mine. As a result, I also have two research-based publications on language development in children that are published in *Developmental Neuropsychology*.

I am actively involved in School Psychology groups, at the national, state, and local level. In terms of national participation, I have been a member of Division 16 (school psychology), Division 45 (society for the psychological study of ethnic minority issues), and Division

36 (psychology of religion) of American Psychological Association. Additionally, I am the chair-elect of the Publications Board of the National Association of School Psychologists and an editorial board member for the *Communique*—a natural bridge between APA and NASP.

My long-term career objective is to analyze culturally-related factors that promote resilience in multicultural children and adolescents. My area of interest contributes to the emerging sub-discipline of multicultural school psychology by enhancing theoretical development from a cultural perspective and applying the constructs to clinical practice. I believe that having a better understanding of the cultural constructs that relate to resilience will lead to preventive interventions that are likely to reduce the negative impact of life's unavoidable stressors on the well-being of multicultural children and adolescents. I strive to be one researcher that contributes to the development of a research foundation for culturally-related, strengths-based interventions.

Because multiculturalism has been the emphasis of my research and publishing, it also translates into my teaching. I infuse culturally-related content into the training and supervision of students that I provide. I believe strongly that to train school psychologists of the future, they must be prepared to serve any population, as diverse as it may be.

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EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Treasurer

Amanda Clinton, Ph.D.



Statement

I am honored to accept the Nomination for Treasurer from the Division 16 Executive Committee. I accept this nomination as a school psychologist: a trainer, researcher, and practitioner dedicated to addressing issues related to the well-being of children within the educational setting.

The opportunity to serve as Treasurer for Division 16 will allow me to contribute to the long-term well-being of Division 16 and, as such, the study and practice of school psychology. The possibility of making a contribution of this type is particularly exciting since I have been a member of Division 16 dating to my days as a graduate student.

The ability of Division 16 to advocate for children, their families, and their mental health and successful learning requires financial stability. The United States, along with many of our neighbors near and far, is in the throes of an economic crisis. These challenging and often uncertain times have taught us lessons about careful and responsible fiscal management that can help sustain

and grow the Division during the upcoming years.

As Treasurer, my goal will be to support the efforts of the Division to “promote the science and practice of school psychology for the public welfare” (http://www.indiana.edu/~div16/committee_manual.html) through the intelligent management of funds. Recent history supports the importance of monetary practice that considers present needs in balance with potential future events.

My specific aims include the following:

- 1) Promote the long-term fiscal health of Division 16 using responsible budgeting
- 2) Collaborate with the Division 16 Executive Council to develop priorities for the Division and ensure availability of funds to reach Division goals
- 3) Account for the funds available to Division 16 and communicate this information clearly to APA, the Executive Council, and Division 16 members
- 4) Process financial transactions, such as deposits and reimbursements, in a prompt manner

Background

I am an Assistant Professor of Psychology at the University of Puerto Rico in Mayagüez (UPRM), Puerto Rico. I earned my M.Ed. in School Psychology from the University of Washington and my Ph.D. in School Psychology from the University of Georgia. I completed pre- and post-doctoral fellowships at the Children’s Hospital of Orange County and Western Youth Services Clinic in Southern California. My experience in the schools includes working as a School Psychologist in Chicago and in Northern California. Previously, I was on the School Psychology Faculty at the California State University in Sacramento. Currently, I am an Assistant Professor of Psychology at the University of Puerto Rico.

My research and practice interests focus largely on cultural issues and language, notably bilingualism. As a Fulbright Scholar and Overseas American States Fellow in Medellín, Colombia, I studied dyslexia in Spanish-speaking populations and, recently, cultural adaptation of programs.

I currently serve on the editorial

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Treasurer

Catherine A. Fiorello, Ph.D.



Catherine A. Fiorello, Ph.D.

I appreciate the nomination for Treasurer of Division 16, and look forward to the opportunity to serve the Division. I am organized and conscientious, and would keep a careful eye on the budget for the Division. I have managed complex organizations in the past and would bring that experience to the position of Treasurer.

I am associate professor of school psychology at Temple University, and I have been the program coordinator and director of clinical training since 2003.

In that capacity, I have managed the self-study and accreditation processes for both the Ph.D program (APA and NASP) and the Ed.S. program (NASP). In addition, I oversee the budget for our Psychoeducational Clinic.

I have served as President of the Trainers of School Psychologists, and I am on the Executive Committee of the Council of Directors of School Psychology Programs and currently serve as Secretary. I also ran the Division 16 Suite at APA for several years. These positions have

required planning events, soliciting financial support, and managing a budget.

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Nominee for Division 16 Treasurer – Amanda Clinton, Ph.D.

board for Psychology in the Schools and as Editor of the Division 16 newsletter, *The School Psychologist*. I have authored articles on international psychology, culture and social development and presented at national and international conventions.

Additional professional service includes serving as Associate Editor of *The School Psychologist* (2006-2009), working

with the United Nations to develop school psychology in Iraq (2007-present), and program development in countries including Guatemala, Nicaragua, and Venezuela.

