



APA Division 16 School Psychology
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The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

inside

President's Message

4 | Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

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

Practice Forum

9 | What Psychologists Need to Understand about Auditory Processing Disorders

Jay R. Lucker, Howard University

Research Forum

19 | The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

Lindsay McDonald McCary, Marjorie Grefer, Marissa Mounts, Ashley Robinson, Bridgette Tonnsen, and Jane Roberts, The University of South Carolina

Professional Development Forum

25 | Perspectives of Early Career Scholars: APA Session on the Opportunities for Prospective Faculty

Amanda L. Sullivan, University of Minnesota, and Bryn Harris, University of Colorado Denver

SASP – The Student Corner

27 | Walking the Tightrope: Achieving Balance as Graduate Student

Jennifer M. Cooper, Ohio State University, and Kaleigh N. Bantum, Duquesne University

Book Review

30 | Early Intervention for ADHD: A review of DuPaul and Kern's "Young Children with ADHD: Early Identification and Intervention"

Dylan S. T. Voris and John S. Carlson, Michigan State University

People & Places

34 | People & Places

Submitted by Ara Schmitt, Duquesne University

Practice and Research Updates

35 | Division 16 Workgroup Summaries Translation of Science to Practice

Sylvia Rosenfield, University of Maryland, and Susan Forman, Rutgers University

37 | Globalization of School Psychology

Chryse Hatzichristou, University of Athens, Greece

38 | American Psychological Association Council Representative Updates

Beth Doll, University of Nebraska, and Frank Worrell, University of California, Berkeley

40 | Practicum Competencies Outline: A Reference for Doctoral Programs

Linda Caterino, Chiech Li, Anne Hansen, Susan Forman, Abigail Harris, Gloria Miller and CDSPP

52 | Practice Taskforce Committee for the Advancement of Professional Practice (CAPP) Meeting Highlights

Amanda Clinton, University of Puerto Rico

Division 16 Executive Committee Nominee Statements

53 | President

Linda Reddy
Susan Swearer

59 | Secretary

Janay Sander
Amanda Sullivan

61 | Vice-President for Publications and Communications

David Shriberg

62 | Vice-President for Social, Ethical, and Ethnic Minority Affairs

Amanda VanDerHeyden

63 | Council Representative 1:

Frank Worrell
Karen Stoiber

67 | Council Representative 2:

Beth Doll
Bonnie Nastasi

Announcements

71 | Call for Associate Editor: The School Psychologist

71 | Division 16 Book Series

72 | Division 16 Conversation Series

73 | School Psychology Futures Conf.

75 | Ken Merrell Legacy Scholarship

76 | SASP Mentoring Program

77 | Call for Papers: Special Issue on Social and Emotional Learning in Early Education, Early Education and Development

79 | International School Psychology Association 2012 Convention

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The APA Division 16 publishes *The School Psychologist* as a service to the membership. Three electronic issues and one hard copy Year in Review archival issue are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology. Articles up to approximately 15 double-spaced manuscript pages will be accepted; however, brief articles, approximately 6 to 12 double-spaced manuscript pages,

are preferred. Test reviews, book reviews, and comments for The Commentary Section are welcome. All submissions should be double spaced in Times New Roman 12 point font and e-mailed to the Editor. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

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PRESIDENT'S MESSAGE

Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

Shane R. Jimerson
University of California, Santa Barbara



Shane R. Jimerson

“As President of our Division I welcome your involvement to contribute to these shared objectives.”

“Tots Units Fem Forca” - Catalan
“All together, we are strong” – English
Translation

It is both an honor and a pleasure to serve as Division 16 President during 2012. I am particularly enthusiastic to further involve many more Division 16 members in efforts to advance science, practice, and policy relevant to school psychology to enhance the future of our Division and profession, as well as the well-being of children, families, school personnel, and communities. Indeed, I believe “All together, we are strong.”

Together we will continue to work towards the objectives of our Division: to promote the development and dissemination of knowledge that enhances the life experiences of children, families, and school personnel; to facilitate school psychology practices that result in effective services to youth, families, and school professionals; to facilitate regional, national, and international

communications regarding contemporary issues within school psychology; and to advocate within APA and elsewhere for services, policy, and research concerned with children, families, schools, school personnel, and the schooling process. As President of our Division I welcome your involvement to contribute to these shared objectives.

During the first two months of 2012, the Division 16 Executive Committee has met twice in person and sent numerous correspondence to address items important to Division 16 members. Minutes from each of these recent meetings are available on the Division 16 website (<http://www.apadivisions.org/division-16>) and we will soon be forwarding links to such information to Division 16 members electronically. Herein, I will share some updates and information regarding selected recent efforts of Division 16 members (a complete review of all important activities of Division 16 leaders is beyond

the scope of this brief overview, thus, I encourage those interested to view the minutes of recent meetings to learn more about recent activities) and also review the Division 16 website for further information and details. It is our sincere hope many Division 16 members will become involved in our efforts to advance science, practice, and policy relevant to school psychology.

The Division 16 Website

As many of you are now aware, Division 16 now has a new website (<http://www.apadivisions.org/division-16>). We encourage you to browse around to learn more about current Division 16 activities and opportunities for further involvement. This new Division 16 website features *The School Psychologist* newsletter, highlights recent articles published in the *School Psychology Quarterly* journal, and also includes updated information about Division 16 initiatives. The robust technological infrastructure of APA

CONTINUED FROM PAGE 5

President's Message: Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

affords an opportunity to develop an innovative Division 16 web presence that provides useful information to members and others interested in the activities of Division 16. Indeed, the available data reveal that during January and February of 2012, the Division 16 website has already received over 11,700 page views (an average of approximately 200 page views per day). Please visit the Division 16 website for valuable information and updates.

Division 16 Technology Committee

David Shriberg has recently joined Division 16 leadership as the Chair of the Division 16 Technology Committee. The Technology Committee represents a critical component of our ongoing efforts to communicate with members and others regarding the important work and opportunities for further involvement among Division 16 members. Very recently, Division 16 Facebook and Twitter accounts were established in an effort to share information about Division activities. During 2012, all Division 16 members can anticipate receiving announcements highlighting recent Division activities, accomplishments, and resources. If you are interested in contributing to the Division 16 Technology Committee or if you have particular insights related to the use of technology that you believe would further enhance

Division 16, please e-mail Dr. Shriberg (dshribe@luc.edu).

Division 16 and the Student Affiliates of School Psychology

Graduate students are the future of the profession and will emerge as capable future leaders within Division 16. Division 16 and the Student Affiliates of School Psychology (SASP) welcome further involvement among faculty and students across the country. SASP is designed to keep graduate students apprised of issues pertaining to school psychology as well as participating in activities that will further strengthen the discipline in the future. Recent efforts now feature the SASP activities within the Division 16 website, including a specific tab in the menu bar for students (<http://www.apadivisions.org/division-16>). There are many opportunities for students to become further involved with SASP and Division 16. For those who would like to become Division 16 SASP members or become further involved with SASP, please contact the SASP President Kaleigh Bantum (kaleigh.bantum@gmail.com)

Work Group Initiatives

Each of the Executive Committee members and many Division 16 members are contributing to ongoing efforts of three important workgroups. Below is a brief description of each workgroup. A recent

symposium session at the 2012 National Association of School Psychologists conference in Philadelphia featured information and updates regarding the progress of the Division 16 workgroups. Members interested in contributing are encouraged to communicate with the workgroup Chairs (contact information below and available on the Division 16 website).

Globalization of School Psychology Work Group.

The goal of the globalization work group is to define transnational/multicultural issues in School Psychology. The first task undertaken by the group is developing a bibliographic data base on basic thematic areas of school psychology science and practice, including assessment, prevention, crisis intervention, consultation, evidence-based interventions, poverty, and transnational/multicultural school psychology. Coordinators have been identified for each topic area and are in the process of forming subgroups to identify relevant readings and create a database that reflects work on an international scale. Subsequent steps include synthesizing and disseminating the transnational data base. The long-term intent is to develop an international network of researchers, facilitated by collaboration across organizations that represent

CONTINUED FROM PAGE 5

President's Message: Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

school psychology domestically and internationally. Chair: Sissy Hatzichristou, University of Athens, Greece (hatzichr@psych.uoa.gr)

“We look forward to seeing many of you in Orlando in August.”

Social Justice and Child Rights Work Group.

The goal of the social justice and child rights group is to facilitate professional development of school psychologists in the promotion of social justice and child rights. The initial task is to review and consider adopting the existing Child Rights for School Psychologists curriculum developed by the International School Psychology Curriculum Group, a partnership of International School Psychology Association [ISPA], Child Rights Education for Professionals [CRED-PRO], and School Psychology Program at Tulane University. In addition, the working group plans to develop two additional modules related to promoting social justice and accountability for child rights and social justice. Subsequent steps include dissemination and piloting of the full curriculum. The long-term intent of the group is to build an international community around social justice and child rights, facilitated by collaboration across school psychology organizations. Chair: Stuart Hart, University of Victoria, British Columbia (snhart@gmail.com)

Translation of Science to Practice and Policy Work Group.

The goal of the translation work group is to enhance the translation of research to practice and practice to research within the specialty of school psychology, to promote Division 16 as a resource for evidence-based practice for school psychologists, and to enhance research-based psychological practices in the context of schools. To this end the work group will engage in research to review existing literature, identify ongoing efforts by other professional groups, survey school psychologists about the challenges in implementing evidence-based practices, and examine the nature of pre-service training relevant to promoting translation of research. The anticipated outcomes of this work are generation of implications for professional development and of resources for implementing research-based practice. Co-Chairs: Sylvia Rosenfield, University of Maryland (srosenf@umd.edu); Susan Forman, Rutgers University (sgforman@rci.rutgers.edu)

Division 16 Member Survey

Jim DiPerna, the Division 16 Vice President of Convention Affairs and Public Relations, has provided important leadership in developing and distributing the Division 16 Member Survey and gathering this important data from

Division 16 members in early 2012. This year we will carefully consider this recent feedback from Division 16 members and identify opportunities to further enhance the Division activities and communications and inform further strategic planning. You can anticipate further information and updates related to the recent member survey, both in *The School Psychologist* and featured on the Division 16 website.

Division 16 Proceedings at APA in Orlando

With the very capable leadership of the Division 16 Convention Chair, Scott Methe (methes@ecu.edu) and many members who served as reviewers, the sessions for the 2012 convention of the American Psychological Association in Orlando Florida, from August 2-5, 2012, have been selected (<http://www.apa.org/convention/index.aspx>). Those attending the APA convention during the past five years will recognize that the Division 16 programming has continued to expand. Our broadened efforts include numerous cross-division collaborative sessions, as well as symposium sessions and keynote presentations, in addition to hundreds of poster presentations all emphasizing important considerations relevant to advancing science, practice, and policy related to school psychology. We look forward to seeing many of you in Orlando in August.

CONTINUED ON PAGE 7

CONTINUED FROM PAGE 6

President's Message: Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

Division 16 Bylaws

With the direction and dedication of Bonnie Nastasi and contributions from each of the Division 16 Executive Committee members, the Division 16 Bylaws have been carefully examined and proposals for revisions will soon be sent out to all Division 16 members for review and vote. Attending to the Division 16



President Bonnie Nastasi passes the gavel to the incoming president Shane Jimerson at the January Executive Committee Meeting.

infrastructure is certainly essential to the ongoing operations of the Division.

