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Annual Convention in
San Diego Aug 12-15**

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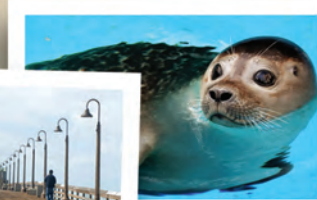
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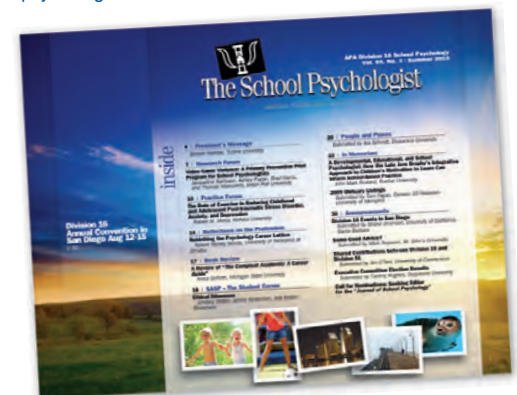
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PRESIDENT'S MESSAGE

Division 16 Initiatives

Bonnie K. Nastasi
Tulane University, New Orleans

“The long-term goal is to provide new directions for the Division that go beyond guild issues and focus on substantive issues relevant to the populations we serve and the professional responsibilities of school psychologists.”

Consistent with my presidential priorities for the Division, I have recently appointed several Working Groups and Ad Hoc Committees to examine the relevant issues and develop short- and long-term action plans for the Division. Working in collaboration with Karen Stoiber, President-Elect, the goal is to develop plans of action that would extend through at least 2011. The long-term goal is to provide new directions for the Division that go beyond guild issues and focus on substantive issues relevant to the populations we serve and the professional responsibilities of school psychologists. In addition, we hope to facilitate collaboration with other organizations that serve our profession in order to expand the scope of influence.

What are the initiatives?

The following working groups and committees have recently been appointed and are beginning their work. In composing the working groups, members were invited to represent the EC, the general membership of the division, early career scholars, and graduate students in school psychology. Each group has a liaison to the EC to ensure communication

with division leadership. Reflecting the commitment of the leadership, all EC members are involved in at least one of these initiatives.

Division 16 Initiatives 2010-2011

Working Groups

Globalization of School Psychology
Chair-Sissy Hatzichristou

Social Justice and Child Rights
Chair-Stuart Hart

Translation of Science to Practice and Policy: Mental Health and Learning
Chair: Karen Stoiber

Ad Hoc Committees

Promoting School Psychology as Specialty
Chair: Tammy Hughes, Past President

Financial Planning
Chair: Tanya Eckert, Treasurer

The Working Groups

The main charge of the three working groups is to identify the potential role that Division 16 can play in addressing key issues related to the respective focus—

globalization, social justice and child rights, translation research to practice and policy, and to the division's current identity statement (formulated by the EC in January 2010): Translating science to practice and policy to promote mental health and learning of children and adolescents from a transcultural and transnational perspective. In addition, the working groups are asked to identify other organizations that serve the specialty of school psychology and are currently working on the same issues or have vested interests or resources. Groups are expected to propose action items to the Division EC in the early Fall.

The Ad Hoc Committees

The two ad hoc committees also reflect the priorities of the Division. The charge of the Committee on Promoting the Specialty of School Psychology is to foster partnerships within APA and the school psychology community to promote the specialty, and to promote policy decisions that foster unique contributions of school psychology and protect school-



Bonnie K. Nastasi

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President's Message Division 16 Initiatives

“...the focus on social justice and child rights reflects renewed recognition of our social responsibilities as professionals to address inequities and injustices within our local and global communities.”

based practice. The Financial Planning Committee is charged with developing a plan for investment and income generation to both foster financial stability and support initiatives of the Division. Both of these committees were envisaged as mechanisms to foster continued health of the profession and the division.

What is the impetus for the initiatives?

The two primary goals of my presidency are foundational to the first two initiatives — globalization and social justice:

1. Promote international research and development related to fostering psychological well-being of children and adolescents worldwide (as relates to both practice and policy)
2. Foster commitment to social justice (promotion of personal, interpersonal, collective well-being)

The third initiative reflects priorities proposed by Karen Stoiber, consistent with the current division identity statement and reflecting a potentially unique contribution to psychology – translating research to practice and policy.

These goals are a response to the current social-cultural-political global context of the children and families we serve and of the broader professional community of psychology (see Nastasi, 2010; Nastasi & Varjas, in press). The dual

focus on globalization and social justice is a response to the growing awareness politically and professionally of our presence in a broader global community, exemplified by the conference on Internationalizing Psychology Education sponsored by APA's Education Directorate in 2008 (www.apa.org/ed/). Another factor is the increasing awareness of the potential influence of specific social and political forces worldwide that affect children's well-being, including terrorism, ethnic conflict, displacement, community violence, poverty, and discrimination. Furthermore, reports from the World Health Organization (WHO, 2005) highlight the inadequacy of mental health services for children and adolescents worldwide (including the U.S.) due in part to shortage of qualified mental health professionals and relevant training programs, and the untapped potential for universal access within public education and health care sectors. Further hindering service provision both internationally and within the culturally diverse U.S. population is lack of sufficient research to inform culturally and contextually appropriate practice, due in large part to the predominance of research based on mainstream populations from the U.S. and western European countries. Consistent with the third working group is recognition of the difficulties inherent in translating empirical evidence

into practice and policy in order to directly impact the lives of children and families. Finally, the focus on social justice and child rights reflects renewed recognition of our social responsibilities as professionals to address inequities and injustices within our local and global communities. This focus is consistent with the Millenium Development Goals of the United Nations (<http://www.un.org/millenniumgoals/global.shtml>) which call for global partnerships (across countries, disciplines, sectors) to address poverty, lack of access to universal primary education, gender inequality, child mortality and maternal health, environmental sustainability, and diseases such as malaria and HIV/AIDS. Moreover, 2009 marked the 20th anniversary of the U.N. Convention on the Rights of the Child, which in 1989 became “the first legally binding international convention to affirm human rights for all children” (<http://www.unicef.org/rightsite/237.htm>). As noted on this UNICEF site, although “great progress has been made on child rights in the past 20 years, much work remains to be done.” Coinciding with this anniversary are efforts by other school psychology organizations to renew their commitment to child rights (e.g., ISPA, NASP). NASP will be revising its current position statement on child rights in 2011ⁱ. ISPA, in collaboration with CRED-PRO, is developing a curriculum to prepare

ⁱ As a reflection of inter-organizational commitment and as a member of NASP, I have agreed to chair this effort.

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President's Message Division 16 Initiatives

“...this new decade provides an unparalleled opportunity for school psychology and Division 16 to renew its commitment to fostering the best interests of children and families within the contexts of schools and communities.”

school psychologists to advocate for child rights within their professional rolesⁱⁱ. The initial curriculum will be presented at the upcoming ISPA conference in Dublin, Ireland, July 2010. This is an opportune time for Division 16 to partner with other organizations in advocating for child rights both within the U.S. and also worldwide; my own efforts across organizations reflects my personal conviction regarding the critical role of inter-organizational collaboration.

In closing, given the converging social, cultural and political forces within the U.S. and the broader global community, this new decade provides an unparalleled opportunity for school psychology and Division 16 to renew its commitment to fostering the best interests of children and families within the contexts of schools and communities. The EC's initiatives of 2010-2011 reflect the Division's steadfastness to the values we share as professionals and to our persistence in fostering contexts that engender child well-being.

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ⁱⁱ *Development and dissemination of this curriculum is a joint effort of the International School Psychology Association's (ISPA's) Task Force on Professional Development and Practices and the Child Rights section of the Child Well Being and Advocacy Committee, the Child Rights Education for Professionals Program (CRED-PRO) of the International Institute for Child Rights and Development, and Tulane University's School Psychology Program; with funding from ISPA and CRED-PRO. Members of the curriculum development working group include co-chairs Bonnie Nastasi and Stuart Hart, and Tulane University school psychology students, Berre Burch, Rosa Maria Mulser, Shereen Naser, Meredith Summerville. For information, contact Bonnie Nastasi, bnastasi@tulane.edu.*

RESEARCH FORUM

Video Game Violence: A Primary Prevention Pilot Program for School Psychologists

Jacqueline Karlsson, M.A., Ashley Pagan, M.A., Brad Harris, M.A., and Thomas Massarelli, Ph.D
Seton Hall University

“As a response to APA’s call, we developed a program to counteract the adverse effects of violent video games, to promote technological literacy, and to create resiliency in our children to make informed choices about interactive media.”

Introduction

APA responded to concerns on the harmful effects of video game violence on children by forming a Committee on Violence in Video Games and Interactive Media, which supports that exposure to violence in video games increases 1) aggressive thoughts, 2) feelings, and 3) behaviors (APA, 2005). Video game violence teaches maladaptive behaviors in children by rewarding active participation in violence. APA (2005) provided that concerns also relate to depictions of exaggerated gender, minority stereotypes, and the sexualization of girls in violent video games. Additionally, a 2-year longitudinal study on media violence and youth violence found that playing with violent video games is the strongest risk factor for aggressive and delinquent behaviors (Hopf, Huber, & Weiss, 2008).