My skills and experiences make me an excellent candidate for the position of Division 16 Treasurer. I greatly appreciate your vote.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Convention Affairs and Public Relations (VP-CAPR)

Scott P. Ardoin, Ph.D.

Nominee
2010 DIVISION 16 ELECTION



*Scott P. Ardoin,
Ph.D.*

It is an honor to be selected by the Nominations Committee as a candidate for the office of Division 16 VP for Convention Affairs and Public Relations. In the past I have served as chair of the Division 16 Lightner Witmer Award, a reviewer for the Division 16 Convention Program Committee, and currently I am serving as co-chair of the division's Hospitality Suite Committee. Having served in these positions I am aware of the hard work required by members of the various convention committee members to ensure successful conventions. Serving in this position will provide me with the opportunity to show my appreciation for the support that Division 16 provides practitioners and researchers as well as to extend my professional service activities within APA and Division 16. I look forward to the opportunity and challenges of helping to organize a successful 2011 convention. Further, I look forward to continuing to provide public relations efforts to the various constituencies, including SASP, NASP, CDSPP, and TSP.

Background

I am an associate professor in the School Psychology Program at the UGA. I received my Ph.D. in school psychology from Syracuse University, where I developed my research interests of applying the principles of applied behavioral to academics instruction, academic assessment, and behavioral management. In addition to publishing in journals within the field of school psychology, I also serve on multiple editorial boards and have served as an associate editor of the *Journal of School Psychology* and the *Journal of Behavioral Education*.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Convention Affairs and Public Relations (VP-CAPR)

James C. DiPerna, Ph.D.

2010 DIVISION 16 ELECTION

Position Statement

First, I would like to thank the Executive Committee for nominating me as a candidate for Vice President for Convention Affairs and Public Relations (VP-CAPR). Based on my understanding of the roles and responsibilities for this position, the primary goal of the VP-CAPR is to promote professional discourse on three levels: within the division, between the division and other professional organizations, and between the division and the public. As suggested by the title for this position, the primary mechanism for promoting discourse within the division is the annual convention. If elected VP-CAPR, I intend to solicit members' input to look for new ideas to further enhance D16 convention activities. During the past 3 years, the VP-CAPR has worked to strengthen connections between the division and several related school psychology organizations (e.g., NASP, ISPA, SSSP). As VP-CAPR, I plan to foster and grow these relationships, while exploring opportunities with several organizations in related fields (e.g., Society for Research

on Educational Effectiveness, Society for Prevention Research). Finally, I will look for ways to enhance dissemination of our science and practice to key stakeholders in the public domain (students, teachers, administrators, parents, and policymakers). Thank you for taking the time to consider my candidacy for the VP-CAPR. I welcome the opportunity to serve the division in this capacity.

Background

James C. DiPerna, Ph.D., is Associate Professor and Director of Training for the School Psychology program at The Pennsylvania State University. He currently serves as the chair for the Public Relations subcommittee under the VP-CAPR. Jim was a Research Scientist at the University of Wisconsin-Madison and faculty member at Lehigh University prior to joining the faculty at Penn State.

Jim has served the profession in several roles since receiving his degree from the University of Wisconsin-Madison in 1999. He currently is Associate Editor for *School Psychology Review* and Editor for the annual *Directory of Internships* for

Doctoral Students in School Psychology, which is jointly sponsored by Division 16, NASP, and CDSPP. In addition, Jim served as the chair (or co-chair) for an annual statewide school psychology conference in Pennsylvania from 2004 - 2007.

Jim's scholarly interests focus on the promotion of social, emotional, and academic competence in school settings. He is the lead author of the Academic Competence Evaluation Scales and co-author of the Academic Intervention Monitoring System (both with Steve Elliott). Jim currently directs an IES-funded grant focused on evaluating the social and academic outcomes of a classwide social skills training program, and he recently completed an NIH-funded project to develop early literacy and numeracy screening measures for children in Head Start. In 2005, Jim received the Lightner Witmer Award for early career scholarship.



James C. DiPerna,
Ph.D.

SASP - THE STUDENT CORNER

The Future of School Psychology: Continued Dialogue between Students and School Psychologists across the Nation

To continue the national dialogue between students, researchers, and practitioners in school psychology, SASP again asked fellow students to voice their questions regarding current research and practice issues in the field. In the spirit of previous issues, numerous, thoughtful questions and responses were received by students, faculty, and practitioners. The following is the latest installment of this "Q&A."

Q: What can graduate students who are interested in a research/academic career do to facilitate the transfer of knowledge from research to practice in our current and future work? Are there certain characteristics of research that serve to promote transfer to applied/practical settings?