Representing School Psychology within APA Governance

An ongoing activity of Division 16

is representation of school psychology within APA governance. A close inspection will find numerous talented and capable Division 16 members both representing school psychology and contributing importantly to contemporary APA governance. In addition to the numerous Division 16 Vice Presidents and members of the Executive Committee (<http://www.apadivisions.org/division-16/leadership/executive-committee>) who regularly attend important committee and association meetings to represent school psychology, there are also many other elected and appointed Division 16 members providing important representation and contributing leadership throughout APA. These colleagues include Beth Doll and Frank C. Worrell, who serve as APA Council Representatives, Frank C. Worrell also serves on the APA Board of Educational Affairs, Tammy Hughes who serves on the APA Board of Educational Affairs, Elaine Clark who serves on the APA Board of Professional Affairs, Bonnie Nastasi who serves on the Committee on International Relations in Psychology, Samuel O. Ortiz who serves on the Committee on Psychological Tests and Assessment, Linda Reddy who recently served on the Committee on Division/APA Relations, Michael Tansy who serves as the APA Division 16 Federal Advocacy Coordinator, Robert Woody who represents Division 42 on the Council of Representatives, Frances

Boulon-Diaz who represents Puerto Rico on the Council of Representatives, and Shirley Vickery who represents South Carolina on the Council of Representatives (apologies to any individual whom I have not acknowledged in the brief summary above, please do let me know if I accidentally omitted your current service).

Members of Division 16 also provide important contributions and leadership through service on the Interdivisional Task Force on Child and Adolescent Mental Health, Interdivisional Task Force for Children with SED and Their Families, the Joint Committee revising the Standards for Educational and Psychological Testing, the Joint Committee on Standards for Educational Evaluation, as well as the Committee on Children, Youth, and Families, Committee on Women in Psychology. Finally, Donald Bersoff is presently the 2012 President-Elect of APA. Considering the relative size of Division 16, this representation reflects a purposeful commitment and contribution to representation within APA governance. Collectively, these efforts provide an important voice representing school psychology within the largest psychological association in the world.

Collaboration with Allied Organizations

Division 16 remains committed to collaborate within APA, with other

CONTINUED ON PAGE 8

CONTINUED FROM PAGE 7

President's Message: Working Together to Advance Science, Practice, and Policy Relevant to School Psychology

Divisions of APA, and with allied state, national, and international organizations (including the National Association of School Psychologists, Council of Directors of School Psychology Programs, Trainers of School Psychologists, School Psychology Leadership Roundtable, Society for the Study of School Psychology, International School Psychology Association, American Board of Professional Psychology, American Board of School Psychology, Association of State and Provincial Psychology Boards, and other child-focused coalitions) as such collaboration is essential to achieving our missions. Close inspection of the contemporary leadership within the various organizations reflects considerable overlap, resulting in unprecedented communication, cooperation, and collaboration. Indeed, working together, we are strong. We continue to communicate and collaborate with all allied organizations to further advance and enhance school psychology across the country and around the world.

Division 16 Member Involvement

As you can see in the brief description of some of the recent Division 16 activities, there are many important efforts that Division 16 colleagues are immersed in. I encourage all Division 16 members to consider whether there are important topics and activities that you

believe warrant further consideration by the Division, or if there are current areas of emphasis that you believe you could contribute leadership. If you are inspired to contribute further to the future of Division 16 and school psychology, please communicate with me (Jimerson@education.ucsb.edu) or other Division 16 Executive Committee members, as we welcome your further involvement in efforts to advance science, practice, and policy relevant to school psychology. Indeed, *All together, we are strong!*



PRACTICE FORUM

What School Psychologists Need to Understand About Auditory Processing Disorders

Jay R. Lucker
Howard University

Abstract

Some of the children identified as having learning problems in schools actually have underlying auditory processing deficits or APD. Psychologists are part of the team that assesses these children, and many psychologists often wonder whether the child being assessed has an APD. Additionally, many psychologists complete tests that they believe are appropriate assessments of APD.

The present tutorial is a discussion of what psychologists need to understand about auditory processing disorders. A clear and simple description of auditory processing is presented along with a discussion of how deficits in such processes can lead to educational and communication problems in children who have APD. Tests claiming to evaluate APD are discussed along with an overview of how APD must be appropriately

assessed. The conclusion is that the psychologist is an important professional involved in a multi-professional, transdisciplinary approach to the assessment and identification of students with APD. Furthermore, the presence of APD can lead to identification of these children having auditory based specific learning disabilities or SLD.

Keywords: auditory processing disorder, specific learning disability, assessment of APD

What Psychologists Need to Understand About Auditory Processing Disorders

Sometimes students in schools are identified as having difficulties listening that someone has called an auditory processing disorder or APD. These students are often referred to psychologists to evaluate their auditory processing abilities. In other cases, the



psychologist might notice problems with listening or say the child has auditory processing problems during the course of a standard psychological assessment, and the professional might want to evaluate the student's auditory processing abilities to determine whether the child has APD.

A question arises whether psychologists are able to assess a child for APD. Very often, the author of this paper has come across psychological assessments by school psychologists, clinical psychologists, and neuropsychologists that identify a child as having an auditory processing disorder. But, in reviewing the psychological assessment, the author has noted that not

CONTINUED FROM PAGE 10

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

one appropriate assessment of auditory processing has been completed on the child. The psychologist might even have used assessments that are called tests of auditory processing (Martin & Brownell, 2005; Woodcock, McGrew, & Mather, 2001), and the professional might have interpreted failure on such tests as indicating that the child has APD. However, the author has found that all too often the interpretation is incorrect because the psychologists might not understand what are APDs and how one can differentiate between APD, attention deficits such as ADHD, and language processing problems. It is the hope of this author that the present paper will help psychologists have a better understanding of what are APDs and how they should be assessed.

What is Auditory Processing?

For some psychologists, the differences between auditory processing and other factors, especially language, language processing, cognitive processing, and attention and executive functioning, are not well understood. Therefore, the following discussion is presented.

Language is best understood as a system of rules and labels a society agrees upon using in order to share common knowledge and thoughts between people who use that language system (<http://www.merriam-webster.com/dictionary/>

[language](#)). Thus, a verbal utterance may stand for the word “stop,” or a hand gesture can mean the same word, or a “sign” (such as used in American Sign Language) can mean stop, or a visually presented picture or group of orthographic symbols can all mean “you should halt where you are and go no further.” Yet, changing the verbal signal even slightly or changing the picture, the sign, or the gesture can mean a totally different thing. The society agrees on these changes and factors and, hence, develops a language and language system. The system usually has rules for what sounds or phonemes can be used in that language (phonology), what structures are to be used in forming word meanings (morphology), what rules tie words together to form sentences (syntax), and what are the social linguistic uses for the language (language pragmatics) (Owens, 2007).

Cognition involves thinking. We think, make decisions, focus our attention, place information into memory, etc. We often use linguistic symbols to help with our thinking, but when we consider new born infants, they can think without having these linguistic symbols. Actually, it takes a child time from before birth until a number of months of living have passed before that child is manipulating, understanding and using language. Yet, the infant thinks well before he/she has words to express his/her thoughts (Benson

& Haith, 2009).

Involved with all of this thinking and symbol development and use, and all of the rules involved in using these linguistic symbols, the child with normal hearing and normal neurological development is experiencing a bombardment of auditory stimuli. The child’s auditory processing system starts recognizing the auditory stimuli, recognizing auditory patterns that are the same and those that are different, and, eventually, stores up meaningful information about the auditory events in the child’s listening experiences. Eventually, we will call this recognition and discrimination. However, from before birth, this auditory pattern recognition has begun. Thus, the new born child has come into the world already knowing about auditory processing (Karmiloff and Karmiloff-Smith, 2001). What the infant needs to learn are the meaningful symbols associated with the auditory patterns in his/her environment. Consider the following scenario.

An infant is in the living room of the house with his/her mother. The infant suddenly hears an acoustic or auditory pattern. It is of a specific frequency (low in pitch), a specific intensity (moderate in loudness), and has a very specific time pattern so that there is a noise, a pause, a noise, a pause, etc. until five noises with four pauses between them are heard. The infant then notices the mother getting up,

CONTINUED ON PAGE 11

CONTINUED FROM PAGE 10

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

walking over to a place in the living room that will later be labeled as “the door,” and hears the mother put out some auditory messages (i.e., speak). After the mother’s messages, another message is heard coming from the door. The mother then opens the door and in comes a thing (later to be labeled, a person) who then shares back and forth sound (utterances) with the mother.

The infant experiences the same scenario time and time again. Eventually, the infant’s auditory processing system has linked directly with the visual and cognitive systems, and the next time the infant hears this same auditory pattern, the cognitive system quickly searches memory, finds that the pattern has been heard before, forms mental images of the mother going to the door asking questions, hearing someone at the door, opening the door, letting the person in, etc. Although no linguistic labels are placed on any of these experiences, the child has developed internal labels whether they be visual or some other internal symbolic forms.

These experiences describe how a child learns to recognize the acoustic pattern we call “knocking at the door.” But, what if the infant who now understands this pattern hears five more “knocks,” but they are much louder than the usual knocking at the door, and the time between the knocks is much longer. The infant may first think the pattern

is knocking at the door, but cognitively reflecting on the pattern, realizes it is a different acoustic pattern, especially the loudness of each “knock” and the time intervals between knocks. Later, the child may come to learn that the noise was daddy fixing something in his basement workshop, pounding away with his hammer. The infant’s recognition that the acoustic pattern of the father’s hammering and the knocking at the door are different leads to the formation of a second memory trace and the discrimination of these two auditory patterns as different. The infant is using his/her auditory processing abilities to learn a great deal about the world in which he/she lives.

As the reader can see, auditory processing is very important to a developing child. It is also the way we do a lot of our learning in school. We eventually learn not only to recognize and discriminate auditory patterns of sounds and noises, but to recognize and discriminate auditory patterns for speech which we can refer to as spoken language. The first step in understanding the verbal messages we hear is to gather, recognize, and discriminate the auditory patterns of the spoken language messages we hear. For example, consider the following.

We are students in school. We have three teachers. One comes from the mid-west, one comes from a place like New York City (NYC), and the other comes

from what we often refer to as the “deep south.” Each of them says a word such as, “man.” The person from the mid-west says “man” with all phonemes as expected if we lived in the mid-west. The person from NYC says it with what we might call a “flat a.” The person from the south has changed the pure vowel of “man” into a diphthong. At some point in our auditory processing and learning, we might think the three teachers are saying three different words. Then, as we learn to use language and relate words to the things they represent, we realize (cognitively) that the three teachers are referring to a male person, but they have different accents or regional dialects because they come from three different areas of the country. At that point, our auditory processing will still hear the three words said (i.e., “man”) and realize they are spoken differently, but we will cognitively interpret the difference as regional dialects, and we will linguistically interpret the words as meaning the same exact thing. For a child with an auditory processing deficit, it is possible that the child cannot distinguish or discriminate the subtle difference in the vowels that make them regional dialects and not different words. For a child with a cognitive deficit, he/she may not be able to make appropriate decision to realize each teacher is saying the same thing. For the child with a language problem, he/

CONTINUED ON PAGE 12

CONTINUED FROM PAGE 11

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

she may not know what is meant by the word “man” regardless of which dialect is spoken. Thus, it is of critical importance for psychologists to understand such differences so that when they are looking at the behaviors of children, they can help distinguish between possible cognitive issues, language deficits, or APD.