APA (2005) has adopted a resolution consisting of recommendations that violence be reduced in video games and other interactive media available to children. The recommendations indicate

the vital need to take action and raise awareness in schools, to parents, and in the community by increasing knowledge about the negative effects of video game violence. As a response to APA’s call, we developed a program to counteract the adverse effects of violent video games, to promote technological literacy, and to create resiliency in our children to make informed choices about interactive media.

Program Participants

The Committee on Violence in Video Games and Interactive Media advocates media literacy in children, teachers, and parents (APA, 2005). Schools are an effective environment to accomplish this task. The facilitator of the program will create and administer (1) a student seminar on technology education, (2) a school staff workshop, and (3) an interactive lesson for parents and the community.

Program Overview

The program will be implemented in three stages. The first stage of the

program helps participants to develop competencies to understand (1) the difference between fantasy and reality, (2) the cause and effect relationship of real life and video game violence, and (3) how video games relate to the emphasis of exaggerated gender, minority stereotypes and the sexualization of girls. The second stage of the program will help participants understand their own (1) thoughts, (2) feelings, and (3) behaviors about video games in relation to violence and the emphasis of exaggerated gender, minority stereotypes, and the sexualization of girls. The third stage aims to educate participants to be knowledgeable consumers and video game players by (1) raising awareness of the Entertainment Software Rating Board (ESRB) rating system and (2) by empowering participants to identify violent video games and alternatives to these games. Anderson, Gentile, and Buckley (2007) suggest that the ESRB rating system would be more effective if the public had greater awareness of the system. Participants will

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Video Game Violence: A Primary Prevention Pilot Program for School Psychologists

be introduced to the ESRB system and explore the connections between gaming content and their ratings. In addition, the facilitator will instruct participants on positive uses of technology.

Program Method

The program facilitator will use a combination of group discussion, journal writing, handouts, role-playing, and/or lesson plan activities. The facilitator will also guide participant activities using educational gaming that can serve as an academic enrichment tool. A resource packet will be provided to all participants; this information can also be distributed to the community as the school sees fit. This school-based program is flexible and should be implemented according to the needs and resources of the individual school.

Expected Learning Outcomes

Participants will (1) learn about the APA Committee on Violence in Video Games and Interactive Media, (2) expand their knowledge concerning the adverse effects of violent video games, and (3) gain awareness of how thoughts, feelings, and behaviors are affected by such games. Furthermore, participants will (4) develop skills to identify appropriate and inappropriate media, and (5) gain resources as consumers/players of electronic media.

Theoretical Foundation

According to Urie Bronfenbrenner

(1979), the ecological systems theory states that a child is raised in an environment of multiple layers of interactions. At the core are the microsystems, the child's immediate environmental contexts that have a direct effect on the child, such as parents, teachers, and friends. The mesosystems are the interactions between the child's microsystems, such as parents and teachers communicating with each other. The mesosystems are followed by the exosystems; the exosystems represent the social contexts that affect the child but that the child may not interact with directly. As it is believed that the various layers of a child's environment have a profound effect on his or her development, an effective intervention strategy should aim to address the multiple contexts of that environment (Spencer, 2006). In an interview, Urie Bronfenbrenner stated concerns that schools often lack connections to the community and he urged that schools should reach out to parents and the community to effectively educate students (Brandt, 1979). The current curriculum attempts to address concerns involving the use of video games by working with the multiple layers of the student's environment: the microsystem, the mesosystem, and the exosystem.

Program Implementation Guidelines

The program facilitator should be familiar with the American Psychological Association Resolution of Violence in

Video Games and Interactive Media (APA, 2005). The facilitator should actively review current literature to date to effectively address the concerns pertaining to video games (see: Anderson, Shibuya, Ihori, et. al 2010; Hopf, Huber, & Weiss, 2008; Anderson, Gentile, & Buckley, 2007; Carnagey & Anderson, 2003a; Carnagey & Anderson 2005b; Carnagey, Anderson, & Bushman, 2007; Bushman & Anderson, 2001; Anderson & Dill, 2000). Students under the age of eighteen should have a parent or legal guardian complete a consent form giving their child permission to participate in the program. This curriculum is a three week program that can be implemented into academic class periods such as Library, Health or Technology. Each stage is designed to provide suggested discussion questions along with the corresponding activities; it is advised that the discussion questions are modified as the school and facilitator sees fit. It is recommended that the activities are followed in sequential order to achieve the learning objectives. Sample video gaming clips may be presented from video web sites (e.g., YouTube) or video game web sites. It is imperative that the video game clips are age appropriate and are used for educational purposes only. To promote technological literacy, the curriculum is flexible in format for the presentation; PowerPoint, web site or handouts are useful. The facilitator will advocate to the community by raising awareness through outreach initiatives;

“This school-based program is flexible and should be implemented according to the needs and resources of the individual school.”

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handouts and community workshops.

Future Direction

A Program to Counteract the Effects of Violent Video Games has served as an in-service training for school psychologists, advocacy in school settings, and at the National Association of School Psychologists (NASP) 2010 annual convention. We will continue to build upon this program by composing fact sheets for school psychologists, educators and parents using the most up to date research. The fact sheets will help individuals effectively respond to video game violence. Our goal is to continue advocating on this issue at future conferences, workshops, and in school settings.

Video games can be used by educators as a way to increase learning through the use of bright screen images, fast-paced action, and sound effects that simulate real-life situations. Children are able to tap into all of their senses and interact with their computers with the ultimate goal of “winning” the game. Certain video games allow children to use teamwork to solve problems and explore different strategies and techniques to reach that desired goal. However, explicit violent content in video games can derail any educational benefits children may receive when playing these games. Therefore, it is important for educators and parents to screen content in video games, determine and set guidelines for what is appropriate

and at what age, and to use the software themselves to see firsthand what their children are involved in. Although there has been research to support the negative effects of video game violence in children (Anderson, Shibuya, Ihori, et. al 2010; Hopf, Huber, & Weiss, 2008; Anderson, Gentile, & Buckley, 2007; Carnagey & Anderson, 2003a; Carnagey & Anderson 2005b; Carnagey, Anderson, & Bushman, 2007; Bushman & Anderson, 2001; Anderson & Dill, 2000) there has been a paucity of research investigating programs that can counteract the negative effects of video game violence.

A Program to Counteract the Effects of Violent Video Games hopes to accomplish this task by having teachers, parents and students become more informed about video game content, increase awareness of the video game rating system, and develop educationally and socially appropriate alternatives to violent video games. School psychologists play a significant role in understanding the implications and psychological effects of video game violence and can effectively extend this knowledge to the school community by implementing *A Program to Counteract the Effects of Violent Video Games*.

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“School psychologists play a significant role in understanding the implications and psychological effects of video game violence and can effectively extend this knowledge to the school community by implementing *A Program to Counteract the Effects of Violent Video Games*.”

PRACTICE FORUM

The Role of Exercise in Reducing Childhood and Adolescent PTSD, Anxiety, & Depression

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Exercise as an Intervention for Children with PTSD, Anxiety, and Depression

The material below will focus on the role of exercise in reducing childhood and adolescent PTSD, anxiety and depression. While there is a good deal of research on the role of exercise in reducing these disorders in adults, there is comparatively

little such research conducted with children. Exercise fits in naturally with the ecological framework of children and with their educational curricula.

Exercise and PTSD

One of the first studies to specifically evaluate the impact of aerobic exercise on adult PTSD, and the related disorders of anxiety, and depression involved a small sample of adults ($n=9$), (Manger & Motta, 2005). These participants had experienced traumatic events such as tragic death of a relative or friend, sexual or physical assault, severe auto accident, combat, severe illness, injury, or disease. Aerobic exercise was defined as maintaining a rate of 60 to 80 percent of maximum heart rate and was conducted using treadmills. Results of the study indicated that there were significant reductions in PTSD, anxiety, and depression following the aerobic exercise intervention and these reductions were maintained in a one month follow-up.

From these findings in adults, another study was developed to investigate whether PTSD, anxiety, and depression could be reduced in an exercise program

involving adolescent females (Newman and Motta, 2007). Eleven participants, ages 14-17 who met DSM-IV criteria for PTSD were recruited from an all female residential treatment center. The exercise consisted of 20 minutes of structured group aerobic exercises (e.g. dance, Tae Bo, walk/jog, etc.) that sustained an elevated heart rate between 60 to 80 % of each participant's maximum heart rate. These activities were followed by 10 minutes of cool down involving five minutes of low impact exercises and five minutes of stretching, using the same format as the pre-exercise warm up. Participants exercised at least 20 times over the course of eight weeks. Results of this study showed significant reductions in PTSD, anxiety, and depression.