- Submitted by Sarah Fefer, University of South Florida

A: I don't see much innovation and cutting edge research going on in the discipline of Education in general and School Psychology in particular. My opinion is that school psychology, like other educational and psychological disciplines, needs to look to areas not traditionally within their domain for fresh ideas and new interdisciplinary connections. Some terrific discoveries are being made in many areas, including the biomedical sciences. Research is my primary of interest, children's sleep, spans physiology, immunology, endocrinology, pediatrics, and developmental psychology. There are enormous possibilities for translation and school practice change in the near future. For another example, I recently learned that the Department of Anthropology at Ohio State is partnering with a school district and making some important discoveries about how the ecological interfaces between schools and communities affect children's performance. But all of us in academia need to step outside our offices, talk to persons in other disciplines in the "academy" and

elsewhere and read more broadly in areas not covered even in thousands of pages of Handbooks of School Psychology and Best Practices volumes.

*- Submitted by Joseph A. Buckhalt, Ph.D.;
Wayne T. Smith Distinguished Professor;
Special Education, Rehabilitation,
Counseling/School Psychology,
Auburn University*

A: Graduate students in school psychology are encouraged to complete their programs of study and spend a few years in the public schools before going on to teach at universities or colleges. This is one area where medical teaching hospitals really have distinct advantages over psychology (and other mental health) training programs. The medical school faculty typically still see patients and teach classes. In psychology, and other applied mental health fields, the faculty largely have very limited applied experience due to stringent academic requirements for promotion and tenure. There seems to be two very distinct paths that diverge at the end of graduate training, an academic path and an applied path, often never the

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The Future of School Psychology: Continued Dialogue

twain shall meet. Gaining a few years, or more, experience in public schools provides a solid foundation for the later development of research protocols. Additionally, applied school psychologists can conduct meaningful research and report their findings. Also, new faculty members can gain student respect by being able to talk about real school experiences.

*- Submitted by Shawn Powell, Ph.D.;
Full time faculty, Community College
in Casper, Wyoming; Adjunct faculty,
University of Northern Colorado;
Private practitioner*

A Well, this becomes a political/philosophical debate. Action research, case study, and qualitative research should be brought to the forefront. However, due to politics, quantitative will win out.

- Submitted by William R. Hosmer, Ph.D.

Q What do you see in the future of assessment of Specific Learning Disability in the schools? What role do you see RTI playing in special education eligibility?

*- Submitted by Kaitlyn Stewart,
University of California, Santa Barbara*

A I envision that the exact nature of the data that needs to be collected will be refined by both research and federal policy. As written now, schools can use RTI data and/or data showing cognitive strengths and weaknesses. This puts a huge burden on schools and school psychologists to identify exactly what needs to be included. Hopefully the next version of IDEA will be more precise and make it clear how much of what data are needed. I envision that RTI data will most certainly be the starting point for all such evaluations. The big question is whether there is empirical and policy support for such data to be the only data.

I think that RTI will be a crucial starting point for all such future eligibility. As noted above, it is now and will be required for SLD evaluation, but it is likely to expand into other eligibility categories as well. For example, it could be required for OHI (e.g., ADHD) and ED evaluations as well. Some states already require that RTI be done for any suspected disability area (e.g., Iowa, Maine) and others are likely to do this as well.

*- Submitted by Rachel Brown-Chidsey,
Ph.D., NCSP; Associate Professor of School
Psychology, University of Southern Maine*

A Regarding the questions regarding the future of assessment in SLD eligibility and RTI, the current debates will continue without change for the next 3-5 years with little consensus and certainly no changes in IDEA regarding either one (largely because reauthorization will not be required for years). Read the literature today and you will see the same issues continuing with little change. States may make minor changes in eligibility but no major change. Professional practice has actually increased the value of assessment in SLD since psychologists and special education are not the major driving force in RTI despite being the most knowledgeable persons regarding RTI and have always been assessment oriented.

*- Submitted by Richard Peck, Ph.D.;
Licensed Psychologist/Specialist in School
Psychology; Ellis and Johnson Counties
Shared Services, Texas*

SASP - THE STUDENT CORNER

Metalogue: Is School Climate a Real Thing?

Tyler L. Renshaw
University of California, Santa Barbara

Author Note

Tyler L. Renshaw, doctoral candidate in the Department of Counseling/Clinical/School Psychology, University of California, Santa Barbara.

The author is indebted to two persons for unknowingly inspiring the creation of this work. First, the researching, writing, and thinking of Meagan O'Malley, a student-colleague at UCSB, have kindled within the author a keen interest in school climate and have served as the basis for much of the substantive ideas presented on the topic herein. Second, the teaching and thinking of Jason Raley, a lecturer in the Gevirtz Graduate School of Education at UCSB, have imbued the author with a new mindset toward inquiry that consciously permeates this work. Without them and their influence, this work would not exist.

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Metalogue: Is School Climate a Real Thing?

A metalogue is a pedagogical method that uses conversation as a tool for exploring problematic subjects.¹ This particular metalogue is a hypothetical conversation between a Professor (P) and a first-year graduate student (S) in a school psychology doctoral training program. Although the content of this conversation is centered on a particular construct, the form of inquiry employed herein can be used to examine various constructs and broader issues within the field.

S: So, Professor, I'm confused.

P: Confused?

S: Yeah. And from talking with my classmates, it seems I'm not alone—all of us are a little befuddled by this thing.