When we consider the question, “What are auditory processing disorders?” we realize that the first thing to come to mind is that the word “disorder” was pluralized. As such, there is no such thing as *an auditory processing disorder*. There are a number of different types, areas, or categories of auditory processing deficits that can lead to what we call APD. As such, assessing only one or two areas of auditory processing is not sufficient for evaluating the entire scope of APDs to determine whether a child has a specific APD and to identify in what specific area the APD exists. This brings up many questions regarding tests that psychologists might use if they feel they can assess auditory processing to identify whether a child has or does not have APD. Evaluation of APD is discussed later in this report.

There are a number of different “models” or approaches to auditory processing and APD that have been developed. For example, Dr. Jack Katz and his colleagues from the State University of New York at Buffalo

developed a model they call the “Buffalo Model” (Katz, 2007). This model has four major categories and a few sub-categories such as integration type I and type II. In contrast, Dr. Teri James Bellis and Dr. Jeananne Ferre developed a model that was originally called the 3M model, but has come to be called the Bellis/Ferre model or, sometimes, just the Bellis model (Bellis, 2002, 2011). It has different categories of APD totally based on neurophysiological evidence from brain injured subjects, mostly adults.

Lucker (2007, 2012a) presents a very different model of APD than these other neurophysiologically based approaches. His approach is very holistic looking at auditory processing using a developmental view starting from the time a fetus begins to process auditory information in the womb to elderly people who have lost hearing and some cognitive functioning showing changes and deterioration in their auditory processing abilities. In Lucker’s model, there are six different “systems” involved in processing what we hear including the auditory system, the cognitive system, and the language system. This paper will focus only on these three systems.

Lucker (2007, 2012a) defines auditory processing as those things the entire central nervous system does when it receives information through the auditory system and deals with that information so

that meaning can be gained. He further states that auditory processing is auditory pattern recognition and uses examples such as those of the infant learning to make sense out of the knocking at the door vs. daddy hammering in the basement. From a spoken language perspective, auditory processing has to do with using the auditory feature differences that distinguish one phoneme from another so that, in the end, the auditory or acoustic patterns are identified as different and the things which they symbolize become related to each specific pattern. Later, these auditory patterns are learned as words and language starts to develop.

An example of auditory phonemic differentiation for the infant could be understood from the following example. During the course of very early development, the infant hears people in the environment use an auditory pattern when relating to the thing which the child will learn is the mother. The auditory pattern is heard with the following basic acoustic features (analyzed from an auditory-linguistic perspective). The first sound is a nasal, long/continuant, voiced low frequency sound. It is followed by a vowel and then repetition of the first sound and another vowel follow in sequence. This pattern is heard, in the English language as “mommy.” When this auditory pattern is heard, the total sensory experience of the child is to be in contact

CONTINUED FROM PAGE 12

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

with (usually) the female caretaker.

At other times, the child will hear people in the environment form a very different auditory pattern for the two consonants in the word, and they will reference a different thing that the child will later learn is the “father.” That pattern is a non-nasal, short/plosive, voiced or voiceless, higher frequency than the /m/ sound followed by a vowel, followed by a repetition of the initial sound, followed by another vowel. This auditory pattern in English is usually “daddy.” The sensory experience accompanying this auditory pattern is typically totally different from that accompanying the word “mommy.”

When considering these two auditory patterns or words, there are many different features that distinguish the /m/ from the /d/ in these two words. If you consider most of the languages of the world, the word for mother is usually a nasal, continuant, low frequency consonant phoneme followed by a vowel (which usually has a repetitive pattern), while the word for the father is usually a non-nasal, plosive, higher frequency consonant followed by a vowel (which usually also has a repetitive pattern). Thus, the auditory feature distinctions between the /m/ and /d/ help the child differentiate between the sensory experiences of “mommy” and “daddy” so that when the word “mommy,” is used as the infant gains in age by a few weeks or

months, hearing that distinct pattern, the mental image formed in the brain is of the mother and not the father, and the child reacts to what it expects from its mother. This is how words are discriminated and learned by every person who hears and has normal auditory processing abilities.

Auditory Processing and Learning

From the above discussion, it is hoped that the reader can better understand the importance of auditory processing and learning. As children going through life, until they read to learn, much of what a child learns about his/her world (especially in school) is done through listening and, thus, through auditory processing. Therefore, auditory processing is critical to a child’s ability to learn. Many learning problems can be due to primary, underlying auditory processing disorders or APD. This actually was identified as early as the first definitions of a specific learning disability or SLD, and that same definition is still used in the IDEA today (IDEA, 2004).

If we were to generically define APD, it might best be described as *a disorder in understanding spoken language* that is not due to a primary language disorder (such as a speech-language impairment), a second language factor (such as for English language learners (ELL) or for children with English as a Second Language (ESOL)). This disorder

in understanding spoken language would be due to an imperfect ability to listen that would not be due to a hearing loss or deafness or a primary attention deficits such as ADHD or an executive functioning problem. Additionally, the disorder could also be called a perceptual disorder. What is interesting to note is that one of the diagnoses for APD is *a disorder of auditory perception* (ICD-9-CM code 388.40) (American Medical Association, 2011).

When reading the previous paragraph, all of the italicized wording is directly quoted from the IDEA definition of a specific learning disability (IDEA, 2004). This is why an auditory processing disorder (APD) should be considered as an auditory learning disability from an educational perspective (Luckner, 2007, 2012a).

Assessing Auditory Processing Disorders

If the reader is following the discussion in this paper, it can be seen that APD is an abnormality (disorder) in auditory processing, and auditory processing involves a number of factors, the three most relevant here being the auditory factors, the cognitive factors, and the language factors. As such, a comprehensive assessment of auditory processing should involve tests that limit

CONTINUED ON PAGE 14

CONTINUED FROM PAGE 13

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

and control for cognitive and linguistic variables as well as an assessment of cognitive factors that limit and control for auditory and linguistic variables, and an assessment of language factors that limit and control for auditory and cognitive variables. If the reader thinks carefully about the tests that might be used to assess auditory processing, the conclusions drawn might be that these tests do not control for or limit the cognitive and language variables. As such, the tests often used by psychologists, speech-language pathologists and some educational specialists are not tests that appropriately assess auditory processing as noted below.

One of the most common measures of auditory processing used by psychologists is the Woodcock-Johnson, Third Edition (NU), Tests of Cognitive Abilities or WJ-III-Cog (Woodcock, McGrew, & Mather, 2001). There is a section of this test called “auditory processing.” It is made up of two subtests and using only two subtests brings into question how comprehensive this can be when there are seven primary categories or areas of APD in Lucker’s model, four primary areas in the Buffalo Model, and a different four areas in the Bellis/Ferre model. One of the two subtests of the WJ-III-Cog is a measure of phonological blending or blending phonemes spoken to the subject by the examiner. This is

one and only one measure of auditory phonemic processing also called auditory phonological processing. However, phonemic blending is only one part of phonemic processing. Additionally, the examiner is saying the phonemes without controlling for intensity (loudness) and regional dialectal differences. If the phonemes are said too loudly, this could cause the person to react by “shutting down” his/her auditory system, especially a child who has sensory processing deficits (Lucker & Doman, 2012b). If the phonemes are said too softly, the auditory features may not be heard appropriately and the child could mishear the word and, thus, blend the phonemes correctly, and, thus, say the wrong word and get the items incorrect. Consider the examiner saying the phonemes /h/ /ae/ /t/ and the child says “fat,” because the /h/ was so soft that the child’s auditory system could not distinguish between the /h/ and the /f/. But, on the test, a response of “fat” for the word “hat” would be an incorrect answer, and the psychologist might think the child has phonological processing deficits leading to a diagnosis of APD when the problem was that the presentation volume was too soft for the child to make appropriate phonological distinctions.

The second subtest on the WJ-III-Cog under the category auditory processing is a measure of auditory attention. Most children will fail this test because they

have primary attention, self-regulation, or executive functioning problems and not because they have APD. Furthermore, if a child passes the phonological blending subtest at a low level (say a standard score of 8/25th percentile) and fails the attention task with a standard score of 1/<1st percentile), the overall auditory processing score would likely be something like a 4/2nd percentile which might be interpreted as the child having a severe APD while the child’s real problem might be a general attention deficit such as ADHD. Thus, the WJ-III-Cog is an incomplete and insufficient measure of auditory processing and should not be used to diagnose APD or even screen for APD when that assessment is used alone.

Another commonly used test for measuring auditory processing by psychologists and speech-language pathologists is the Test of Auditory Processing Skills – Third Edition or TAPS-3 (Martin, & Brownell, 2005). This test, and its predecessors, is *not* a measure of auditory processing. The TAPS-3 actually has three parts dealing with: phonological or phonemic processing, memory, and language comprehension and reasoning.

The first three subtests on the TAPS-3 deal with phonological processing. One is for blending words which has the same limitations as the WJ-III-Cog test since it is administered live voice. The other is segmenting words which

CONTINUED ON PAGE 15

CONTINUED FROM PAGE 14

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

can also be influenced by accents and regional dialects. However, if we accept that the examiner is of the same regional dialect as the examinee and is speaking sufficiently loud and at a proper timing for the phonemes in the blending task, these two subtests only evaluate one aspect of auditory processing, that is, phonological processing. Many students with severe APD have excellent phonological processing abilities, but lack the abilities to properly integrate what they hear, deal with speech in noise, and are overly sensitive to loud sounds.

The third subtest in the phonological section of the TAPS-3 is for discriminating words. A sample question is for the child to tell whether the two words spoken are the same or different. The assumption by most evaluators and by the authors of the TAPS-3 is that the child is discriminating the phonemes in the words and making cognitive decisions as to whether the phonemes are the same in both words. However, if this is truly a test of auditory discrimination, then if the evaluator were to say the words “house, house,” and drop his/her volume for the second word, say the second word at an overall lower pitch, and pronounce the vowels in the two words differently, and the child truly used auditory based discrimination processing and said, “the words are different,” the child would get the item, “house/house” wrong and might be considered as having

APD in the area of discrimination if this were a consistent problem. Yet, this child is using better *auditory* processing and *auditory* discrimination than the child who says that the two totally different auditory patterns for “house” and “house” as the same. But, this second child would get the item correct. The reason is that so-called tests of *auditory* discrimination are really tests of *language* discrimination or language processing tests. Regardless of what are the auditory patterns in saying “house” and “house,” the two words do not change in linguistic meaning, thus, the auditory discrimination task on a test like the TAPS-3 is really a language discrimination task. A child with language processing or language/cognitive decision making problem could fail the auditory discrimination subtest on the TAPS-3 and that child might have perfect auditory processing abilities.

The next section of the TAPS-3 involves memory. There is memory for digits, words, and sentences. The digit memory tasks are for repeating digits forwards and backwards, similar to what is done on the WISC-IV. Memory tests have nothing to do with auditory processing. Auditory processing has to do with auditory pattern recognition. Remembering and repeating numbers or words in appropriate sequence have nothing to do with your abilities to identify and discriminate the patterns

of sound you hear. Digit memory often is associated with a variety of cognitive processes such as executive functioning/working memory, chunking, and memory capacity. Word memory involves language and is often related to categorizing the words you hear, associating the words, and recalling the words from the associations and categories you created. As for sentence memory, it is largely a language based task. For example, if the sentence presented were, “The boy went to the store to buy bread,” you would identify the key linguistic elements such as “boy – store – bread,” and using your language knowledge, you would put them back together during the repetition task as “The boy went to the store to buy bread.” Therefore, a child with poor language knowledge can fail tests of sentence memory, yet the child might have an excellent cognitive memory capacity and an excellent ability to distinguish all of the auditory patterns as being different (or the same for the words “the” and “to”) in that sentence. Therefore, tests of memory are not tests of auditory processing.