A similar study was conducted involving 12 female adolescents of the same age range of the Newman et al. (2007) study above (Diaz & Motta, 2008). Most of the participants were Latina or African-American. The physical activity involved speed walking outdoors such that 60 to 90% of maximum heart rate was obtained. This contrasted with the Newman et al. (2007) study mentioned



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“Silvestri (2001) suggests that adolescent girls are prone to high levels of anxiety due to various peer pressures. These peer pressures include: being part of the “cool” group, performing well in school, wearing fashionable clothes, learning to drive, having a boyfriend, and pleasing their parents.”

above in which there were a variety of different aerobic exercises used. The program progressed for five weeks for a total of 15 exercise sessions. Standardized inventories for PTSD, anxiety, and depression were administered during two baseline points, during intervention, at the end of the intervention, and in a one month follow-up period. Over 90% of participants showed significant reductions in PTSD following the exercise intervention. Approximately half of participants showed anxiety reductions and this was less than was expected. Initially low levels of anxiety may have accounted for the lack of even more change. For depression, 25% showed reductions, but again only half of the participants had above average levels of depression at the start of the study. Overall, the results supported the efficacy of aerobic exercise in reducing PTSD. In the one month follow-up, reduction in PTSD was maintained despite the fact that the participants were no longer involved in the aerobic walking. Mixed results were found for anxiety and depression reductions during follow-up.

Effects of Exercise on Anxiety

According to Berk (2007), the few exercise interventions that have been implemented with anxious children and adolescents, have resulted in lower levels of anxiety. Berk suggests that the lower levels of anxiety may stem from

an increase in the release of endorphins. The improvements in mood that are said to be connected with endorphin release lead to improvements in social skills, increases in self-confidence, and a disregard of negative thoughts. In general, findings of Strohle, Hofler, Pfister, Muller, Hoyer, Wittchen, & Lieb, (2007), indicate that adolescents not participating in regular exercise have a higher probability of acquiring mental disorders as well as health problems.

De Moor, Beem, Stubbe, Boomsma, and De Geus (2006) examined whether clinically significant levels of anxiety might be decreased through exercise. Their sample included adolescent and young adult twin samples with diagnosable anxiety disorders as per DSM-IV-TR (American Psychiatric Association [APA], 2000). Results of this study showed that those adolescents and young adults between 14 and 24 years old who exercised regularly reduced their levels of diagnosed anxiety based disorders including disorders such as post traumatic stress disorder, agoraphobia, and specific phobias. Twins not engaging in exercise did not show reductions in DSM-IV-TR based disorders.

Silvestri (2001) suggests that adolescent girls are prone to high levels of anxiety due to various peer pressures. These peer pressures include: being part of the “cool” group, performing well in school, wearing fashionable clothes, learning to drive, having a boyfriend, and

pleasing their parents. The exercise group in Silverstri’s study participated in 50 minute dance classes, four times a week, for four weeks. The classes followed a dance routine to elevate the heart rate to 160 beats per minute and ended with a “cool down” to obtain a resting heart rate of 100 beats per minute. The results of this study were that all adolescent females’ anxiety scores decreased whether exposed to physical activity or a combination of both physical activity and relaxation training.

Depression and Exercise

While there is limited research on the relationship between depression reduction and physical activity in children and adolescents (Field, Diego, & Sanders, 2001; Tomson, Pangrazi, Friedman, & Hutchison, 2003), physical activity has been shown to improve mood and reduce symptoms of depression and anxiety in children and adolescents in a few studies (Penedo & Dahn, 2005). Much of the research in this area has taken two forms: correlational and experimental. Field et al.’s (2001) correlational study examined the relationship between self-reported exercise levels, depression and a number of other interpersonal characteristics including: relationship with parents and peers, sports involvement, drug use, and academic performance. A sample of high school seniors filled out Likert scale questionnaires and, based on their answers, were divided into two

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groups; low-exercise and high-exercise. It was found that the high-exercise group reported significantly less depression than the low-exercise group.

Another correlational study conducted by Tomson et al. (2003) examined the relationship between depression and physical activity in younger children. A sample of children, ages 8 to 12, was classified as either active or inactive by parent and teacher ratings. Results indicated that children who were rated as inactive and those not meeting fitness requirements had an increased risk for depressive symptoms.

In the typical experimental studies of the relationship between depression and physical activity, participants are randomly divided into two groups: those that receive treatment and those who do not. Data is gathered before and after the intervention, and the participants' results are compared to one another. Doing so allows the researchers to make inferences about the impact of the independent variable of exercise on the dependent variable of depressive symptoms. A study by Annesi (2004) implemented an after school physical activity program with children ages 9 to 12. Following the assessment of depressed mood, children took part in cardiovascular and resistance exercises three times a week for 12 weeks or did not engage in exercise. Upon completion of the exercise intervention, a significant reduction in depression was found among those who exercised and

was not found in the non-exercise group.

Crews, Lochbaum, and Lander's (2004) study examined the effect of a physical activity program on the psychological well-being of low income Hispanic children. A sample of 4th grade students participated in a 6-week program. They were assigned to either an aerobic group (engaged in stationary bicycling, track running, and jumping on a trampoline) or a control group (participated in shooting basketballs, walking, and playing foursquare). Pre and post test depression scores were obtained and at the end of the intervention, the aerobic group reported significantly less depression than the control group.

A study by Brown, Welsh, Labbe, Vitulli, and Kulkarni (1992) implemented a 9-week physical activity program with a sample of adolescents from a private psychiatric facility. The participants completed pre-measures of depression and then engaged in running and aerobic exercise three days a week. Post test depression scores were gathered and the results showed that depression decreased significantly in females, but not males. The inconsistency of these findings suggests the need for further research.

Despite the contradictory findings noted above, the majority of studies in this area show a significant inverse relationship between physical activity and depression. One of the values of physical exercise in reducing depression and anxiety is that it fits within the

natural ecology of children and adolescents whereas psychotherapy and psychotropic medication do not. Children and adolescents often have physical education programs within their schools so exercise is seen as an integral part of their educational experiences and not as a "treatment" for a psychological difficulty.

Summary and Implications: Despite the fact that the connection between exercise and reductions in PTSD, anxiety, and depression in children and adolescents is an emerging area where few empirically based studies have been conducted, the initial findings have been encouraging. Children and adolescents do not seek out therapeutic interventions for problems related to trauma. In fact many traumatized children are treatment avoidant (Dubner et al., 1999). However, exercise programs fit naturally with the children's conceptions of school as virtually all schools have some form of mandated physical fitness training. Thus, exercise programs have the possibility of serving as a meaningful and effective adjunct to formal intervention when issues of PTSD, anxiety, and depression are of concern. Clearly, further work is needed to develop empirically sound methodologies for investigating the role of exercise in dealing with PTSD and other affective disorders. Exercise has long been seen as being of value for the physical well being of children and adolescents. Empirical findings presented in this paper indicate that exercise

"Despite the contradictory findings noted above, the majority of studies in this area show a significant inverse relationship between physical activity and depression."

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has beneficial effects on psychological functioning as well.

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Rebirthing the Psychology Career Lattice: A Bridge Over the Troubled Waters?

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“As often happens, as a result of seemingly negative event, the dispute and debate about the MLA led to a positive outcome, other than use of the word “psychologist” per se.”

A group of executive directors of professional associations commented informally that, as compared to other professionals, psychologists seem highly prone to war with each other. If this is so, perhaps it is due to immature professionalism. In social psychology, this is known as “us against them” and is common in persons who lack a strong self-concept (Franzoi, 2009).

In 2009-2010, dissonance between psychologists was created by a dispute about whether the Model Licensing Act from the American Psychological Association (APA) dealt adequately with school psychologists. The early drafts of the MLA raised the ire of some school psychologists who thought disrespect was being shown to non-doctoral school psychologists (e.g., by precluding their use of the term “psychologist”). There was concern that a restrictive definition for use of “psychologist” could impede the maturation and restrict the current operations of school psychology.

Those of us who sought changes in the proposed MLA were pleased that

a rapprochement occurred and the dispute was resolved. At its February, 2010, meeting, the APA Council of Representatives adopted an amended version of the MLA that allowed for continued use of the term “psychology” by school psychologists (agenda item number 15).

As often happens, as a result of seemingly negative event, the dispute and debate about the MLA led to a positive outcome, other than use of the word “psychologist” per se. There has been recognition that contemporary social and professional conditions require further consideration of different levels of training.

Economic Conditions

The economy is imposing hardships on educational and human services, including school psychology services. Consequently, it seems ill advised for psychology to present or allow a “house divided.” For all concerned, I believe: “A commitment to conciliatory and collaborative strategies is most apt to

bring stability and growth to school psychology” (Woody, 2009, p. 127).

In accordance with the assertion that collaboration will be helpful for dealing with problematic economics, there is justification for embracing psychology services from professionals with varied levels of training and competency. One seemingly viable option is the rebirthing of the career lattice approach that was present during the heyday of the community mental health (CMH) movement.

The Community Mental Health Model (CMH)

In the 1960s, federal legislation provided financial stimulation for comprehensive CMH programs. Although funding and society’s priorities shifted to other areas in subsequent years, it can be argued that the CMH model contained exceptionally fine qualities, some of which were the product of unique definitions of personnel roles (Lieberman, 1975). As explained by Hilleboe and Lemkau (1969): “What is suggested is that persons

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“By maintaining the tenets of quality supervision (Robertson, 1995), an alliance will be created between the early, middle, and senior psychologists that will resolve dissonance and conflicts, and with society, promote integrated acceptance of and commitment to all members of the psychology lattice.”

skilled in motivation and in getting along with people, regardless of profession, be assigned the job of human contact... [even] nonprofessional ‘health guides’ have been employed successfully” (p. 21). It was maintained that a ladder of roles could be climbed as a mental health worker acquired additional training and competencies.