P: This *thing*?

S: School climate—you know, that mega-construct we discussed in class last week?

P: Ah, that thing.

S: That's it—the one that's supposedly related to all those beneficial outcomes—higher student achievement²—fewer conduct problems and less depression³—better psychosomatic health, whatever *that* means⁴—good student and staff relationships⁵—better outcomes for minority students⁶—and on and on and on. When you think about it long enough, it seems to be linked with every good thing you could want for schools...

P: But what about...

S: Oh, I know—there's *some* opposing evidence saying that it doesn't really matter how great the school climate is—that aggression and victimization will still happen anyway⁷ and that students are still just as likely to get depressed⁸. But for the most part, you've got to admit that it seems like a *dream construct*.

P: Too good to be true—like a dream? That's a clever metaphor! And yes, I agree.

S: Well, thanks... The problem is, I don't get the dream. I know it's a construct

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Metalogue: Is School Climate a Real Thing?

that's operationalized and all that—but any way you put it, it seems to get so *muddled*.

P: Muddled?

S: Yeah, you know—messy—unclear—blurry?

P: Okay. So, why's school climate so—to use your language—so muddled?

S: Oh, there are plenty of reasons. And the biggest one is probably that it's so vague. Like that article we read in class said—it's "everything about the school." But then its operationalized in different ways...⁹ Tell me how that's *not* confusing!

P: I'll admit—it is messy... Can you expound on that operationalizing idea further? I'm trying to grasp how you're thinking about all of this—so, please, talk on.

S: Well, sure—I guess. Like I was saying... School climate has been measured in a heap of different ways. You know, just thinking about staff perceptions of the construct is enough to baffle me! Some researchers have measured that by looking at administrative support and staff connectedness¹⁰—others have looked at respect for peers and cultures, good relationships, school safety, other things¹¹—while others have looked at student academic orientation, behavioral values, student activities, parent-community

relationships, and on and on...¹² It just seems like one arbitrary thing after another! This or that part of the environment—this or that part of subjective experience—maybe some combination of both stuffs. And that's *just* for teachers' perceptions! Let's not get started on students' or outsiders' views... They're all just as pesky situation, for sure.

P: You offer some great evidence to warrant your claim of peskiness—it truly seems muddled! But what if we looked at these operationalizations at a different level of analysis? Instead of a critical micro-level—how they *differ*—what if we looked at a macro-level—how they're *similar*? What if we put on a different lens and tried to see what these operationalizations have in common?

S: You know... That's an interesting idea. Honestly—I've never tried to look at it like that before. Because from what I see, few of the operationalizations are the same from study to study—all there is are glaring differences... And it's hard to look past that.

P: True! It may be very hard, in fact. But if we're undertaking school climate as a serious inquiry, then we must do hard things. We don't need to look *past* the differences, but we do need to look at them with as many lenses as possible—we should try to understand

what's really there, not what *we think* is there... And to do that, we must get beyond ourselves—"the view from only here"—and work toward "the view from manywheres."¹³

S: "The view from manywheres"—that's catchy!

P: I think so, too! And it's a helpful aphorism—reminding us that the same thing can be seen through a variety of lenses.¹⁴ So, that said, let's try to take a step towards manywheres by assuming another lens of analysis. We don't need to do anything fancy or statistical here—we can keep it basic and use some frontline analytic tactics. For instance, let's start by sorting those many operationalizations of school climate by *kind*.¹⁵ Don't worry about what study they were in for now—let's put them all into one great mass and then start parsing them into categories based on relations among concepts.

S: Okay... Let me write these down... So... If we're looking at *kinds*... It seems there are probably a few categories? Like *good relationships*—that seems like an obvious one. A lot of the studies measured that among students and staff. Also, *school safety* seems like a big one—many studies measured that is some way. And... Well, this one may be a stretch, but how about *characteristics of people*? That might be a category because a

Metalogue: Is School Climate a Real Thing?

lot of studies have measured different things about students and staff—like attitudes, values, behavior, and so on. So yeah, it seems there might be at least three categories?

P: Impressive! That was some quick armchair analyzing. If we did it more systematically—had a bigger bank of operationalizations, used a particular sorting method, re-sorted several times—then we’d probably reveal more categories... But interestingly, two of your categories are also part of the four major categories claimed by school climate scholars—*school safety, quality of relationships, teaching and learning supports, and environment characteristics*.¹⁶

S: Wow—look at that! That’s funny—I didn’t know there were any *official categories*... But hold on a minute—now you’re making me think that there really might be some order underlying this muddle, after all? I mean—I identified some categories—and you’re saying there are some *official categories*...

P: Wait! Let’s not get too hung up on what we just did—that was just an exercise. And even more importantly, let’s not get stuck on *officialism*! Official things are *always open to revision*—they don’t have to be believed. Remember, we’re not going for our view or an official view—we’re going for “the view

from manywheres.” So, now, more than ever, you must be very careful! Don’t settle for brief encounters with coherence—keep trying on new lenses! Because if you surrender to one viewpoint—without testing it against other understandings—then you’ll just be settling for a new version of the “view from right here,” and your inquiry becomes lifeless...