The last section of the TAPS-3 relates to two subtests called Auditory Comprehension and Auditory Reasoning. By its name, the second subtest involves the high level cognitive processes involved in reasoning or thinking and decision making. For the TAPS-3, the reasoning aspect is to think about the linguistic

CONTINUED FROM PAGE 15

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

message presented. Thus, the child must have the language processing capabilities to figure out the meaning of the verbal utterance on a linguistic level and the cognitive processing capabilities to figure out the general meaning of the utterance and how to answer the question asked such as a “Why” question. Auditory processing has nothing specifically to do with language reasoning.

The auditory comprehension subtest involves similar processes as for reasoning. The listener has to figure out the linguistic meaning of the words and the sentences spoken, has to remember (memory) the context of the message and the words used, and has to respond to a number of specific questions about the linguistic and cognitive details in the short stories spoken. Thus, it is really a measure of language comprehension and not of auditory processing.

When considering all of these critical analyses factors related to the TAPS-3, one can see that it is primarily a language and cognitive test and might be one of the best language processing tests around, but it is not a measure of auditory processing. Another test with similar criticisms as the TAPS-3 is the Auditory Processing Abilities Test or APAT (Ross-Swain, & Long, 2009). Both of these tests are also presented live voice spoken by the evaluator which brings in a number of auditory variables that can confound the results. These

variables include the loudness or intensity level of presentation, the rate or speed of presentation, and the dialect or accent of the person speaking. Thus, in order to assess auditory processing we need to limit and control the cognitive variables, the language variables, and the auditory variables.

Some psychologists might choose to use pre-recorded tests for evaluating aspects of auditory processing. Tests like the SCAN for children (SCAN-3:C) and for adolescents and adults (SCAN-3:A) (Keith, 2009a & b). Since all of the material on the SCAN is pre-recorded, factors such as variations in presentation rate (speed) and accents/dialects are controlled since everyone hears the same recording. However, a question arises as to what is the intensity level at which these recordings are presented? For most psychologists and even speech-language pathologists, they would present the records at a level they judge to be comfortable. So, consider the following scenario.

A child is suspected of have an APD. The psychologist wants to use controlled listening tasks and uses the SCAN-3:C for this child. However, the psychologist has no control over the calibration of the volume level at which the test is administered. Thus, the psychologist asks the child “Is this loud enough? Is it too soft? Is it too loud?” The child wanting

to please the psychologist says the first volume level is fine, and the psychologist presents the entire test at this level not knowing that it is actually a very soft speaking level. The child fails the test and is identified as having APD. Six months later, the child goes to another psychologist who presents the SCAN-3:C, but this time the level of the volume is at a much louder conversational listening level, such as a level at which a teacher might speak in a classroom. The child passes all parts of the SCAN. Did the child pass the second SCAN test because the child has developed normal auditory processing skills six months later or because the volume was more appropriate for the test the second time around? We can and would never know because the two psychologists have no idea how loud they presented the test.

Consider another situation, the earphones used for the SCAN are not balanced, and the words presented in the left ear are much louder than the words presented in the right ear. On two of the subtests of the SCAN (Competing Words and Competing Sentences) the child performs poorly and fails because the right ear performed poorly. Additionally, the child is found to have a very highly significant left ear advantage and the child is right handed. Furthermore, on all of the single ear subtests (called monaural presentations), the left ear outshines the

CONTINUED ON PAGE 17

CONTINUED FROM PAGE 16

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

right ear leading to a strong and significant left ear advantage, but total subtest scores lead to failure for all of the subtests. The psychologist would likely conclude that the child has a very severe APD and might even think there were some neurological problems present. The likelihood that the psychologist does not know how to check for calibrating the two earphones to insure that they are balanced in volume presentation of the test stimuli has misled the psychologist to misdiagnose the child.

So, what does this all mean? Does it mean that a psychologist cannot assess APD? What it means is that the tests for APD must control for all confounding variables. The reason that most APD testing is completed by audiologists is that they learn to use equipment that is calibrated and presents auditory stimuli at set, known, calibrated loudness levels and the two earphones present an equal loudness for all stimuli presented. Also, the tests of auditory processing used by most audiologists only have the child repeat words or simple sentences (such as the Competing Sentences and Time Compressed Sentences on the SCAN-3). Phonemic processing tests do have a level of cognitive decision making involved that is greater than merely repeating what the child hears, but phonemic awareness tasks are related to early reading phonics and later reading fluency and accuracy. And, since the blending and segmenting

of words is practiced during the lessons teaching the child the skills for reading and spelling, the student should be able to handle most phonemic awareness tests such as the Phonemic Synthesis Test (PST) (Katz, 2007) and CTOPP (Wagner, Torgesen, & Rashotte, 1999) which are two pre-recorded tests of phonological processing that can be used in assessments of APD.

Is It APD or ADHD?

Another important confounding variable in assessing APD is to rule out that the problems in processing what the student hears is not due to primary, underlying attention deficits. Many audiologists who conduct APD evaluations do not evaluate auditory attention and do not provide objective measures to help differentiate between APD and possible attention problems such as ADHD. There are a few auditory tests of attention. Thus, during the process of assessing APD, the evaluator must provide a formal measure of auditory attention to help distinguish whether the problems seen on auditory processing tests are due to APD or attention issues.

The author uses a test called the Auditory Continuous Performance Test or ACPT (Keith, 1994). This test was chosen because it is simple (reduced cognitive load) and does not require language processing. It is true that it uses words,

a list of 96 words which have been pre-recorded and are played in a “loop” over and over without stopping or signaling that the list is starting again. The child’s task is to respond with a simple task when hearing the word “dog.” On the test are no other words that rhyme with dog and no other words starting with “d.” Thus, there is very little to discriminate in hearing the words spoken over and over for a total of six repetitions of the list. During each repetition, there are 20 dogs, so there can be a maximum of 20 target words missed per list. However, there are 76 additional, non-target words, and the child can respond to these. The evaluator counts the missed target words (errors of omission) and the non-target word “hits” (errors of commission) as the total number of errors. Additionally, the number of errors for each of the six “trial” periods is counted and viewed. Therefore, the ACPT is a simple measure of auditory continuous performance or vigilance and can help differentiate between possible primary attention difficulties and probable APD when a child fails tests of APD.

Conclusion

The focus of this paper was to help psychologists and others better understand what are auditory processing disorders, how they can affect a child in the educational setting, and how they need to be appropriately assessed. In

CONTINUED ON PAGE 18

CONTINUED FROM PAGE 17

Practice Forum: What School Psychologists Need to Understand About Auditory Processing Disorders

school, the learning of phonics assumes that the child has normal underlying auditory phonemic processing abilities, one area of auditory processing. When learning about science and history, or reading books about new people and different places, the student must be able to make the appropriate auditory distinctions to identify new, unfamiliar words and to learn to associate them with their referents. Auditory processing plays a significant role in learning along with cognitive functions and language abilities. To overlook auditory processing is to overlook one of the three most important aspects of learning through listening. To assume that all auditory processing problems are really language deficits misses the understanding of what is auditory processing and what is language and language processing.

As psychologists evaluate students for possible learning problems, they must be more aware of and better able to understand and identify auditory processing and the possibility that a child has an auditory processing disorder (APD). It is hoped that this paper provides the reader with greater understanding of and insights into what psychologists need to understand about auditory processing and its disorders.

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RESEARCH FORUM

The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

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Neurodevelopmental Disorders, Comorbidities, and IDEIA

Neurodevelopmental Disorders (NDDs) are disorders of brain function that affect emotion, learning, and memory.

These disorders develop over time and are associated with a wide variation of mental, emotional, behavioral, and physical features. Commonly known NDDs include autism spectrum disorders, cerebral palsy, attention-deficit/hyperactivity disorder (AD/HD), communication, speech, and language disorders, and genetic disorders such as fragile X syndrome (FXS) and Down syndrome (Reynolds & Goldstein, 1999). These various disorders, at symptom level, seem to share similar behavioral symptoms and diagnostic criteria; however, in the current version of the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition Text-Revision (DSM-IV-TR), diagnostic criteria preclude the comorbid diagnosis of multiple disorders such as autism and AD/HD. This is a significant limitation

in our current diagnostic criteria, as symptoms frequently overlap and best practice treatment suggestions may differ depending on one's presentation.

This issue has been recognized in the recent revisions of the DSM-IV-TR and is reflected in the proposed changes of the DSM-V. A new cluster of NDDs is proposed, which includes six categories: Intellectual Developmental Disorders, Communication Disorders, Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Learning Disorders, and Motor Disorders. This new cluster has eight main features, highlighting the characteristics of deficits/delays in "maturationally-influenced" psychological features, cognitive impairment, genetic influences, and **overlap amongst the NDDs** (Rutter, Kim-Cohen, & Maughan, 2006). The recognition of the prevalence of comorbidities in this cluster is important, especially for school psychologists, in order to gain a more complete and comprehensive insight into a child's

array of capabilities and deficits without being limited by the possibilities of exclusion due to outdated diagnostic criteria. Especially since these disorders often overlap, differential diagnosis is necessary to provide appropriate services. A differential diagnosis is a systematic method of diagnosis used to identify the presence of a disorder where multiple alternatives may be possible. Where once our diagnostic manuals (DSM-IV-TR) precluded comorbid diagnoses of disorders such as autism and AD/HD, this exclusionary criteria is no longer present in the proposed DSM-V. This is the recognition that although symptoms may overlap, a child with autism and AD/HD is distinctly different from a child with autism alone; thus, may require different intervention services.

School Psychologists' Role as "Diagnosticians and First Responders"

This new approach to the conceptualization of NDDs will change

"A differential diagnosis is a systematic method of diagnosis used to identify the presence of a disorder where multiple alternatives may be possible."

CONTINUED FROM PAGE 20

Research Forum: The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

“School psychologists engage in assessment to promote academic competence and mental health for all children... NASP endorses science-based assessment practices that are tailored to the needs and assets of individuals, groups, and systems.”

the way we understand and define NDDs, their varying characteristics, and the way in which we diagnose such conditions. Psychologists in general, and school psychologists in particular, are moving toward a more treatment-focused approach (i.e., Response to Intervention), which is of importance to school psychologists who are on the “front lines” providing intervention services and developing behavior intervention plans for students. Additionally, school psychologists still hold a primary role in the assessment of children. The National Association of School Psychologists’ (NASP) position statement on school psychologists’ role in assessment states that, *“School psychologists engage in assessment to promote academic competence and mental health for all children...NASP endorses science-based assessment practices that are tailored to the needs and assets of individuals, groups, and systems.”* Differential diagnosis of NDDs, or of psychopathology in general, is considered a science-based practice and essential due to shared presentation, and at times, etiology of disorders.