In a career lattice approach, the worker can move vertically or horizontally—movement is based on acquired training and demonstrated competency. Swanson and Fouad (2010) point out that career theory indicates potential “suitability for a number of different occupations” (p. 146) for essentially everyone and “career maturity—or readiness to master the developmental tasks of each stage effectively—involves both attitudinal factors and cognitive factors” (p. 147). Since attitudes and cognitions are involved, psychology should, in accord with career development, “structure the career progress of its employees, typically so that they are rewarded with high levels of pay, status, responsibility, and satisfaction as they gain skills and experience” (VandenBos, 2007, p. 148).

Using school psychology as a contextual or specialty example, the career lattice would accept a wide range of training and competence. As a prerequisite, however, these variations should not jeopardize quality. Therefore, from within the ranks, there should

be conscientious, well defined, clearly documented and astute hierarchical supervision.

Among many possibilities, a simple example of a career lattice could work as follows: A person with an undergraduate major in psychology could be employed initially to fulfill numerous information-gathering and technical functions, always under supervision. However, the undergraduate major who earns a Master’s degree can become an employee providing services that require greater knowledge and skills, as well as exercising the penultimate oversight on what is done by Bachelor’s level professionals. Finally, after additional advanced graduate training and certification as a full-fledged school psychologist (whether non-doctoral or doctoral level), the same person can progress to being the guardian of overall quality and provider of professional services that require advanced training and competency.

Benefits for Society and Psychology

Professionalism is founded on enhanced services to benefit society. The career lattice approach offers a realistic alternative to contemporary economic conditions that have regrettably led to cutbacks in a number of school-based services. Notwithstanding economic adversity, in this type of model the children, families, community, and society will continue to receive first-class services

that are controlled for quality (e.g., via supervision).

Professional associations contribute significantly to defining a profession, discipline, or specialty. Unfortunately, psychology is reportedly experiencing tenuous or dwindling affiliations with professional associations, such as APA and state associations. By adopting a career development approach and opening the door to adequately screened and qualified persons at a variety of training and competency levels, psychology will be recruiting and nurturing increased human resources and participation in the field. This expansion could benefit both society and psychology.

None of the foregoing requires compromise of standards or ethics. On the contrary, it adds strength to the notion that highly qualified professionals should commit to cultivating those workers with lesser levels of training and competency. By maintaining the tenets of quality supervision (Robertson, 1995), an alliance will be created between the early, middle, and senior psychologists that will resolve dissonance and conflicts, and with society, promote integrated acceptance of and commitment to all members of the psychology lattice.

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A Graduate Student's Review

The Compleat Academic: A Career Guide

Editors: John M. Darley, Mark P. Zanna & Henry L. Roediger, III

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“Professors may complain about the tenure process, share their accomplishments of getting a manuscript published, or provide mentorship during the dissertation process. Students may not, however, have a clear picture of what it truly means to be a professor at a university.”

Doctoral psychology students often go through graduate school without knowing or understanding the full extent of being a member of the academy. Professors may complain about the tenure process, share their accomplishments of getting a manuscript published, or provide mentorship during the dissertation process. Students may not, however, have a clear picture of what it truly means to be a professor at a university.

The Compleat Academic: A Career Guide provides a window to this world of the professoriate by addressing the different components of the profession. Chapters are designed to guide the reader through the process of becoming a faculty member at a university, from introducing the process of entering graduate school to applying for faculty positions to maneuvering the politics and power within a university. Each chapter covers a relevant topic about being a faculty member and provides specific tips about being successful in this environment.

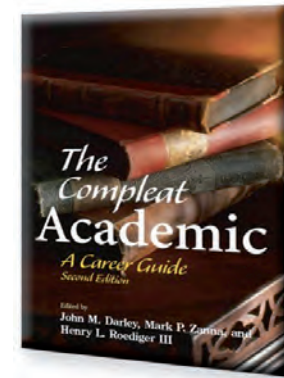
Doctoral students would find this book helpful as an introduction to being a faculty member. For example, research

and writing are critical goals to accomplish as a faculty member, and chapters 7 through 11 cover specific topics on setting up a lab and research program, obtaining research grants, writing a manuscript for a journal, and understanding the importance of intellectual property. These topics are important for faculty members to understand, yet these topics may not be explicitly discussed or taught during one's graduate career. A clear, easy-to-read discussion of these topics provides additional insight into the professoriate.

Two chapters may be of particular interest for graduate students: The Hiring Process in Academia (Chapter 3) and The Academic Marathon: Controlling One's Career (Chapter 19). The first chapter clearly outlines the steps needed to obtain a faculty position. Excellent hints are provided for finding jobs, preparing for the interview, and how to give a good research talk. Additionally, there are practical tips of things to think about during the interview, such as paying attention to the surrounding neighborhoods to determine whether it is an acceptable area to live in, and asking specific questions about

the university (e.g., retirement policies, requirements for tenure). Chapter 19 provides a broader perspective on how to manage one's academic career. Discussions are provided on managing one's teaching load and establishing research priorities. While these issues may not be directly relevant as graduate students, the chapter provides a great way to prepare graduate students for the potential obstacles that may make an academic career stressful or challenging.

Overall, *The Compleat Academic* is a helpful and valuable introduction to the academic profession, particularly for graduate students in their last years of their program. Not only does it provide useful information about the profession, but it is also a way for graduate students to determine whether the profession aligns with their goals and interests.



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SASP - THE STUDENT CORNER

Ethical Dilemmas that Students May Face in Practicum and Internship Experiences

Lindsey DeBor, Janine Kesterson, and Kristin Rezzetano
SASP Executive Board

“Considering the pressure that many school psychologists face, it is not surprising that ethical guidelines may be stretched from time to time.”

Although it is something that we all hope to avoid, many students run into ethical dilemmas in their practicum and/or internship experiences. Issues that violate ethical principles of school psychology can be very overwhelming for students. It is often difficult to determine the most appropriate course of action, and students may feel ill-equipped to address ethical violations in practica or internship settings, especially when these violations involve a site supervisor. SASP asked students around the country to identify ethical dilemmas they have faced in the past. The following article focuses on two types of ethical dilemmas commonly faced by students in their practicum and internship experiences. These two situations are described below as well as some tips and guidelines for how to appropriately address these concerns.

As a note of caution, the suggestions provided below were generated from students' own experiences and should not be taken as the correct answer for all ethical dilemmas. Please consult with a faculty supervisor or other advisor regarding any potential ethical violations prior to addressing them at your practicum

or internship site.

Dilemma #1: You observe a practicum or internship supervisor engaging in an unethical practice

One ethical violation that many students face in practicum and internship experiences is witnessing a site supervisor engaging in an unethical practice. Some specific ethical violations that students across the county have observed include:

- A supervisor making an error in standardized test administration or when scoring
- A supervisor using a different test to try to qualify a student for special education services in order to please a teacher
- A supervisor using an inappropriate way to qualify a student for special education services, such as limited Response to Intervention data or going against the district's policy

Dilemma #2: Your practicum or internship supervisor asks you to engage in an unethical practice

A second ethical violation that students may face in practicum and

internship experiences is a supervisor's request to commit an ethical violation. Such ethical dilemmas can be especially overwhelming for students since they are being personally asked by a supervisor to commit an ethical violation, and may feel their compliance with the request is necessary to maintain a positive working relationship with their supervisor. Some specific ethical violations that students across the county have observed include:

- A supervisor asking you to cut and paste a test directly from a report generated by computer scoring software instead of writing an original report
- A supervisor asking you to use a test that is not appropriate for a student (e.g., a test used for preschoolers to assess an elementary school student)

Advice for dealing with ethical dilemmas in practicum and internship experiences

Considering the pressure that many school psychologists face, it is not surprising that ethical guidelines may be stretched from time to time. Nevertheless, as a practicum or internship student, it is important to keep in mind that part of

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Ethical Dilemmas that Students May Face in Practicum and Internship Experiences

your experience as a student is learning how to work within a school system to ensure that each student receives the most appropriate education for his or her needs, while simultaneously upholding ethical standards.

To address the aforementioned dilemmas as well as other ethical violations that you may face as a student, keep in mind some of the following advice provided by students who have experienced similar situations.

- Understand your practicum or internship site in terms of its policies and procedures so that you are prepared for how your supervisor or other colleagues may approach specific tasks or problems.
- Always seek advice from other colleagues and supervisors, such as a faculty supervisor or advisor outside of your practicum or internship site. This will help you gain insight from someone who is outside of the problem and has the knowledge and experience of how to deal with these types of problems.
- Think things through so that you do not say things to your supervisor you will regret later. It may help to go over what you will say or do with your faculty advisor.
- Be confident in your decision and be able to back yourself up with reasons and documentation. Be able to identify the specific ethical principle that was violated and to express a logical argument for how it should be addressed. It is also crucial to document your attempts to correct the ethical violation to ensure that no blame is cast on you if the problem escalates.

People and Places

■ Queens College of the City University of New York is pleased to announce that **Dr. Sherrie Proctor** will be joining the faculty of the School Psychology Program in August 2010.

■ **Dr. David L. Wodrich** was recently promoted to full professor. He holds the Mary Emily Warner professorship in Teachers College at Arizona State University where he teaches in ASU's APA accredited school psychology program.