S: Hmmm... Okay. That seems kind of paradoxical—you know, holding on to different views to get a clearer understanding. But I’ll try it... And I’ve got another question on my mind, now. I get how there can be relationships among the different operationalizations—like we just talked about—but I don’t get why researchers aren’t measuring the same concepts or using the same measures? Don’t they read the literature and know what each other are doing? So why don’t they try to replicate each other’s methods and findings? That seems like such a key part of science—replication... So, why aren’t they building a *science* of school climate?

P: Ah, I was hoping this would come up in class, yet it didn’t. Nobody seemed to be in the mood for chewing on it then. But now here you are—a little disgruntled about it! I can’t give you *the* answer to that question, but I think one answer may be *stakeholder values*.

S: Stakeholders? Like parents—administrators—governments?

P: And don’t forget researchers and funders! The social sciences are filled with a plethora of conflicting values because there are usually *so many* stakeholders—who may have conflicting theoretical and moral values.¹⁷ And so it seems reasonable that this might heavily influence school climate research...¹⁸ So, that said, the big question is—How can stakeholders’ values hamper the science of school climate?

S: Well, if I was to guess... Some stakeholders probably think that *what they care about* is more important than the progress of science. Or at least what they value is more important than working on *what other people care about*—or value? So, you know, some researchers may be looking more at relationships—others looking more at environmental stuff—and still others looking at a mixture of things. And it probably all comes down to what they *believe* is important for schools—*what they really care about*—or value.

P: Well said! Your words remind me of a concept that a professor of mine taught—that inquiry is much more exciting when it’s grounded in *what we care about*!¹⁹ Now, given that, can we blame these stakeholders for not progressing science—if they’re just

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researching what's exciting to them—what they care about? Probably not anymore than we can blame ourselves! Because in a way, we're all just doing the best we can with what we care about...

S: Yeah, that's right... I've never thought of it like that before—that others could see *you* and *me* as hampering science simply because we do what we care about—not what *they* care about... But also, I'm thinking that looking at stakeholder values gives us another lens to look through—doesn't it? Another “step towards manywheres”—right?

S: Wow—right! I hadn't yet considered that.

P: Because maybe in this case—with school climate—the construct is just vague enough that everybody can project their own values on it? That may sound strange, but I'm only saying that because of that one “official” definition from that one professional group. You know—that hazy definition that says school climate is the “quality and character of school life.”²⁰ They've got to be kidding me! Quality? Character? School *life*? All in the same sentence! Now, that's a lucid definition if I've ever heard one. I'd like to see them try and operationalize *that*... It just begging for people to throw their values on it!

P: Disgruntled yet insightful—well done! I appreciate your point—we must not forget that the nature of a given construct may invite, or at least allow for, some kind of imposition of values by those who use it. That's actually quite a groundbreaking idea, I think. So—thank you, young friend, for helping us get there.

S: Oh, you're welcome—I guess.

P: And I must say—I'm continually surprised by the freshness of your thinking... You seem quite determined with this inquiry; I hope you hang with it... But before we go further, I'd like to clarify something. Most of our discussion, so far, has been working toward obtaining “the view from manywheres” on school climate. Because it seemed like—at the outset—you wanted *the* definition of school climate. And so we've been slowly debunking the idea of *one* viewpoint by exploring a pluralism of perspectives... Yet now I'm wondering, given how far we've come, where you'd like to go next? Should we rewind and clarify some ideas we skimmed over? Would you like to noodle something that's fresh on your mind? Or—I have to admit this is a possibility—are you tired of all this balderdash?

S: Good question... This has all been very helpful, so far... Really. Well... You know... I do have something “fresh on

my mind”—to use your words. It's not really a new idea, per se—maybe more of a realization about my confusion?

P: Sounds interesting...

S: I don't know if this will make sense or not, but I'm starting to feel that I'm confused about school climate at a deeper level.

P: A *deeper* level?

S: Yeah... I think I'm confused at deeper, philosophical level. I know—we don't talk much about philosophy in our program because we're school psychologists and we're so concerned with practical things—helping schools and children, best practices and all that. So, this might seem a little impractical—too far-fetched, maybe?

P: Far-fetched? Now you've piqued my interest! Feel free to speak as far-fetchedly as you'd like... I believe some philosophical thinking is healthy, even for us school psychologists.

S: It's funny you say that—because I was thinking about that recently. You know, about philosophy and school psychology? I was thinking about how I'm in a doctoral program—how I'm supposedly becoming a “Doctor of Philosophy”—but how we rarely talk about anything philosophical! I was thinking about how I certainly don't feel like I'm being trained to be a philosopher—and how maybe I'm

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really becoming a *Doctor of Applied Theory* or a *Doctor of Methods* or something else? And all of this... Well, it made me realize that we're all in a *strange situation*. Some day, we'll be Doctors of Philosophy without getting any serious philosophical training! Don't you find that—does *anyone* find that—strange, Professor?