Diagnostic and eligibility decisions are high-stakes determinations that substantially impact the lives of students and their families. By recognizing the overlap of NDDs, school psychologists can better serve their clientele. In particular,

understanding the categories of the Individuals with Disabilities Education Improvement Act (IDEIA) and which category best describes the presenting symptoms of each student is critical. For example, a student with comorbid autism and AD/HD may be better served as a student identified as Other Health Impaired (OHI) versus a student with Autism or an Intellectual Disability (ID). As school psychologists we can inform these decisions through a comprehensive, differential diagnostic assessment of presenting problems and provide a scientifically-supported plan of action.

There is also a push for earlier identification as early intervention is one of the keys to success for young children with NDDs. Research has demonstrated the immense benefits of intervention during the first three years of life for children with disabilities, and for some disabilities (i.e. autism) research suggests that amelioration of symptoms or even *prevention* of the disorder is plausible given the detection and treatment of individuals before the full disability develops (Dawson, 2008). In order to provide the most appropriate and effective treatments, special considerations must be taken when assessing children at young ages (Meisels & Atkins-Burnette, 2000). School psychologists working with children during early childhood have the opportunity to be

“first responders” by facilitating the link between proper identification and intervention. One of the most important aspects of a comprehensive assessment is to differentially diagnosis among disorders that share common symptoms. As stated previously, children with NDDs represent a very heterogeneous population, which suggests that having a common diagnosis does not always imply the same presentation of symptoms or the same response to treatment efforts (Schwartz, 2008). Therefore, differential diagnosis is imperative as similar behavioral manifestations may exist across disorders and similar behaviors may manifest differently within a disorder. By understanding the commonalities and differences within NDDs, school psychologists can appropriately differentiate among them and implement the most effective interventions to address the unique needs of the child.

The Case of Fragile X Syndrome

An illustration of this new conceptualization of comorbidity and differential diagnosis and implications for IDEIA classification is fragile X syndrome (FXS). Within NDDs, FXS presents a helpful model for exploring the importance of differential diagnoses in schools in making eligibility and classification decisions. Fragile X syndrome is a single-gene disorder

CONTINUED ON PAGE 21

CONTINUED FROM PAGE 20

Research Forum: The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

responsible for the largest number of heritable cases of intellectual disability. Although the syndrome is prevalent in 1:2500 individuals (Hagerman et al., 2009), school psychologists will be familiar with many symptoms of FXS, which include:

- social avoidance and withdrawal
- stereotyped behavior
- sensory sensitivity
- emotional and physiological reactivity
- aggression
- impulsivity
- hyperactivity
- self-injurious behavior

The presentation of these symptoms varies across children, with males generally demonstrating more severe symptoms than females due to random X inactivation. Differential diagnosis of FXS is particularly important in light of overlap among FXS symptoms with symptoms of several well-known disorders including autism, anxiety, and AD/HD. Over 85% of males with FXS experience comorbid psychopathology beyond developmental delay, and parents most commonly report a staggering 4 comorbid conditions in males with FXS (Bailey, Raspa, Olmsted, & Holiday, 2008). This presents a challenge for school psychologists making eligibility decisions, such as deciding which IDEIA category best serves the child which becomes complex and based on many

factors.

Despite the commonality of comorbid psychopathology in FXS, diagnosing comorbid conditions in children with FXS and other intellectual disabilities presents several challenges to school-based practitioners:

- 1) Diagnosing psychopathology often integrates verbalized experiences and insight of the client, which may be difficult to attain in individuals with intellectual disabilities (Cordeiro, et al., 2011).
- 2) Symptoms may be presented differently across children with various communication abilities. For example, a child with modest verbal skills may present increased aggression due to frustration that stems from barriers in communicating his or her needs. Thus, the child's aggression may stem from communication challenges versus oppositional or violent intentions.
- 3) Symptoms of many childhood disabilities often present substantial overlap, leaving school psychologists with difficult decisions related to teasing apart whether symptom clusters represent distinct disorders.
- 4) Once unique disorders are identified, the school psychologist must then determine whether separate diagnoses warrant unique types of treatments and which classification, if any, best serves the child.

These barriers, when not properly addressed, may delay or preclude appropriate services and treatments for children with disabilities. In light of the high prevalence of comorbid conditions associated with FXS and the challenges associated with diagnosing psychiatric conditions in children with intellectual disabilities, FXS presents a unique and valuable case for implementing best practices in differential diagnosis and eligibility decision making.

Autism Within FXS

Autism spectrum disorders are one of the most common and devastating comorbid conditions associated with FXS, with 90% of children with FXS demonstrating autism symptoms and 25- 60% meeting full diagnostic criteria (Bailey, Skinner, Davis, Whitmarsh, & Powell, 2008; Kaufmann et al., 2004; Rogers, Wehner, & Hagerman, 2001). Autism is a NDD associated with socio-communicative deficits and restrictive or repetitive behaviors (American Psychiatric Association, 2004). Compared to children with FXS alone, children who present with both FXS and autism face higher risk for multiple negative outcomes, including:

- receptive language delays (Rogers, et al., 2001)
- increased behavior problems (Hatton et al., 2002)

CONTINUED ON PAGE 22

CONTINUED FROM PAGE 21

Research Forum: The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

- increased withdrawal (Kaufmann, et al., 2004; Roberts, et al., 2007)
- lower adaptive behavior skills (Hatton et al., 2003; Kau, et al., 2004; Rogers, et al., 2001)
- social indifference (Budimirovic et al., 2006)
- increasingly impaired cognitive profiles (Bailey et al., 2001).

Adequately assessing the presence of autism within FXS is essential due to the poorer prognosis associated with autism, as well as the subtle phenotypic differences that may substantially influence treatment decisions. School psychologists who understand the risk factors associated with autism in FXS may assist school personnel in implementing preventative curricular and behavioral goals aimed to minimize negative outcomes associated with the comorbid autism diagnosis, especially for those children who may not fall within the IDEIA definition of autism.

Notably, ruling out autism in FXS may also promote more appropriate service delivery and eligibility decisions for children with FXS. Consider the following research study:

Roberts and colleagues (2007) studied the social approach behaviors of children with FXS and high or low levels of autistic symptoms. Results indicated the presence of autistic symptoms in children with FXS related to changes in social behaviors over time. As children with FXS and few autistic symptoms spent more time with unfamiliar examiners, their eye contact and social approach behaviors increased. However, children with FXS and high autistic symptoms did not show this pattern of improvement, instead maintaining high levels of social avoidance throughout sessions.

These findings have direct relevance to school-based personnel working with students with FXS, as the results indicate that children with FXS who exhibit few autistic behaviors may initially appear shy and present like a child with a diagnosis of autism, but substantially “warm up” over time which is inconsistent with an autism diagnosis. This has implications for school psychologists and provides impetus for why school psychologists should take a differential diagnostic approach. First, autism should be specifically tested for in all cases of FXS. Second, a misdiagnosis or mis-labeling can be prevented when school psychologists are informed that autism symptoms are different in FXS. By considering these and other differential behavioral patterns, school psychologists may help teachers and other school professionals establish reasonable and targeted goals for students with NDDs while accounting for phenotypic variability associated with comorbid conditions. School personnel can learn to look beyond the IDEIA label and focus on the child.

Internalizing and Externalizing Disorders in FXS

Beyond autism, FXS is associated with a multitude of symptoms including intellectual disability, deficits in social interactions, increased levels of arousal, difficulties with attention, anxiety, impulsiveness, aggression, hyperactivity, impairments in communication, and gaze aversion. Based on these behaviors, a child with FXS may potentially meet IDEIA criteria as a child with an Intellectual Disability, Autism, Other Health Impairment, Learning Disability, or Emotional Disability. Given the range and severity of the core FXS symptoms, it is no surprise that individuals with this disorder meet DSM-IV-TR diagnostic criteria for high rates of psychiatric disorders, particularly anxiety and AD/HD.

As previously stated, anxiety is a primary symptom associated with FXS. Research on the prevalence of anxiety in this population suggests that as many as 86% of males and 77% of females meet diagnostic criteria for an anxiety disorder (Cordeiro et al., 2010). These rates are more than double the prevalence of anxiety disorders in individuals with intellectual disability, which have been suggested to be between 21-39% (Prasad et al., 2008; Dekker & Koot, 2003). This is important for school psychologists to be aware of to directly assess the potential for comorbid anxiety disorders as part of

CONTINUED ON PAGE 23

CONTINUED FROM PAGE 22

Research Forum: The Importance of Differential Diagnosis in Neurodevelopmental Disorders: Implications for IDEIA

“There is also an improvement in family well-being as early access to community resources is permitted. These resources are particularly important given that parents of children with NDDs express elevated stress and depression and, perhaps, a mild degree of learning or social problems themselves.”

a comprehensive differential diagnostic assessment. The presence of anxiety disorders may directly affect treatment approaches within the school setting.

In addition to anxiety, core features of AD/HD are also common in FXS including inattention, impulsiveness, hyperactivity, and hyperarousal. Literature on AD/HD in FXS suggests that as many as 90% of boys with the disorder also meet diagnostic criteria for AD/HD (Hagerman & Hagerman, 2002). This percentage, however, is lower for females for whom the prevalence rate has been suggested to be between 35-47% (Hagerman & Hagerman, 2002). Already at high risk for deficits in social interactions, the prevalence of AD/HD in FXS significantly impairs individuals' social relationships, work and school performance, daily functioning, and quality of life. Medication has been found to be an efficacious form of treatment for AD/HD in individuals with an intellectual disability; and, results in FXS have been inconsistent (Roberts et al., 2011). As with anxiety disorders, understanding the underlying causes of particular behaviors in individuals should directly inform treatment. Understanding whether a child with FXS is acting out because of underlying anxiety or comorbid AD/HD is critical, and each child will differ.

Implications

Given the overlap of symptoms among disorders as defined in the DSM-IV-TR and the multiple IDEIA classifications these children may fall into, school psychologists will benefit from approaching comprehensive assessments from a differential diagnosis framework. Beyond the case of FXS and related disorders, differential diagnosis in the schools is critical for all NDDs. Treatment may differ for individuals depending on symptoms experienced and comorbid diagnoses, thus early differentiation is critical to provide prognostic information and guide treatment efforts. Additionally, early and accurate identification reduces lifelong costs associated with treatment by up to 65%. Because of school psychologists' unique position as “diagnosticians and first responders” providing this information early is imperative. There is also an improvement in family well-being as early access to community resources is permitted. These resources are particularly important given that parents of children with NDDs express elevated stress and depression and, perhaps, a mild degree of learning or social problems themselves. Early understanding of NDDs and comorbid conditions may also assist with family planning efforts, as by definition these conditions are highly genetic.

In regard to treatment, school psychologists should remember that there is heterogeneity of all disorders, not just NDDs. An increased emphasis on the treatment of symptoms, instead of a one-size-fits-all approach to treatment planning, is important. School psychologists have an advantage of being able to decode this information and share with parents and teachers. Taking into account the literature on comorbid conditions, and studying best practices in differential assessment will have tremendous benefits not only for us as school psychologists, but for the children, families, and schools we serve.

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PROFESSIONAL DEVELOPMENT FORUM

Perspectives of Early Career Scholars: APA Session on the Opportunities for Prospective Faculty

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“Often, students may only be relatively knowledgeable of the types of positions they see in their own graduate program, which may or may not inspire them to pursue a similar post-graduate positions.”