■ **Dr. Justin Low** has joined the faculty of the University of the Pacific School Psychology Program as an Assistant Professor. Dr. Low is a graduate of The University of Texas at Austin and has recently completed an internship at the Texas Child Study Center.

■ **Dr. Walt Pryzwansky**, the recipient of the Distinguished Service to the Profession Award from the American Board of Professional Psychology (ABPP), is the speaker at the ABPP convocation at the upcoming APA convention. The convocation will be held on Saturday, August 14, from 2:00 p.m. to 3:50 p.m. in Elizabeth Ballroom G of the Manchester Grand Hyatt Hotel.

■ **Dr. Jeff Miller** of the Duquesne University School Psychology Program was awarded the 2010 Eugene P. Beard Award for Ethics in Leadership. This honor is bestowed to one Duquesne University faculty member per year by the President. **Dr. Tammy L. Hughes** has been appointed the Inaugural Fr. Martin A. Hehir Endowed Chair for Scholarly Excellence at Duquesne University.



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- **The University of Wisconsin-Madison School Psychology Program** won the **American Psychological Association (APA) Innovative Practices in Graduate Education Award**. The award recognizes new, innovative, and creative approaches to the training of graduate students in various areas of psychology. The specific components of the UW-Madison program that were highlighted as reasons for selection include: (a) innovative training curriculum focused on evidence-based practice, including supervised experience in developing and implementing evidence-based interventions through a practicum training sequence; (b) development and support of a prevention science minor program emphasizing evidence-based practices; and (c) the development of an evidence-based curriculum in child and adolescent psychopharmacology.

Faculty and staff in the School Psychology Program include Professors **Craig A. Albers, PhD, Jennifer M. Asmus, PhD, Maribeth Gettinger, PhD, Hugh F. Johnston, MD, Thomas R. Kratochwill, PhD (Director), Julia McGivern, PhD,** and **Steven Quintana, PhD. Ms. Karen O'Connell** has been the program support person for over 30 years.

- **Dr. Thomas Oakland** concluded a 42-year career as a professor in May and a 48-year career as a teacher. He helped establish the first APA-accredited school psychology program at The University of Texas at Austin, working under the able leadership of Beeman Phillips, where he worked for 27 years. Tom was at the University of Florida's school psychology program for the last 15 years during which time it became APA accredited. Tom intends to continue most of his professional activities through work in the United States and abroad.

- The University of Houston School Psychology Program (**Drs. Thomas Kubiszyn, Thomas Schanding, Milena Keller-Margulis and Allison Dempsey**) is pleased to announce that it was granted its initial APA accreditation at the fall 2009 meeting of the APA Commission on Accreditation. The program was accredited for five years, retroactive to its site visit in June 2009. In addition, the program announces the addition of interprofessional research projects with the Baylor College of Medicine/Texas Children's Hospital and the University of Texas Health Sciences Center to its existing collaborations with several school districts in the Houston area.

- The Texas Statewide Evaluation Project (SWEP) Conference has awarded its first Lifetime Achievement Award to **Richard W. Woodcock, EdD**, in recognition of his contributions to—and influence on—the field of psychoeducational assessment. Dr. Woodcock accepted the award at the 13th Annual SWEP conference in Houston, Texas, on February 11, 2010. Dr. Woodcock is widely known as a leading developer of cognitive and achievement assessments including the Woodcock-Johnson III (WJIII) Tests of Achievement, the WJIII Tests of Cognitive Abilities, the Bateria III Woodcock-Muñoz, and the Dean-Woodcock Neuropsychological Battery, and the Woodcock-Muñoz Language Survey. Currently, Dr. Woodcock is affiliated with the University of Southern California as a Clinical Professor of Psychology. He is a Fellow of the American Psychological Association and the American Academy of School Psychology.

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A Developmental, Educational, and School Psychologist: How the Late Jere Brophy's Integrative Approach to Children's Motivation to Learn Can Inform School-Based Practice

John Mark Froiland
Purdue University

“Jere invested a great deal of time getting to know those he mentored and was genuinely interested in their work.”

A Little Bit about Jere

Jere Brophy earned his PhD from the University of Chicago in Clinical Psychology and Human Development. He later served as a professor at the University of Texas-Austin and eventually became the University Distinguished Professor of Teacher Education and Educational Psychology at Michigan State University. In addition to being a Fellow of the APA (Division 7, Developmental Psychology; Division 15, Educational Psychology; and Division 16, School Psychology), Jere was a Fellow of the International Academy of Education, the American Psychological Society, and the American Educational Research Association. Jere was a member of Division 8 of the APA, the Society for Personality and Social Psychology, and published book chapters and articles that provided insight into the personalities of students and their social interactions with teachers. He was elected to the National Academy of Education and received an Honorary Doctorate from the

University of Liege, Belgium, in 2004. Jere received the 2007 E. L. Thorndike Lifetime Achievement Award from the APA as well as the Award for Exemplary Research in Social Studies from the National Council on Social Studies. Jere also spent a sabbatical as a Fellow at Stanford's Center for Advanced Study in the Behavioral Sciences with other renowned scholars, such as Mihaly Csikszentmihalyi, William Damon, and Howard Gardner.

Jere was cheerful and laid back as well as genuine and straightforward in conversation. A poignant example is when he walked into the conference room at Michigan State and asked why I scheduled my dissertation meeting during tournament hours (Michigan State was in the first round of the NCAA basketball tournament). Jere knew that I was also a Spartan fan, but I had lost sight of that temporarily.

Jere invested a great deal of time getting to know those he mentored and was genuinely interested in their work. For instance, when I mentioned an article that

explained how developmental psychology theories can enhance intervention research in school psychology (Hughes, 2000), Jere asked, “Who wrote that?” When I answered that it was Jan Hughes, he said, “Oh that doesn't surprise me at all, when I advised her at University of Texas, she was very into integrating developmental and school psychology.” Interestingly, in Jan's reflections about the 2007 APA Senior Scientist award (Hughes, 2008), she referred to Jere as the developmental psychologist that sparked her interest in social relations and learning. There are so many former students in various fields of education and psychology who were inspired by Jere.

Motivation to Learn

Teachers often have difficulty motivating students (Gaedke & Shaughnessy, 2003) and the average student loses motivation each year (e.g., Lepper, Corpus, & Iyengar, 2005). Many students are apathetic toward school subjects and school psychologists are

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regularly presented with opportunities to help parents and teachers motivate students, thus motivation is an extremely important topic for school psychologists to further consider (Gilman & Anderman, 2006).

Motivating Students to Learn

Motivating Students to Learn (Brophy, 2004), a book for teachers, epitomizes Jere’s knack for integrating vast psychological theories and making them plain for application in classrooms. For instance, employing expectancy x value theory, he organized the book chapters based on whether a motivational theory fits within an expectancy (the degree to which students expect to succeed, given sufficient effort) or value (the degree to which students value learning or the rewards offered for engaging in learning) framework. Within the expectancy framework he covered important motivational concepts such as Carol Dweck’s implicit theory of ability, which states that children are more likely to set learning goals (goals that involve understanding the content being taught or acquiring new skills) and learn the content more thoroughly when they believe that they grow smarter through studying, writing, reading, and otherwise exercising their minds (e.g., Blackwell, Trzesniewski, Dweck, 2007). On the other hand, children set performance avoidance goals (e.g.,

“I’m trying not to fail”) when they think that they are their test score; that is, when they think that their performance is a sign of stable and uncontrollable factors, such as innate intelligence. Brophy (2004) later explains how a teacher can set up a classroom so that students are more likely to develop incremental theories of intelligence and set learning goals. He then connects this with attribution theory (Weiner, 1992) and explains how teachers can help students avoid learned helplessness by forming a belief that their successes are related to their effort. When I practiced as a school psychologist, I found that many of the students that I evaluated or counseled attributed their failures to perceived stable and uncontrollable factors, such as “I’m just no good at school, because I’m stupid [and there is nothing I can do about it]”. This type of thinking can lead to reduced effort, as well as depression and hopelessness. When I presented counterevidence, such as instances in which students did well on a test, students would initially say that they just got lucky. Over time, I could help students realize that their efforts were linked to their success and that they could develop new strategies, thoughts and behaviors to make their situation better. While many psychologists help children to form healthy attributions and maybe even an incremental theory of intelligence (i.e., “I can grow brighter through studying”),

Jere’s book explains how teachers can improve the way they introduce tasks and give feedback to all students so that students are more likely to believe that they can improve their subject related aptitude, knowledge and skill through a combination of effort and strategy.

Applying self-determination theory and other value-related motivation theories, Jere explains how to structure a classroom so as to nurture autonomous motivation in students (Brophy, 2004). He also explains how to help students develop what he called motivation to learn (finding learning meaningful and worthy of purposeful pursuit). Motivation to learn is akin to self-determination theory’s identified regulation (i.e., an autonomous form of motivation in which students engage in learning activities because they see learning as important or valuable; Brophy, 2008b). Research based on self-determination theory has found that making classrooms more autonomy supportive, more of an environment for positive relationships, and more conducive to students’ development of perceived competence will help students develop identified regulation (Brophy, 2004; Ryan & Deci, 2000). This alone would make most classrooms a better place for children as the Child Development Project studies have indicated (e.g., Munoz & Vanderhaar, 2006). But, Brophy (2004; 2008b) envisioned going further by helping

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students reach high levels of motivation to learn through clearly helping children in each classroom see how each particular subject, assignment, and topic is valuable and worthy of purposeful study.