P: Indeed, I do! And again, you're fresh thinking has surprised me... I'd be thrilled to discuss that strange situation further. However, I don't want to derail the conversation before you finish what you started—this business about a *deeper* concern with school climate. So—although this is mighty hard for me to say—can we postpone this new topic until later?

S: That's fine—I guess. But I'll sure look forward to talking about that... Well, where was I? Oh yeah—like I said... I've been thinking a lot about this. And all this thinking is making me *doubt*.

P: Doubt?

S: Yeah... Doubt what all the scholars are saying—doubt some of the stuff we've talked about now—and doubt... that...

P: Go on...

S: Doubt that school climate actually exists—that it's actually a *real thing*! It sounds weird to say it like that, I know. But I'm wondering if, no matter how you choose to operationalize it

or analyze it, it doesn't really matter. Because, well, maybe school climate isn't—really *anything*?

P: Maybe! Wow... This seems like a heavy topic... It might help us to focus if you can take what you just said—and what you're still thinking—and form it into a single question. That probably seems difficult—but can you do that? Because then we'd have some palpable idea to chew on...

S: Sure—let me think for a minute... Well, I guess what I really want to know is something like this—*Is school climate a real thing*?

P: Ah, intriguing! Now *that's* a question worth chewing on! I won't dare answer it for you, but we can work toward an answer together. And yes, you're right—you're definitely treading on philosophical ground here. Discerning what is real and how we can know it has been the basic business of philosophy for forever... Now, given that we're moving on to reality—have you heard of *reification*?

S: Reification?

P: Yes—*reification*.

S: No, I haven't. What's is it?

P: Well, it may mean many things. But the definition I prefer is from the late Neil Postman—the process of “confusing words with things.”²¹ And as far as I understand it, this can happen in

multifarious ways... We give names to things that don't really exist, to make it seem like they do exist—we give more enchanting names to things that already exist, to make them seem more alluring than the really are—and we give names to abstract ideas, to make them seem like *concrete* things. There may be other ways, too...

S: Confusing words with real things? I'm not sure if I fully grasp that. Can you give me an example—you know, something different enough but similar enough—so that I can see how this all might relate back to school climate?

P: No problem—think about *intelligence* or *cognitive abilities*. Those are classic reifications that the majority of us school psychologists have embraced. Because although we can't ever be sure, it's plausible that intelligence *is not really a thing*—or even many things—possessed by a person. Yes, I know, we certainly talk about it like it is—our terminology suggests one larger thing that can be parsed into distinct smaller things.²² But when we take a closer look... Actually, when we take a *bigger* look we see that intelligence can't just be *in* a child—because there's so much going on *outside*! There are environmental variables—situations—context—other persons—cultures—and the child is functioning in response to all of these things...²³ So, this suggests that intelligence is

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probably better conceptualized as a dynamic, emergent relationship among a person and all of the elements in which she happens to be stuck in the moment—not a product that is stuck somewhere inside her body at a given moment... Not a *thing*. Does that make sense?

S: Yeah—kind of. At least I think I’m getting the gist of what you’re saying. Intelligence probably isn’t really a thing, because it’s much more than that—it’s *bigger* than that. Yet the way we talk about it—the names we give it—the numbers we place by it—and, you know, all of that—make it *seem like it is something*.

P: Bingo! You articulate that much better than I did—thank you. And that whole process—all of that “convincing ourselves,” to use your language—is called *reification*... By the way, you raised an important point that I failed to consider at the outset—the way we use concepts, not just what we *call* them, also aids in reification. For instance, can you see how the format of our psychoeducational reports contribute to the reification of intelligence—how they can give it a more thing-like feel?

S: You know, I am starting to see... It’s a little muddled though—still. Because this is a new concept for me... But, Professor, before we get stuck on

intelligence, can we get back to how this all relates to school climate?

P: Oh, yes, please. So—how *might* reification relate to school climate?

S: Well—school climate might be in the same boat as intelligence, right? It could be, like you said, something that we’ve given a name to and talk about how it’s a real thing—existing somewhere and somehow inside a school—but that might actually be nothing at all—or at least something *much more complicated* than we think it is... Oh, and that reminds me of that model we discussed in class the other day. You know, the venn-diagram with one circle representing environmental components—the other circle representing subjective experience—and the overlap between the two representing school climate?²⁴ That model suggests a similar idea—that school climate isn’t really one or the other of those components—it isn’t really any one *thing*—but rather it’s the dynamic relationship between them—where they interface and create something new! But it’s complicated because the interfacing is so vague and complex—it’s there, but it’s ever-happening-in-the-now. And *that’s* complex...

P: Indeed, it is. And that was a very nice synthesis, by the way. I especially appreciated how you’ve linked our

class discussion with our present discussion—that always makes a teacher feel good! Yet something is still nagging at me... And I think it’s that I’ve yet to grasp what *you think* about this line of thinking—what your appraisal is, so far. So, I’ll be frank—Do you *believe* this stuff?