Few people outside of the academy understand the roles and nuances of faculty positions. Even graduate students who spend many years in school working alongside faculty advisors may not fully understand the career paths their professors have chosen. As the field of school psychology faces an ongoing shortage of new faculty entering the field, attracting potential scholars is key. For several years, it has been noted that there are more open positions than there are qualified prospective candidates. Graduate students and practitioners are not entering academia at the rate needed to maintain faculty positions in school psychology (Clopton and Haselhuhn, 2009). This is problematic given the field of school psychology is dependent upon well-qualified faculty members who can prepare practitioners. One way to improve this trend is to provide targeted professional development for potential future faculty.

Research demonstrates that even those graduate students interested in academic careers receive little information about the roles and responsibility of faculty (Nagle, Suldo, Christenson, & Hansen, 2004). Students may also be unaware of the diversity of positions available for school psychology faculty. Roles, duties, and expectations can vary substantially by institution type, location, program type, and college and department culture. Often, students may only be relatively knowledgeable of the types of positions they see in their own graduate program, which may or may not inspire them to pursue a similar post-graduate positions. Because students' opportunities to learn about this career path are limited, targeted efforts are needed to attract prospective faculty.

Four school psychology faculty have come together to share their perspectives on the diversity of faculty positions in the symposium, *Preparing*

for Faculty Careers in School Psychology: Perspectives for Early Career Scholars, at the annual convention of the American Psychological Association. Sponsored by Division 16, this session will provide a forum for junior faculty from different institutions and programs to share their perspectives on effectively entering academic careers in school psychology.

“Just as there is a shortage of school psychology practitioners, so also is there a critical shortage of school psychology trainers,” notes session chair, David Shriberg of Loyola University Chicago. “One barrier to students entering academia is that, no matter how strong their particular graduate program might be, it is often very challenging to get a bigger picture sense of the pros and cons of an academic career in school psychology. It also can be quite daunting to think through the steps required to pursue and launch a successful academic career in school psychology. The goal of this

CONTINUED FROM PAGE 25

Professional Development Forum: Perspectives of Early Career Scholars: APA Session on the Opportunities for Prospective Faculty

“This symposium is intended to provide a forum for discussing the nature of faculty positions available to potential future faculty, and the preparation recommended for various avenues.”

symposium is to demystify this process, provide commentary on the common benefits and pitfalls of the academic life, and to provide helpful, concrete strategies for being a successful faculty member from the vantage point of happy and productive school psychology academics at different career stages in different types of universities.”

Another objective of this APA symposium is to highlight the flexibility and independence inherent in faculty positions. Four early career scholars—Bryn Harris of the University of Colorado Denver, Jocelyn Newton of the University of Wisconsin - La Crosse, Julia Ogg of the University of South Florida, and Amanda Sullivan of the University of Minnesota—will discuss their experiences as new faculty in school psychology. Their positions vary in the extent to which research, teaching, service, and practice are emphasized, reflecting the diversity of opportunities available in this field. Beyond scholarship and teaching, panelists will discuss their roles in field supervision, direct service, and mentoring.

“I hope to impress upon attendees that there are many types of faculty positions, which all have unique characteristics,” Dr. Newton commented, “As a result, graduate students in school psychology who desire future careers in academia should carefully evaluate their preferences as they participate in research, teaching, clinical,

and supervision experiences during their doctoral training and subsequently seek additional experiences aligned with their preference.” Each panelist in this session will address the unique qualifications and expectations of their respective positions, the training experiences and professional activities recommended for prospective faculty, and strategies for making the most of one’s early years in similar positions.

This symposium is intended to provide a forum for discussing the nature of faculty positions available to potential future faculty, and the preparation recommended for various avenues. As Dr. Harris commented, “In retrospect, I can see ways in which I could have been better prepared for this field. I hope to pass this insight onto others. I hope that participants will leave with more information about careers in academia in the field of school psychology such as our major activities and roles, appropriate preparation, and strategies for success after entering the field. I also hope that participants will continue this conversation with peers and colleagues at their respective institutions so that more knowledge is shared about this important topic.” Such preparation is central to the early acclimation and success of new faculty.

Anyone interested in learning more about academic positions is encouraged to attend this event. This interactive session

will provide the opportunity for individuals to learn more about faculty roles and to engage in discussions with panelists. Questions regarding this session should be directed to Amanda Sullivan at asulliva@umn.edu or Bryn Harris at bryn.harris@ucdenver.edu.

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SASP - THE STUDENT CORNER

Walking the Tightrope: Achieving Balance as Graduate Student

By Jennifer M. Cooper and Kaleigh N. Bantum

“When there is no shortage of deadlines and time is of the essence, the value of effective organization and time management skills are critical.”

Balancing the demands of being a graduate student with everything we have going on in our professional and personal lives is no easy feat. The face of graduate school and the “typical” graduate student is changing with new psychology doctorates, on average, finishing graduate school at age 32 (Siblo, 2012). We are dedicated students, but also spouses, partners, parents, friends and employees. The goal of balancing the demands of family and friends with jobs, research and publication activities, community service, leadership service, exercise and dare I say it - fun - is challenging at best. This issue is receiving more and more attention in our professional publications as well. “Dissertations vs. Diapers” published in the January 2012 issue of *GradPsych* highlighted the inherent challenges for many of being a female doctoral student during prime childrearing years and APA’s January 2012 issue of the *Psychological Science Agenda* also featured a great article on the importance of taking a break from graduate school for some. This attention has elevated the need for more concrete resources to help us manage our, at times, competing responsibilities. Some

students are better at this than others, but, generally speaking, we all likely have more to learn about achieving balance in our lives as graduate students. We hope that by sharing some of what we have learned along the way we can help our fellow graduate students in keeping their feet firmly planted on the ground as we all work toward finding the optimal balance in life as a graduate student.

Your Two Best Friends: Organization and Time Management

When there is no shortage of deadlines and time is of the essence, the value of effective organization and time management skills are critical. Organization can be as simple as creating electronic folders for every semester/quarter with subfolders for each class and naming your documents in a way that will help them to be easily located in the future. Good organization is intentional and purpose-driven; we are not just talking about decorative boxes in the corner of your office. For example, be sure to save copies of syllabi, which may be required for licensure as a professional psychologist or as part of a portfolio if

graduating from a non-accredited training program. Creating a binder (that can be continually added to) with syllabi in chronological order may save one from pulling out hair five years down the road.

For those of us that have completed practicum and/or advanced practicum experiences, we know how much data it entails. But, in the words of a trusted mentor, “all data have a home” and practicum data is no exception. Organization of hourly logs, demographics of clients served, and assessments administered will be invaluable when the time comes to prepare for internships, postdocs, or first jobs. Summarizing time spent engaged in activities such as intervention, consultation, counseling and assessment and types of assessments administered will easily lend themselves to graphic representations that can help in marketing oneself as an experienced, competent professional in addition to being required when applying to internship sites through APPIC. For those of us yet to experience practicum, consider keeping up with logs and summary documents on a weekly or bi-weekly basis. Trust us, it is not fun to spend an entire day deciphering

CONTINUED FROM PAGE 27

SASP - The Student Corner: Walking the Tightrope: Achieving Balance as Graduate Student

“Having solid time management skills will not only help as a graduate student, but as a school psychologist, a clinician, a professor and as a parent or significant other.”

cryptic notes from a month or two ago to decide if it was an intervention or consultation case.

In the same vein, it is important to keep one's curriculum vitae (CV) up-to-date with professional development activities. One approach that we have found easy to keep up with is to update your CV each time you have a presentation/publication accepted or change jobs/volunteer positions. Updating a few sentences is easier than creating something from scratch when needed immediately (and how often does that happen?). Just think, next time you see a scholarship deadline that is in two days and requires a CV, you will be ahead of the game. If interested in going into academia in the future (especially in a tenure track position), it will also be beneficial to save several things from every convention/conference where you present research. A final copy of presentations, a photocopy of the front page of the convention program and a photocopy of the page where your name is listed as a presenter may eventually take home in your dossier, so prepare now!

Now, let us switch gears to time management (which we will cover in more detail in the technology section below). Having solid time management skills will not only help as a graduate student, but as a school psychologist, a clinician, a professor and as a parent or significant

other. As a graduate student, it is important to discuss your goals with your advisor(s), mentor(s), cohort and others you trust. After identifying goals, efforts should be made to develop a practical plan for activities that are important to your professional development. For example, if experience presenting at state, regional or national conventions is lacking, consider an initial goal of submitting a proposal to one or two major conventions to present research. Anxiety or fear of public speaking is not uncommon. If this is the case, consider a poster session where small-group discussions are more typical. Remember to work smarter, not harder. Are there students that have similar research interests that would be interested in collaborating on a presentation and sharing the workload? To borrow a great phrase from a colleague about the importance of teamwork and camaraderie in graduate school, students should be encouraged to “collaborate to graduate.”

Another goal may be to prepare for comprehensive exams or begin the process of writing a dissertation. In cases where the goal is large and may seem daunting, it can be helpful to break the larger goal into smaller, incremental goals. For example, the practice of engaging in daily writing for 10-15 minutes, as introduced in *Write Your Dissertation in 15 Minutes a Day*, can help to adopt a regular practice that

fits into just about anyone's lifestyle (Bolker, 1998). Starting or participating in a weekly writing group is another great way to carve out dedicated time to work on publication proposals while collaborating with peers. The common theme here is to develop a practical plan for activities that are important to you. You know yourself best; capitalize on that. Are you more productive in the mornings or the evenings? Do you need to carry a small journal around with you to jot down ideas as they come to you? Do you process information best verbally in a group or introspectively? Do you prefer to set goals a few years in advance or is your preference to let your goals and opportunities evolve organically? Can you work at home or are you more productive in another setting? There is no right or wrong answer to these questions; best practice is about knowing your own strengths and weaknesses, seeking resources and developing concrete steps to help you to exceed your potential! Bottom line: Find a system that works for you and stick to it!

Technology: Ensuring Benefits Outweigh Costs

There is no shortage of technological tools or freeware to help graduate students manage their busy schedules and efficiently engage in activities as early career professionals. Many free email

CONTINUED FROM PAGE 28

SASP - The Student Corner: Walking the Tightrope: Achieving Balance as Graduate Student

“Technology is great, but it can force us all to feel the need to be accessible 24/7, 365 days a year...if you let it. The trick is to reap the benefits of technology without falling prey to its insidiousness.”

accounts such as Gmail and Yahoo have calendar functions that allow individuals to share calendars with others, allow others access to schedule events on their calendars and to set up meetings with invitations. Cozi is another free application, which allows users to create and share multiple calendars that can sync with others' calendars (perfect when coordinating child care or balancing multiple part-time work schedules). It can also be used to create online shopping lists, to-do lists and a family journal. Doodle is a free online tool that makes scheduling meetings a snitch. In less than a minute or two, users can create a link to send to members of a professional organization, a workgroup or classmates to find a mutually-agreed upon time for meetings. Skype and FreeConferenceCall.com are also great options for video or phone conferencing when collaborating on an article or presentation with a colleague or catching up with folks you met at NASP. Speaking of presentations, there are also great freeware statistical tools such as GPower and CutePDF writer to easily convert files into PDFs. This section would not be complete without a reminder about the importance of backing up files! I am sure we have all heard horror stories about people that have lost their dissertations because they did not back up their data. Dropbox is a free tool that stores photos, documents and videos

online for immediate access on your computer. It is user-friendly, and when you invite friends, you get more storage (win-win).