Motivation and Social Studies Curriculum and Instruction

Jere partly answered his own call for psychologists to work with content experts to clarify the affordances and value of specific subject areas (Brophy, 2008a). Namely, Jere worked with social studies professors and teachers to help elementary school students increase their appreciation of social studies as a topic worthy of study. For instance, Alleman, Knighton, and Brophy (2007) describe how to foster social studies learning and motivation in an elementary classroom by creating a learning community in which all learners perceive that they are highly valued and presenting the content in the form of explicitly connected powerful ideas. In social studies, the powerful ideas often involve social universals (i.e., basic human needs and social experiences, such as food, clothing, money, family relationships, and communication) and how much individual and collective human activity entails reasonable efforts at satisfying desires related to social universals. When students see how social studies is germane to their daily life and how it can help them to understand the behaviors and motives of individuals

and groups in the present and past, they are more eager to learn the content and are more likely to retain what they learn (Brophy & Alleman, 2007).

Jere's most recent work dealt with the fact that K-12 teachers often notice that many students find History boring and irrelevant to their daily life. He sought to inspire educators and psychologists to figure out how to promote a rich motivation to learn History (Brophy, 2009). Jere challenged teachers in general to teach for appreciation, not mere retention of content (Brophy, 2008a). Appreciation of learning opportunities involves understanding how the particular content knowledge and skills can enhance one's life, experiencing the satisfaction of fresh insight, and developing an aesthetic appreciation of the knowledge or skills being taught (Brophy, 2008a). In order to promote motivation to learn for a subject, curriculum developers and teachers need to be able to clearly delineate and convey the knowledge, skills, values, and appreciations that a content strand is designed to develop (Brophy, 2008a). In many cases teachers and curriculum developers may need assistance from motivation researchers or other psychologists (e.g., school psychologists) in articulating how specific content is worthy of learning or can be perceived of as such by students (Brophy, 2008a). For instance, History texts are usually written from the perspective of historians, who

are oriented toward accurately describing historical events and improving the knowledge base of the field, whereas most learners are more likely to see value in History if they are pointed to appreciation (e.g., gaining insights from the past; seeing how a historical figure overcame a weakness; understanding how novel ideas improved society's quality of life; gaining empathy for other people groups as one understands how their current state developed; Brophy, 2009). What Jere made clear is that psychologists can work together with teachers and curriculum specialists, to help better convey to all students the value of various content strands. School psychologists have a rich understanding of school systems and the ability to consult with teachers, which puts them in a position to promote many children's appreciation of social studies and other subjects.

Tier 1 Work with Teachers

Jere's work is germane to school psychology when we see how his emphasis on motivation to learn fits with a Response to Intervention (RTI) Tier 1 or universal prevention perspective. Tier 1 involves ensuring the overall quality of classroom instruction throughout a school building or district (Fuchs & Fuchs, 2006). Effective implementation of Tier 1 will require many school psychologists to gain more knowledge about research-based instructional practices, so that they

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“School psychologists could apply their knowledge of motivation and child development to consult with teachers and curriculum specialists to articulate and convey the value of each knowledge network in a way that students can understand (Brophy, 2009).”

“Since many school psychologists have advanced training in cognitive behavioral therapy, they may be well positioned to teach teachers in their district how to apply cognitive and motivational modeling in their classrooms.”

can be effective instructional consultants (Powers, Hagans, & Busse, 2008). Jere is well known for co-authoring 10 editions of *Looking in Classrooms*, which could elevate many school psychologists' knowledge of highly effective teaching practices in general (see Good & Brophy, 2007). However, his work on promoting motivation in the classroom could be especially helpful, since there are signs that schools across the nation are failing to cultivate an appreciation for learning in students (Gilman & Anderman, 2006). Furthermore, teachers may more readily accept school psychologists as motivational experts (as opposed to general pedagogical experts) and thus be willing to make changes in their instruction techniques in order to promote students' motivation to learn.

School psychologists could apply their knowledge of motivation and child development to consult with teachers and curriculum specialists to articulate and convey the value of each knowledge network in a way that students can understand (Brophy, 2009). Many students have been asked why they are participating in a classroom assignment and they usually say because they have to or because they want to get a good grade, so it is clear that students often do not know the true value of assignments (Brophy, 2004). While teachers usually know the value of assignments, they rarely make value related statements to the class

and often simply introduce the assignment as a requirement (Brophy, 2004), something that must be done by a certain deadline. In other cases, even curriculum specialists and administrators may struggle with clearly articulating a reason for students engaging in a task, besides it being a state mandate (Brophy, 2008b). School psychologists' training in children's psychological development and systems change prepares them to help districts figure out how to effectively implement Tier 1, which may include delineating the motivational value of various aspects of the curriculum.

Since many school psychologists have advanced training in cognitive behavioral therapy, they may be well positioned to teach teachers in their district how to apply cognitive and motivational modeling in their classrooms. In cognitive behavioral therapy, cognitive modeling involves demonstrating to clients how they can think more adaptively about their lives (e.g., how they can change what they say to themselves in order to overcome the irrational thought that they cannot stand it when their teacher assigns homework over the weekend), whereas academic motivational modeling involves a teacher helping students see how the teacher finds a topic aesthetically pleasant, feels good when an insight is gained, finds real life applicability in the skill being practiced, or is otherwise motivated to learn more about the content (Brophy,

1999). Academic cognitive modeling (e.g., walking the students through what the teacher thinks about while demonstrating the use of a strategy) is an effective technique for teaching learning strategies and can be combined with motivational modeling to promote strategy or skill acquisition and motivation to learn (Brophy, 1999). As an example of cognitive and motivational modeling, I once led a team in the design of an intervention for a student who loathed writing and often had a temper tantrum when her teacher asked her to write. As it turned out, her baseline writing fluency probes hovered around the third percentile. During counseling, I cognitively and motivationally modeled how to think through what to write and how to approach writing with a belief that it is not an ego-involved task, rather it is an opportunity to develop a skill that empowers one to communicate important and helpful ideas to others. I also explained to the teacher how he could motivationally model his own passion for writing. As time went on, the student made strong and consistent gains on the writing probes (eventually reaching the top quintile) and her teacher observed that her tantrums almost completely diminished over the course of months. The student not only became a strong writer, she developed a penchant for writing and found school much more satisfying. While motivational modeling was a crucial part of an intervention for one child in this

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“This is a promising direction in school psychology because it would enable school psychologists to help integrate psychological health (e.g., autonomous motivation to learn) into the delivery of the school curriculum, while providing more opportunities to collaborate with content specialists and teachers.”

composite example, imagine the potential for children's motivational development if teachers throughout school districts across the nation employed motivational modeling to help all children see how various subjects and learning activities can be valued. Although Jere's motivational modeling technique needs in-depth research, it shows potential as a way of helping all students see what a subject, topic, or skill really has to offer them.

Conclusion

In order to enhance the quality of instruction for all children, school psychologists may wish to consider applying diverse motivational theories to classrooms as modeled by Jere Brophy. This could lead to classrooms in which students are more engaged with learning the content and skills being taught, while being less likely to engage in off-task behavior. While specialized consultation can be provided by psychologists to individual teachers or groups of teachers, psychologists could also work with building principals to start professional reading groups, in which all faculty and support professionals join in reading more about supporting motivation to learn. Due to its comprehensive nature and clear instructions for teachers, Brophy (2004) may be a good place to start. School psychology trainers/researchers may also wish to develop universal interventions

that involve enhancing motivation to learn and academic success in specific subject areas. This is a promising direction in school psychology because it would enable school psychologists to help integrate psychological health (e.g., autonomous motivation to learn) into the delivery of the school curriculum, while providing more opportunities to collaborate with content specialists and teachers.

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About the Author

John Mark Froiland, PhD, NCSP, is an assistant professor of School Psychology at the University of Northern Colorado. Prior to becoming a professor, he was an Institute of Education Sciences Postdoctoral Fellow at Purdue University for two years and a school psychologist for five years. John's research specialties include helping parents promote children's autonomous motivation to learn, as well as investigating neighborhood and family contributions to child development.

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Mark L. Davison and Leslie J. Davison provided helpful comments on an earlier draft of this article.

Obituary Listings 2009*

Tom Fagan, Division 16 Historian

As a member of the advisory board that recommends who, among recently deceased psychologists, should be recognized by an article in the American Psychologist, I receive listings of such persons several times during the year. The following names have appeared in the 2009 and 2010 listings and in some instances the date of death was earlier than 2009 due to late reporting to APA. The listings only include name, and some data about birth and death dates and degrees if known. From that information, I try to compile a brief statement for those found to be members of Division 16 from listings in earlier APA Directories or online resources (e.g., Legacy.com). As available, I have added information to the list based on personal information and recent and early APA Membership Directory information.

Angrilli, Albert. DOB 12/4/1917, Died November 27, 2009. BS (1949), MA (1950), PhD (1958) in clinical psychology from New York U. He was employed at Queens College in 1953 and continued teaching as a professor in its School

Psychology Program until he was 90. Also worked with several mental health agencies in the New York area. Licensed clinical psychologist and ABPP in school psychology. Associate Member of APA in 1951 and Member in 1958. Last address in Hartsdale, NY.