S: Hmmm... Good question... So... This is kind of sticky... But yeah, I believe *parts* of it—not all of it. If school climate *is* a real thing, then I believe that it’s some kind of dynamic relationship—not necessarily a grouping of static things. But... I still don’t know if I can believe even that—if I can say that school climate *is really* real. Because it all seems too abstract and too big, you know? It’s hard for me to imagine that the relationship between *all the people at a school* and *everything else about that school* can be conceptualized by a single construct! It seems like it’s trying to explain everything without being careful—taking time—accounting for the details of all the sub-relationships that make up the mega-relationship... I mean—couldn’t we do just as much good—and save ourselves a whole heap of confusion—by focusing on the *sub-parts* of the parts that make up school climate? For example, we could just look at what makes good relationships at school—and then try to measure and promote those things,

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right? And couldn't we do that with *all* the categories we talked about earlier? So... For me, I guess it comes down to this... I think we might be *misplacing our energy* by focusing on this grand-slam construct.

P: Grand-slam status! I like that—it has a nice ring to it... So, now, taking what you just said, how would you answer your original question—Is school climate a *real thing*?

S: How did I know that was coming? Well... This seems weird to say, but I don't know if I can answer that question—yet. I'm sort of leaning towards saying “No”—and everything I said above sounds like it's leading to “No,” doesn't it? But... Because I do believe in the *parts* and *sub-parts* of school climate, I can't bring myself to discard the possibility of the mega-construct yet. I just can't do it—because *maybe* I'm wrong, you know? I care about the same things these researchers seem to care about—no doubt. But I just don't care about it at the same *level* that they do—but maybe I could? So... To be honest... I think my answer has to be—“I just don't know yet.”

P: Good!

S: Good? How is it *good* that I'm waffling? I thought you said we were going to, you know, “work toward an answer together.” Didn't you say—aren't we

going to do that?

P: Yes, I said that. And we've actually *been doing that* all along. But working toward an answer is very different from arriving at one—the former is a process, the latter is an event. We've been doing a load of processing, but we've not done much deciding—and that, I think, is a “good” thing.

S: Okay...

P: Remember—you've just started on this inquiry path—it's only been *minutes* since you posed your query! And if you make a decision now, you may miss out on the richness inherent within your question—richness you don't even know is there yet! So, I think indecisiveness is “good” in that it allows you more time to process—to think—read—question—have conversations—see other sides—experiment... It saves you from making a hasty choice that will *suck the life out* of your now-zestful inquiry.

S: Well, if you put it that way... You know, that sounds wise—I don't want to gyp myself out of an adventure... But there's something else I'm concerned about, too. Say I've chewed this question *forever*—spent some serious time with it and I finally make a decision. How will I know if my decision is *true*—or if my answer is *right*?

P: Oh, *truth*! It's fitting that we've come

this now... The nature of your query requires you to make a judgment call—to decide on the truth of the matter. But truth is a tricky business...

S: A tricky business?

P: Oh, yes, indeed.

S: Well... Why?

P: As far as I understand it, there are at least three tricky things about truth—things that persons and communities have been quibbling over for thousands of years. One is the *nature of truth*—another is *how to get to truth*—and the last is the *implications of possessing the truth*. It's been an entertaining controversy, for sure—and it's yielded some fantastic fruit!

S: Oh, yeah? Like...

P: Like *inquiry*! What we are doing *right now*—the great enterprise of formulating, testing, and revising beliefs about real things.²⁵ Now, there are several industries and paradigms for carrying out inquiry... And that's where you and me and school psychology come into the picture—we're just one of the many sub-industries of inquiry!

S: Yeah... That actually makes sense—we're in the broader social science industry, right? And we have our niche—*what we care about*—and others' have theirs. But then, at the same time, we're linked to the

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natural sciences and humanities too—because they're also just industries of inquiry? Wow... That's an amazing connection... But I still don't understand something... Within our inquiry sub-industry and niche—you know, social science and school psychology—how do *we* figure out what is true?

P: Ah, I see—that is a deep and complex question. Now, this may or may not be comforting news, but *you are not alone!* In fact, I'm in the same predicament as you. I've been chewing on this idea—how to figure out truth within our field—for some time. And I haven't grasped it either... I keep getting nearer and nearer, I think. But I'm surely not *there*—I haven't yet *arrived*, so to speak.

S: Really? Well... Then, what has helped you—what *tools* have you used to get closer?

P: Now, that is a priceless question... Let's see... Well... Once upon a time, someone passed along three strategies to me that he found helpful²⁶—and I've found them to be quite fruitful—so how about I pass those on to you? They're nothing fancy, really, but they do work. One is *having conversations like these*—another is *critical reading and thinking*—and the last is *making representations of what you've learned*. That's it...

S: Let me jot those down...

P: Oh, and there is a broader framework that can be used as a meta-tool... I've created a basic model for it—an attempt to conceptualize the major inquiry processes for getting at truth within the applied social sciences.²⁷ But, given the time, I think we should save that conversation for another day. The ideas it suggests are too crucial, I think, to pass over too quickly!