Technology is great, but it can force us all to feel the need to be accessible 24/7, 365 days a year...if you let it. The trick is to reap the benefits of technology without falling prey to its insidiousness. For example, set pre-arranged times to read and respond to email messages in an appropriate timeframe without interrupting you throughout the day. One approach is to set one to two hours in the morning and one to two hours in the late afternoon/early evening to maximize efficiency and minimize distractions. The research on multi-tasking is conclusive; it does not help us to be more efficient (Glenn, 2010). As future school psychologists, let's make an evidence-based decision to quit multi-tasking whenever possible.

Final Act...

This article would not be complete without two final points. The first is what we fondly refer to as the “art of knowing when to say no.” As we experience success as a graduate student – be it as a graduate assistant (GA), an astute researcher or a graduate student leader in a state or national organization – we will be asked to participate in more and more. Since we cannot do it all, it is

important for us to prioritize and decide which opportunities we can pass on. Word to the wise: this is a skill that is difficult for many of us overachievers and may require outside intervention in the form of advice from your advisor, mentor or family members until you become more comfortable. Take solace in the fact that there will always be opportunities; identifying the right opportunities for you is what becomes important. Finally, we would be irresponsible mental health practitioners if we did not stress the importance of physical activity and relaxation to combat stress. Research has shown that the link between mental health and exercise is pretty strong (Weir, 2011). So, next time you have a bad day, go for a run, walk your dogs, or play with your children outside. Chances are that paper will still be there when you get back, and you'll feel better prepared to tackle it.

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BOOK REVIEW

Early Intervention for ADHD: A review of DuPaul and Kern's *Young Children with ADHD: Early Identification and Intervention*

Dylan S. T. Voris and John S. Carlson
Michigan State University

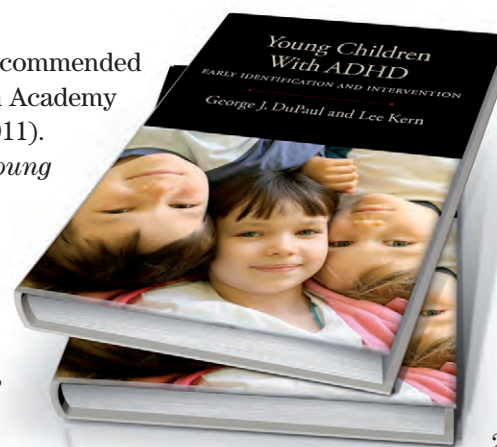
“Specific attention is given to the implications of this book on the field of school psychology including (a) assessments for ADHD in preschoolers, (b) the intervention model used (c) and the outcome data presented.”

Research on preschool-age children at risk for ADHD has received limited attention within the literature. This despite an increased focus within the field of school psychology on early intervention and prevention designed to correct problems before they become pervasive or to prevent problems altogether (Merrell, Ervin, & Gimple, 2006). Further, the research on school-aged children may not fully inform intervention programs for preschool-aged children given the significant developmental differences between these age groups. As Ken Robinson (2010) sarcastically commented on treating age groups similarly, “A three-year-old is not half a six-year-old. They’re three.” That is to say, preschool-aged children may differ in important ways from older children, and the best practices for older children with ADHD may not translate well to preschool children. Differential treatment recommendations for children with ADHD based on age have

recently been recommended by the American Academy of Pediatrics (2011).

The book *Young Children with ADHD: Early Identification and Intervention* (DuPaul & Kern, 2011) adds substantially to the preschool mental

health literature. It provides readers with a detailed look at an empirically supported psychosocial intervention specifically designed for treating preschool children experiencing symptoms of inattention, hyperactivity, and impulsivity. The need for such interventions has been clearly established (American Psychological Association, 2006) and given increased importance due to the increasing trend in off-label stimulant usage for



preschoolers (Kollins & Greenhill, 2006). This increase in prescriptions has emerged despite the exaggerated side-effects (e.g. appetite reduction, sleep disturbances, growth suppression) reported within this young population (American Psychological Association, 2006).

This book review provides a critical examination of *Young Children*. Specific attention is given to the implications of this book on the field of school psychology including (a) assessments for ADHD in preschoolers, (b) the intervention model used (c) and the outcome data presented. Finally, the review concludes with a close look at the limitations of this book and the significance of this work on future practice and research with ADHD in

CONTINUED FROM PAGE 30

**Book Review: Early Intervention for ADHD: A review of DuPaul and Kern's
*Young Children with ADHD: Early Identification and Intervention***

“One important issue addressed within *Young Children* is the feasibility and reality of diagnosing preschoolers as having ADHD.”

preschoolers.

Young Children targets an audience of, “Mental health and education professionals who work with young children” (p. viii). The organization of the book parallels an article by the same authors appearing in the literature a few years ago (Kern et al., 2007). First, the problem is framed through a literature review. Then the authors present an argument supporting their methods for identifying preschoolers with ADHD. Next, and the majority of the book, is a detailed description of the methods in their combined school and home-based intervention. Interspersed throughout this section is practical advice and problem-solving strategies for practicing professionals who are working with this client base and/or student population. This book concludes with a review of their methodology, results of their investigation, and a lengthy discussion featuring future directions for research.

One important issue addressed within *Young Children* is the feasibility and reality of diagnosing preschoolers as having ADHD. Given that the majority of diagnoses of ADHD occur during the school years (Richters et al., 1995), the ADHD label for preschool children may be problematic for a number of reasons. As DuPaul and Kern (2011) point out, “the behaviors that attention-deficit/hyperactivity disorder (ADHD)

compromises...are relatively common among preschool children (p.23).” *Young Children* provides an overview of the assessments that should be used to determine the ADHD status of preschool children. First, the authors point to the importance of screening for other potential mental health diagnoses. They suggest screening for autism, which precludes a child from an ADHD label, as well as screening for disorders that may better define the child’s behavior or that may be comorbid with ADHD (e.g. oppositional defiant disorder, generalized anxiety disorder, separation anxiety disorder, or major depression). From there, the authors also suggest the cross-setting use of diagnostic interviews, behavior rating scales and direct observations of behavior. Further, using objective rather than subjective measures and evaluating social, preacademic, and family functioning are said to enhance the accuracy of an ADHD diagnosis. In short, an ADHD diagnosis in preschool-aged children is not a straightforward matter even with the helpful suggestions and guidance found within this book. Consistent with DuPaul and Kern, The American Academy of Pediatrics (2011) also concludes that reliable ADHD diagnoses are possible for this age group.

Throughout their book, DuPaul and Kern make reference to Response to Intervention (RtI) and School-Wide

Positive Behavioral Support (SWPBS). These notations are potentially confusing because the authors use different identification procedures and nomenclature from current RtI and SWPBS processes. RtI and SWPBS start with universal prevention or intervention and increase the intensity of services for children identified as not responsive to less intensive services. DuPaul and Kern’s approach identifies children who have problematic behavior before implementing a tiered approach. In RtI and SWPBS children are not identified as having problematic behavior until universal and/or targeted interventions prove ineffective. DuPaul and Kern’s tier one services are not universal because they have already identified children with problematic behavior. Their tier one is similar to the tier two typically discussed within RtI and SWPBS. However, the classwide tier one services of the school-based intervention described in *Young Children* are similar in practice to RtI and SWPBS despite the fact that children are preidentified. The home-based intervention is also markedly different from RtI and SWPBS in that there is no universal component and children are pre-identified. DuPaul and Kern’s home-based intervention certainly has demonstrated success, however a home-based prevention program such as universal parenting classes may go even further and likely have more

CONTINUED FROM PAGE 31

Book Review: Early Intervention for ADHD: A review of DuPaul and Kern's *Young Children with ADHD: Early Identification and Intervention*

“There are a host of known side effects of stimulant medications use with young children (APA, 2006). Additionally, The American Academy of Pediatrics (2011) recommends parent and/or teacher-based treatment for preschool-age children before considering stimulant medication.”

beneficial results. *Young Children* is an important step towards early intervention and prevention efforts for this young population. However, as the model used by DuPaul and Kern translates similar work and traditions with school-aged children to examine its efficacy with preschool children, it also brings similar limitations.

In an APA working group report (2006) several general limitations of ADHD research are highlighted that apply to the psychosocial intervention reviewed in *Young Children*. Namely, this work group asserts that interventions should be sufficient for all children, and there should be evidence of long-term efficacy. The former is true for nearly all psychological interventions. DuPaul and Kern attempt to resolve the later issue though tracking. In the reported data, there are promising trends over the two-year period with reduced ADHD symptoms, reduced pharmacological usage, reduced delinquent behavior increased social skills ratings, and increased early literacy skills.

The next, and perhaps more pressing, problem facing ADHD research is an almost exclusive focus on symptom reduction; an issue discussed in the conclusion of *Young Children*. Given that an emphasis of the methods in this book was on academic interventions, and the author's previous findings with academic improvements for children

with ADHD (Kern et al., 2007), it would have been refreshing to see a more thorough discussion and description of the academic outcome measures. An important non-symptomatic outcome that was given considerable attention in *Young Children* was the decreased use of psychotropic medications for children receiving the combined home and school intervention. There are a host of known side effects of stimulant medications use with young children (APA, 2006). Additionally, The American Academy of Pediatrics (2011) recommends parent and/or teacher-based treatment for preschool-age children before considering stimulant medication. Even so, DuPaul and Kern note that stimulant medications are still frequently given to young children before exhausting non-psychotropic options. DuPaul and Kern's combined home- and school-based intervention results in impressive results in this area by nearly cutting in half the number of preschool students receiving psychotropic medications at a two-year follow up compared to a control group. This finding is even more salient considering evidence from the APA report (2006) that medication treatment does not produce long-term improvements compared to large-impact psychosocial interventions, such as DuPaul and Kern's.

A general limitation arises from the National Institute of Mental Health funding

DuPaul and Kern received. It is important to keep in mind the challenges associated with disseminating interventions that emerge from federally-funded sources. This level of funding is not available to all communities or schools that may wish to use DuPaul and Kern's approach. Dissemination of the program may require only partial utilization of their methods due to resource constraints or access to well-trained professionals who can carry out this intervention with integrity. Interestingly though, there is support within the study findings that only receiving some of the intervention (i.e., a limited number of parent education sessions) still imparts meaningful change (Kern et al., 2007).

Overall, *Young Children* provides a thorough description of a multiple component intervention designed for preschool-aged children exhibiting the symptoms of ADHD with a focus on a three-tiered approach. It provides professionals with a better understanding of what works for young children with ADHD while reporting promising results to support their conclusions. In the end, this book demonstrates the possibility of fostering positive change for young children with ADHD and underscores the need for school psychologists to focus beyond symptom reduction.