Cook, Vallie Frances. DOB: 2/11/1923, Died May 12, 2007. Ph.D. in educational psychology at Mississippi State U. (1978). English instructor at Mississippi University for Women (1965-1969). Employed with Jefferson County Board of Education (Birmingham, AL) and retired in 1993. Member of Division 1, 15, 16. APA Member since 1980. Last known residence was Corinth, MS.

Entwisle, Frank Newlan, Jr. DOB 10/06/1917, Died January 4, 2009. MA in counseling psychology from Columbia U. (1947). Long-time school psychologist in New York state including Marlboro Ctr. School, Orange County CC and BOCES. Assoc. Member of APA in 1952 and Member in 1958. Last known address in Cooperstown, NY.



Ferguson, Donald Glenn. DOB, 9/24/1925, Died September 24, 2009. BSEd (1949) and MA (1950) at Kent State U., PhD (1956) from Western Reserve U. Teacher in Canton (OH, 1949-1951) schools, school psychologist in Lorain (OH, 1951-1954), instructor at Western Reserve U, then joined the faculty as the first school psychology program trainer at Kent State U, in the Department of Special Education. Served in that department as coordinator of pupil personnel services until leaving late in the 1960s to become director of the Interprofessional Research Commission of Pupil Personnel Services. Later served on the faculty of the University of South Florida until his retirement. APA associate member in 1953 and member in 1958. Served as president of the Ohio School Psychologists Assn 1955-1956. Does not appear to have been a Division 16 member after the 1960s. Last address in Tampa, FL.

Fotiu, Peter G. DOB 6/24/1923, Date of death not specified. BA (1947), MA (1951), EdD (1962) in counseling psychology from Wayne State U. Worked for several agencies including vocational counseling

*Appreciation is expressed to Tera Traylor and Sarah Irby, Research Assistants in the School Psychology Program at the University of Memphis for their assistance gathering background information.

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services before employment with the Livonia (MI) public schools 1957-1966. Also taught at Eastern MI U. and Wayne State U., and conducted a private practice. Licensed in clinical psychology, ABPP in school psychology. Associate APA member (1951), Member (1958) and Fellow (1974). Last known address in Plymouth, MI.

Froehlich, Edna Borg. DOB unknown but died at age 89. Died March 6, 2008. BA in English at Montclair State College (1939), MA (1956), Professional Diploma in School Psychology (1967), and EdD (1970) from Teachers College, Columbia University. Licensed in clinical and a certified school psychologist in NJ. Held several positions in the NY and NJ area, especially school psychologist and then Director of Special Services (1972-1984) for the Glen Rock, NJ public schools. APA Associate member in 1967 and APA Member in 1972. Last known address in Tenafly, NJ.

Fryer, William Neal. DOB 3/10/1920, Died May 18, 2009. BA (1948) Harding College (AR), MA (1953) and EdD in educational psychology from Teachers College–Columbia U. Licensed in clinical psychology (TX) and worked at Abilene Christian College and Abilene State School. APA Member since 1958. Last known address in Abilene, TX.

Gates, Maxine F. DOB unknown, and date of death unknown but in the past 2 years. B.S. Ed. (1960), M.A. (1963), and Ph.D. in school psychology (1968) at Ohio State University. Licensed clinical and certified school psychologist in Ohio. In the 1960s she was a teacher and then a school psychologist for the Columbus, OH public schools. Long-time faculty member in educational psychology at Miami University of Ohio and apparently retired in the mid-1980s. APA member since 1975. Last known address in Oxford, OH.

Holekamp, Barbara Brown. DOB: 9/10/1927, Died February 15, 2009. M.A. in clinical psychology at Ohio State U. (1950). Associate member of APA in 1971. Served as school psychologist with St. Louis Public Schools since 1966 and with Area 3 Psychological Services for the St. Louis Public Schools from 1971 until at least 1985. Last listed in APA directory of 1985 when her residence was in St. Louis, MO.

Howard, Judith Schaffer. DOB 11/9/1923. Died April 29, 2009 in North Truro, MA. BA (1944) from Syracuse U., MA (1964) and PhD in school psychology from NYU (1975). Licensed in clinical psychology (NJ) and worked for Livingston and Irvington Boards of Education; then on faculty at Kean College and in private practice. Interests in the arts, disability issues, and aging. Associate APA member (1969), Member (1976).

Kavanaugh, Michelle, C. DOB 12/23/1935, Died March 26, 2009. BS at Dakota Wesleyan U. (1958), MEd (1965) and PhD (1969) University of Miami. Background in counseling psychology. Certified school psychologist in Florida. Held various positions including school psychologist with the Dade County Public Schools and earlier positions with Barry College and U. Miami. APA member (1970). Last known address in Miami, FL.

Leyden, Thais Lydia. DOB 7/14/1914, Died February 25, 2008. AB at UC-Berkeley (1935), MEd (1957) and EdD (1961) at UCLA in educational psychology. Certified school psychologist in California and served the Hueneme School District 1962-1976. Previously taught school and worked for Family Counseling Services. Self-employed during her retirement. APA member in 1963. Last known address in Thousand Oaks, CA.

Mayfield, Joseph MacDonald. DOB 3/4/1943, Died April 13, 2008. Ph.D. (1974) in school psychology at University of Kentucky. Long time employee as school psychologist with Henrico County Schools (VA). Previously employed with Institute for Developmental Disabilities, KY Dept. of Mental Health. Member since 1976. Born in Jackson, MS and died in Mooresville, NC.

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Mundorff, Jon Edward. DOB: 9/7/1938, Died June 15, 2009. BA (1960) from Oglethorpe College, MSW (1969) from Atlanta University. EdD in Educational and Counseling Psychology at Northern Illinois University, 1973. Worked in counseling services for the dormitories at NIU, then in psychological services for agencies in South Florida before joining the faculty at Northwestern University Department of Psychiatry. Had been certified as a school psychologist in FL. APA member since 1974, was a former D-16 member. Last known address in Tampa, FL.

Rabin, Morton Herbert. DOB 1/29/1926, Died September 29, 2009. B.A. (1948) at New York University, M.A. (1951) at Columbia University, Ph.D. (1968) from Florida State University. School psychologist for the Dade County Schools 1973 until retirement in 1991. Earlier worked as post-doctoral fellow at John F. Kennedy Institute, Johns Hopkins School of Medicine, and University of Southern Mississippi. Associate APA member (1961) and member since 1970. Last known address in Miami, FL.

Redmond, Frances (“Fritzi”) H. DOB 4/8/1921, Died July 23, 2009. B.S. Ed. (1961), M.A. (1962), Ph.D. in counseling psychology (1966) at Kent State University. Licensed in clinical and certified as school psychologist in Ohio. Employed at Southwestern College (now

Rhodes College) in Memphis, TN, then at Hiram College (OH). In private practice after 1976. APA member since 1968. Apparently resided in Ravenna, OH until her move to St. Petersburg area of Florida. She was among the original founders and shareholders of the Journal of School Psychology.

Rizzuto, Malcolm Francis. DOB 4/27/1931, Died October 26, 2008. BS (1957) and MA (1958) at NYU, PhD in educational psychology (1968) at University of Ottawa. Long time employee and school psychologist for the Bedford-Mt. Kisco area school districts. Also taught at Westchester Community College. APA member in 1971. Last known address in Bedford, NY.

Summers, Marc David. DOB 1/31/1946. Died July 28, 2009 in Rockville Centre, NY. PhD (1974) in school psychology from Hofstra University. Employed with the Freeport School District as a school psychologist from 1971-2001. In retirement he consulted to many school districts, conducted a private practice, and served as an adjunct Professor of Psychology at Hofstra University and as Director of the Gifted and Talented program at CW Post University. APA Member since 1978.

Volkin, Leonard Bernard. DOB 1/29/1912, Died November 16, 2009. BS (1934) from Lebanon Valley College, M.Ed. (1940) Pennsylvania State University, Ph.D.

(1951) University of Pittsburgh. Teacher and athletic coach at Ramsay High School in Mt. Pleasant, PA (1934-1941), counseling psychologist at U. Pittsburgh (1951-1957). Psychologist for Crawford County Board of Education (1957-1967), then for Allegheny Intermediate Unit (Pittsburgh) and professor of psychology (1967-1977) at California State College in PA. Associate Member 1948 and Member 1958. Last address in Coconut Creek, FL.

Division 16 Offers a Strong Scientific Program at the Upcoming 2010 APA Convention

Shane R. Jimerson,
Division 16 Vice-President of Convention Affairs and Public Relations

Division 16 has established a strong scientific program that will be featured at the 2010 APA Convention in San Diego, California, August 12-15, 2010. With the leadership of Robert Volpe and Sarah Bolt (Chair, and Co-chair, respectively) and the contributions of over 60 reviewers, the scientific program has been established. The Division 16 proceedings are extensive, with nearly 40 hours of events scheduled for faculty, practitioners, and students. There are 9 symposium sessions, over 150 posters, and 3 invited sessions included in the 2010 Division 16 scientific program. Three outstanding speakers will present invited addresses: Dr. Beth Doll (“Noticing our success: School psychology’s pivotal responsibility for scaling up effective youth mental health practices.”), Dr. Stephen Elliott (“From the Interaction Paradigm to Accessibility Theory: Outcomes of a Decade of Inclusive Assessment Experiments.”), and Dr. Thomas Power (“Promoting Family and School Engagement in Prevention and Intervention Programs”).