P: Hmmm—that's understandable. But we *can* have another conversation?

P: Oh, of course!

S: Okay—Oh... And... Professor, before I go... Remember my question about the *strange situation*—the one you told me to postpone until later? You know, the one about becoming Doctors of Philosophy without getting any philosophical training?

P: Ah, yes—the *strange situation*. That's a mighty heavy topic! What if you come back, say, next week? Same day, same time—and we could chew on it then?

S: Yeah, sure. That sounds great, actually.

P: And when we reconvene, we can talk about how that question relates to the broader framework I just mentioned. Because the more I think about, the more they seem to go hand-in-hand...

S: Really? Now you've got me wondering—I'll look forward to

chatting about it... Also, I just wanted to say thanks for *this*—the talking and questioning and whatnot. Somehow, I feel more comfortable with the school climate thing now. Although I'm starting to sense that I'm still very far away from getting an answer, I also feel that I can think more clearly about it. And those concepts—like “the view from manywheres” and lenses and reification—not to mention this whole idea of industries of inquiry—have really opened my eyes to how exciting *and* hard it is to seek after truth. So—thank you, Professor, for whatever you just did...

P: And thank *you!* Your fresh thinking has helped me more than you would believe... Now, until we meet again, remember—keep your inquiry alive—don't suck the life out of it.

S: I will try! Goodbye, Professor.

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People & Places

■ **Robert H. Woody**, Ph.D., Sc.D., J.D., a Fellow of Division 16, is a candidate for APA President-Elect. Dr. Woody has had career-long involvement with school psychology, initially as a school psychologist in the Michigan schools and then as a professor teaching school psychology courses at the State University of New York at Buffalo, the University of Maryland, the Ohio University, and the University of Nebraska at Omaha. He served as Director of School Psychology Training at both the Maryland and Nebraska institutions.

■ The school psychology faculty at Northeastern University (Drs. **Jessica Hoffman, Louis Kruger, Chieh Li, Karin Lifter, Emanuel Mason**, and **Robert Volpe**) is pleased to welcome Dr. **Amy Briesch** as a new assistant professor. Dr. Briesch received her Ph.D. in School Psychology at the University of Connecticut and completed her pre-doctoral internship at the Heartland Area Education Agency. Northeastern University, which has an APA-accredited doctoral program in Combined School and Counseling Psychology, also launched a new School Psychology Ph.D. program in September 2009.



■ We are pleased to announce that Dr. **John Mark Froiland**, Ph.D., NCSP who is currently a post doctoral fellow at the Institute of Education Sciences, Child Development and Family Studies at Purdue University will be joining our school psychology program at the Univ. of Northern Colorado.

■ Dr. **William (Bill) Pfohl**, Professor of Psychology at Western Kentucky University was awarded NASP's Lifetime Achievement Award at the recent NASP Conference in Chicago. He is the current International School Psychology Association (ISPA) President and twice past president of NASP.

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ANNOUNCEMENTS

Graduate Student Scholarships To Be Offered for Teaching the Psychology of Men Continuing Education Program at the APA San Diego Convention

Seven scholarships will be awarded to graduate students who want to attend the workshop free of charge. Issues related to the psychology of men and masculinity are increasingly identified as important areas in psychology including boy's and men's development across the life-span, issues of multiculturalism and sexual orientation, violence against women, homophobia, fathering, men's health and others.

The goals of the workshop are to help psychologists: 1) Design a psychology of men course or incorporate the psychology of men into existing courses; 2) Locate syllabi, core concepts, readings, media, self assessments, and other resources to teach the psychology of men; 3) Utilize multiple teaching methods when teaching the psychology of men including psychoeducational and multicultural approaches; and 4) Enumerate the critical problems/dilemmas and solutions when teaching the psychology of men.

The teaching faculty for the workshop include: James M. O'Neil, Ph.D, University of Connecticut; Christopher Kilmartin, Ph.D, Mary Washington University; Michael Addis, Ph.D, Clark University; and Mark Kiselica, Ph.D., The College of New Jersey.

For information about the graduate student scholarships email Jim O'Neil, Chair, Committee on Teaching the Psychology of Men, Society for the Psychological Study of Men and Masculinity (SPSMM), Div. 51, at: jimoneil1@aol.com.

Registration for APA Continuing Education Programs begins May 1, 2010. To register call 1-800-374-2721, ext. 5991 or enter www.apa.org/ce

ANNOUNCEMENTS

Division 56 Disaster Relief and Response Special Interest Group

Division 16 Members with interest in providing mental health services after natural disaster trauma might consider joining the Disaster Relief and Response Special Interest Group of Division 56, the Trauma division. This SIG provides a forum for discussions on best practice and dissemination of research in the area of post natural disaster trauma. Current activities include work on a special edition of the Division 56 journal, meetings/presentations at the APA convention etc. International members are especially encouraged. If interested, please contact the SIG chair, Angeleque Akin-Little at drsakinlittle@netzero.net.



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