In addition, all participants are encouraged to attend the Division 16 Presidential Address by Dr. Bonnie Nastasi, the Division 16 Business Meeting, and the Division 16 Social Reception, each scheduled for Saturday 8/14/2010 in Elizabeth Ballroom C in the Manchester Grand Hyatt. For those interested in contemporary resources, over 100 exhibitors from around the world will be participating in the 2010 APA Convention.

Also, if you want to take break at the convention or have an extended stay with your family, San Diego is home to many popular attractions, including the San Diego Zoo, Wild Animal Park, SeaWorld, LegoLand, Balboa Park and Museums, USS Midway, Coronado, Harbor Cruises, Beaches, the Gas Lamp District, Old Town San Diego, Mission Bay, over 40 museums, and many other sites and restaurants to enjoy. We anticipate that you will enjoy the Division 16 program, as well as the many attractions in San Diego.

The portal for both registration and housing are online <http://www.apa.org/convention/index.aspx>

*Scenes from
San Diego, CA*



Thank you again to Dr. Rob Volpe (D16 Convention Chair) and Dr. Sara Bolt (D16 Convention Co-Chair) for all their efforts in preparing the convention schedule, and all those who served as blind-reviewers of proposals.

On behalf of the Division 16 Executive Committee and the Division 16 Convention Chair and Co-Chair, we look forward to seeing you San Diego, CA - August 12-15, 2010.

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DIVISION 16 PROGRAM PROCEEDINGS

2010 APA Annual Convention

San Diego, California August 12-15, 2010

Thursday 8/12/2010

8:00 AM - 8:50 AM

Invited Address (S): [Power]

San Diego Convention Center
Room 29B

9:00 AM - 9:50 AM

Invited Address (S): [Elliott]

San Diego Convention Center
Room 32B

10:00 AM - 11:50 AM

Symposium (S): Partnerships to Improve Mental Health Services for Children in Schools

San Diego Convention Center
Room 7A

Cochair: Edward S. Shapiro, PhD and
George J. DuPaul, PhD

12:00 PM - 12:50 PM

Poster Session (F): Disability and Mental Health

San Diego Convention Center
Exhibit Hall ABC

2:00 PM - 3:50 PM

Symposium (S): Enhancing School Readiness - Preventing Multiple Challenges in Preschool and Kindergarten

San Diego Convention Center
Room 3

Chair: Kent McIntosh, PhD

4:00 PM - 5:50 PM

Executive Committee Meeting (N): [Executive Committee Meeting]

Manchester Grand Hyatt Hotel
Edward Room A and B

Friday 8/13/2010

8:00 AM - 9:50 AM

Symposium (S): Comparative Safety of Pediatric Psychotropics-What School Psychologists Should Know

San Diego Convention Center
Room 11A

Chair: Thomas Kubiszyn, PhD

9:00 AM - 9:50 AM

Invited Address (S): [Doll]

San Diego Convention Center
Room 15A

2:00 PM - 2:50 PM

Poster Session (F): Academic - Behavioral - Social - Emotional

San Diego Convention Center
Exhibit Hall ABC

3:00 PM - 3:50 PM

Poster Session (F): Methodological and Intervention

San Diego Convention Center
Exhibit Hall ABC

4:00 PM - 5:50 PM

Symposium (S): Contemporary and Future Directions in School Psychology

Invited Addresses From the 2008 Award Recipients

San Diego Convention Center
Room 7B

Chair: Shane R. Jimerson, PhD

Saturday 8/14/2010

8:00 AM - 9:50 AM

Symposium (S): Identifying Students in Need of Assistance - Multistage and Multimethod Screening

San Diego Convention Center
Room 7A

Chair: Craig A. Albers, PhD

10:00 AM - 11:50 AM

Symposium (S): Exploring Psychological Well-Being in Culturally Diverse Populations - Methodological Innovations

San Diego Convention Center
Room 7B

Chair: Bonnie K. Nastasi, PhD

12:00 PM - 1:50 PM

Symposium (S): Four Prominent Researchers Consider the Future of School-Based Consultation

San Diego Convention Center
Room 1A

Chair: Stephen D. Truscott, PsyD

2:00 PM - 2:50 PM

Presidential Address (N): [Nastasi]

Manchester Grand Hyatt Hotel
Elizabeth Ballroom C

3:00 PM - 4:50 PM

Business Meeting (N): [Business Meeting]

Manchester Grand Hyatt Hotel
Elizabeth Ballroom C

5:00 PM - 5:50 PM

Social Hour (N): [Social Hour]

Manchester Grand Hyatt Hotel
Elizabeth Ballroom E

Sunday 8/15/2010

8:00 AM - 9:50 AM

Symposium (S): Process and Products of Publication in School Psychology Journals

San Diego Convention Center
Room 5B

Chair: Randy G. Floyd, PhD

10:00 AM - 10:50 AM

Poster Session (F): Consultation - Prevention - Evaluation

San Diego Convention Center
Exhibit Hall ABC

11:00 AM - 11:50 AM

Poster Session (F): Professional Issues in Schools

San Diego Convention Center
Exhibit Hall ABC

12:00 PM - 1:50 PM

Symposium (S): Implications of the ICF Framework for School Psychology

San Diego Convention Center
Room 25C

Chair: Nicholas F. Benson, PhD



Announcements

SOME GOOD ADVICE?

An initiative by Mark Terjesen

Recently, in the fall issue of *The School Psychologist*, the Student Affiliates of School Psychology (SASP) posted responses questions from students as well as responses from a number of faculty on issues related to the future of school psychology. These well thought out questions were no doubt common to many students and the responses were varied to the point that they may have helped expand students' perspectives beyond what they have already been exposed to.

This past fall the question, "What was the best professional advice that you ever received?" was posed on the Association of Behavioral and Cognitive Therapies (ABCT) listserve. The responses were quite varied and very interesting. They covered everything from clinical recommendations to life/work balance, as well as pursuit of professional opportunities. This was the largest response to a specific topic in the history of their listserve.

Likewise, I would imagine that many of us have received (or given) some helpful advice about the role of being a school psychologist.

***So, I would like to post a similar query:
What is the best professional advice that you have
received about being a school psychologist?***

To get the ball rolling I would like to start with advice offered to me by Dr. Mitchell Schare from Hofstra University. When I was consulting with (OK, complaining to) him about my new role as a school psychology trainer and an administrator and how frustrating the lack of programmatic change and some of the systemic challenges he advised me to: "Work towards evolution not revolution. Change takes time. Pushing it to happen when it is not ready will only cause more difficulty."

To this day, I often try to recall this advice when thinking about my own role in my program/University as well as in how to consider student development.

I hope that many of you choose to participate and look forward to your responses, which may be emailed to Mark Terjesen at terjesem@stjohns.edu.

FREE! First Year Membership for New Members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA

A one year, free membership for 2011 is being offered by Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA. SPSMM advances knowledge in the psychology of men through research, education, training, public policy, and improved clinical services for men.

This membership is a great way for **school psychologists** to contribute to Division 51 of APA. School psychologists work on the front lines in terms of helping boys in schools and have much to gain by joining Division 51. School psychologists will benefit from both the theory and research evolving in the psychology of men and boys. There are few school psychologists in Division 51 and, therefore, the discipline's rich clinical knowledge and research would be welcomed in the SPSMM, specifically in understanding how masculinity issues affect learning and psychosocial development.

Benefits of Membership Include:

- Free subscription to *Psychology of Men and Masculinity* (the official empirical journal of Division 51).
- Participation in SPSMM Listserve where members exchange information and ideas, discuss research and practice, and network with colleagues.
- Opportunities to serve in leadership roles in Division 51's Committees and Task Forces.
- Opportunities to meet, network, and socialize with over 500 psychologists committed to advancing the psychology men and gender.

For further information about the free membership application process go to Division 51's website <http://www.apa.org/divisions/div51/> or for an electronic application go to www.apa.org/divapp or contact Keith Cooke at kcooke@apa.org.

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Announcements

Congratulations
to our newly elected
Division 16 officers for the 2011-2013 term:

President- Elect: **Shane R. Jimerson**

Treasurer: **Catherine A. Fiorello**

V.P. for Convention Affairs and Public Relations: **James C. DiPerna**

V.P. for Education, Training, and Scientific Affairs: **Stacy Overstreet**

V.P. for Publications and Communications: **Linda A. Reddy**



Position Announcement: Editor-Elect of the *Journal of School Psychology*

The Society for the Study of School Psychology (SSSP) is conducting a search for Editor-Elect of the *Journal of School Psychology*. The selected individual will serve as Editor-Elect from January-December 2011 and an additional four years as Editor from January 2012-December 2015. (A mid-term assessment of performance and progress shall be completed, with the term continuing assuming positive assessment by both parties). Contact George DuPaul, SSSP President-Elect and search committee chair (gjd3@lehigh.edu) to obtain information about responsibilities of the Editor and for required application materials. Applicants for the Editor-Elect position should submit complete application materials electronically no later than **September 15, 2010**. A search committee will interview selected applicants during conference calls in October-November 2010. Appointment of Editor-Elect will be made during December 2010.

American Psychological Association

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