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CONTINUED ON PAGE 33

CONTINUED FROM PAGE 32

**Book Review: Early Intervention for ADHD: A review of DuPaul and Kern's
*Young Children with ADHD: Early Identification and Intervention***

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People and Places

- The Society for the Psychological Study of Social Issues (SPSSI) has selected **Amanda Clinton**, PhD, as the recipient of the 2012 Outstanding Teaching and Mentoring Award. SPSSI is an international association of psychologists and other social scientists. The selection committee recognized Clinton as an internationally prominent teacher and mentor.
 - The Illinois School Psychology Internship Consortium (ISPIC) would like to announce its 10th anniversary of serving school psychology pre-doctoral interns. This anniversary will be marked by a conference and celebration called “Stories of Innovation” June 15, 2012 (3CPDUs) in Highland Park, IL. All are welcome to attend. Registration information can be found at: <http://psychology.illinoisstate.edu/ispic>.
 - The School Psychology Program at Duquesne University is pleased to announce that **Dr. Elizabeth McCallum** and **Dr. Ara Schmitt** earned tenure and promotion to the rank of Associate Professor. **Dr. Laura Crothers** also earned promotion to the rank of Full Professor.
 - **Rik Carl D’Amato** has accepted the position of full-time Director of the Center for Teaching and Learning Enhancement at the University of Macau. In addition, he has been selected as incoming Associate Head of the Department of Psychology in the faculty of Social Sciences and Humanities.
 - The following school psychology doctoral students received 2011 scholarships from the American Academy of School Psychology: **Juliana Negreiros** (University of British Columbia); **Carmelo Callueng** (University of Florida); **Nathaniel von der Embse** (University of Michigan); **Stephanie Samar** (St Johns University); and **Jennifer Twyford** (University of California at Santa Barbara). Scholarship applications for the 2012 AASP scholarships are being accepted until May 15, 2012. For information about these scholarships please contact Shawn Powell, Ph.D., ABPP, President of the American Academy of School Psychology at spowell@caspercollege.edu
 - The School Psychology Program at Rutgers University is pleased to announce that **Timothy Cleary** will be joining our faculty in Fall, 2012, and that **Elisa Shernoff** will be joining us in Fall, 2013.
 - The Executive Board of the Council of Directors of School Psychology Programs (CDSPP) is pleased to announce **Abigail Harris**, PhD, Associate Professor and Director of the School Psychology Program at Fordham University has agreed to serve at Chair-Elect for the 2012-2013 year as **Dr. Pamela Fenning**, Loyola University completes her responsibilities as Chair. She will also be assisted by **Dan Olympia**, PhD, Associate Professor/ Training Director at the School Psychology Program, University of Utah as Secretary-elect.
- CDSPP also announced that **Dr. William Strein**, University of Maryland will be honored at a dinner sponsored by CDSPP Friday, August 3rd at the annual 2012 APA convention in August in Orlando Florida. In addition to work within his program and for CDSPP, Dr. Strein has been a strong representative for school psychology on the APA Commission on Accreditation. More information will be forthcoming concerning reservations for the dinner.
- Please e-mail all submissions for People & Places to Ara Schmitt at: schmitt2106@duq.edu**

PRACTICE AND RESEARCH UPDATES

Brief Update on Division 16's Translation of Science to Practice Working Group

Sylvia Rosenfield & Susan Forman

This working group was formed in the Fall 2010 by the Division, under the leadership of then president, Karen Stoiber. Our charge was to:

- Enhance the translation of research to practice and practice to research in the specialty of school psychology
- Enhance research-based psychological practices in the context of schools
- Promote Division 16 as a resource for evidence-based practice for school psychologists

Membership

Current members of the Working Group represent a diverse set of criteria, including Division Executive Board members, early career, practitioner, university faculty, and graduate student. The current members are:

- Sylvia Rosenfield & Susan Forman, Co-Chairs
- Karen Stoiber
- Robin Coddling
- Jim DiPerna
- Jorge Gonzalez
- Gretchen Lewis-Snyder

- Linda Reddy
- Lisa Sanetti
- Ed Shapiro
- Renee Jorishe

Our Assumptions

As we began our work together, it became clear that the organizational context of the school is central to the translation process, and that it is important to acknowledge the distinction between the research-based practice of school psychology and that of the other applied specialties. School psychologists can recommend, but we are often not the implementers of research-based practices or programs. Much of our work involves supporting others in implementation or working within the constraints of the school culture. Further, there are questions of whether there is good evidence for many issues and problems that school psychologists need to address, as compared to evidence-based interventions for diagnosed problems such as depression. We began our work acknowledging those assumptions.

Projects

Thus far, we have focused on two areas: the training of school psychology students in the translation of research to practice and building awareness of the new science of implementation.

Examining Training. One of the basic and primary prerequisites for successful implementation of research evidence in schools is adequate knowledge and skill in the research but also in the implementation of research evidence in practice. Our Working Group decided that issues related to education and training in EBIs needed further exploration; would be of interest to members of APA-Division 16, many of whom are trainers; and that investigation in this area has the potential to yield information that could improve school psychology training programs, and, in turn, the practice of school psychologists. For our first project, we conducted a focus group with 10 trainers and internship coordinators at CDSPP in January 2011. Several themes emerged:

- There were epistemological issues—some students and faculty question the

CONTINUED FROM PAGE 35

Brief Update on Division 16's Translation of Science to Practice Working Group

value of experimental research and value different ways of knowing.

- Participants raised questions about for which populations EBIs work (e.g., evidence of effect on one population may not translate to other groups), under what conditions.
- The participants reported a lack of consistency within programs regarding importance of EBIs. When some faculty members are not committed to the evidence based practice approach, students don't understand the lack of consensus and become confused.
- Participants stated that many students have difficulty with the university-practice setting gap; they don't know how to deal with the best practice-real practice gap when they attempt to implement EBIs in the field and meet with resistance to change.
- Participants reported that some students don't have the skills to get others to accept their ideas and don't know how to cope when their ideas aren't accepted in a practice setting.

Given the small number of participants and the nature of the results, the group decided to conduct an online survey of trainers on the issues raised. The survey is in development and should be disseminated during the spring 2012. Future plans include a possible interview study of trainers and learning more about

how practitioners view the translation process.

Implementation Science. In line with our assumptions regarding the importance of organizational context, we began to explore the issue of how we work at the systems level as evidence-based practitioners. Thus, a second project of the working group began to emerge, a paper to increase Division members' awareness and understanding of implementation science, which has grown over the past decade. Implementation science has been defined as the scientific study of methods to promote the systemic uptake of research findings and evidence-based practices into professional practice and public policy. This paper, co-authored by members of the workgroup, focuses on implementation of research into practice in the context of schooling. We anticipate its completion by summer 2012, and hope its publication will be of value to members of the Division and other. Division members who will be attending the 2012 APA Convention in Orlando should try to attend the presentation by Dean Fixsen, one of the major contributors to the field of Implementation science. His presentation is entitled: The "Evidence-Based Program" Movement is Dead: Long Live the EBP Movement!

Concluding Comments

Our workgroup continues to discuss many issues around this topic. These include:

- Do we define our charge as evidence-based practice, not just evidence-based intervention and assessment?
- How do practitioners view EBIs and is it a different definition than trainers have? Are practitioners limited by training and by the role assigned to them?
- Should we be supporting practitioners in developing their own evidence base for practice (e.g., teaching single subject design)?
- How do we think about different levels of assessment, intervention and problem solving in school practice? There is practice at the child, class, school and district levels
- Is there good evidence for many of the school practices as compared to interventions for diagnosed problems (such as depression)? Is the evidence targeted at problems that practitioners routinely need to solve?

We look forward to continuing our work. Please let us know your comments and thoughts about our work.

Note: This article is based on update presentations by the workgroup at APA in 2011 and NASP in 2012.

Working Group: Globalization of School Psychology

Sissy Hatzichristou, Chair

The main goal of Div.16 Working Group - Globalization of SP - is to further develop transnational/multicultural domains in School Psychology science and practice. The main objectives of the WG are: I) Development of a Data Base including transnational/multicultural readings and material on basic areas of School Psychology science and practice. II) Development of a synthetic approach of transnational/multicultural School Psychology. III) Development of a network of SP faculty members and graduate students working in different countries and collaboration with Organizations.

The members of this group are: Sissy Hatzichristou (Chair), Elaine Clark, Cindy Carlson, Jessica Hoffman, Shane Jimerson, Rik Carl D' Amato, Amanda Clinton, Meredith Summerville, Rosa Maria Mulser, Georgios Georgouleas, Theodora Yfanti, Colette Ingraham, Bonnie Nastasi, Past-Chair of Division 16 (members).

Action items already completed are: Subgroups in major areas of School Psychology have been formed and coordinators for each group have been

identified. Then, basic sub-themes within major areas have been defined, and basic papers/key readings (that have multicultural perspective and/or an international focus) in most thematic sub-groups have been selected. Organizational collaborators include: the International Institute of School Psychology (IISP) and ISPA trainers' interest group. Presentations of the WG's initiative have been made at the APA Annual Convention (2011), NASP Conventions (2011 & 2012) and at TSP (Trainers of School Psychology) meeting (2012).

Major thematic areas-groups and respective coordinators are: Assessment (Amanda Clinton), Prevention and School Based Prevention Programs (Jessica Hoffman), Transnational/Multicultural school psychology (Sissy Hatzichristou), Consultation (Colette Ingraham), Crisis Intervention (Bonnie Nastasi), Evidence-based Intervention (Shane Jimerson).

Current activities: with the help of graduate students the process of annotating key readings has started, and final decisions on the list of approved

materials and deliverables (annotations of key readings and synthetic paper, book etc.) will be taken. A Transnational/Transcultural conceptual framework across all sub-divisions will be developed and finally, the data base will be created and made accessible through Div.16 website. After Data Base has been completed, colleagues teaching and students taking courses may have the possibility to interact with their peers abroad and develop collaborative projects and course work.

Council Report - February 23-26, 2012

American Psychological Association Council Representative Updates

**Beth Doll, University of Nebraska, and Frank Worrell,
University of California, Berkeley**



The first day of Council was spent in a broad Council problem solving session that examined the impact and implications of technology for the future of the practice and the organization, and deriving possible strategies for APA to use to address these changes.

At the beginning of the second day, we received the president's report which emphasized the demographic changes that are occurring in APA membership and the small number of new members who are also joining divisions or state associations; and the growing problem of obesity and the need for psychology's contributions to obesity solutions – as well as the growing obesity of Council, and the need for Council members to drink less soda and more ice tea during Council meetings. Frank and I took this very much to heart.

We also received a report from the APA CEO, Norm Anderson, and he described the office's work to implement the APA strategic plan, including creating new mechanisms to keep APA

members informed about the resources and activities of APA, an opt-in website for members, and an expanded public education campaign. Other important APA efforts that may be important for you to monitor include the work on health disparities, building strategic alliances with other healthcare organizations, and efforts to secure the financial security of APA. A prominent APA activity is the Good Governance Project, during which Council members and other leaders and members are systematically examining strategies that might align the governance activities of APA with its goals and values. Frank and I are following this project carefully.

The Council defeated a motion to eliminate the dual membership discount for members of the Canadian Psychological Association and instead permit Canadian psychologists to join APA as either International Affiliates or regular members. The history of this motion: The Canadian 'dual membership' discount in APA dues was the sole reduced dues agreement retained during

the recent Council vote to remove all special discounts for APA dues and, simultaneously, reduce all members' APA dues. There was an existing memorandum of understanding between the Canadian Psychological Association and the American Psychological Association that granted a 'dual membership' discount to members of CPA who joined APA (and also to APA members who joined CPA). As part of the agreement, Canadian psychologists were not allowed to join as International Affiliates. The current motion would have rescinded the dual membership discount but would also allow Canadian psychologists to be International Affiliates. While the Membership Committee argued strongly for a consistent policy of no dues discounts, several Council members argued that unilaterally cancelling the CPA/APA agreement was unfair and threatened our relationships with Canadian colleagues.

We received a report from Katherine Nordal on the APA Practice Organization, which is the 501 (C) (6) organization supported with the Practice Assessment

CONTINUED FROM PAGE 38

Council Report - February 23-26, 2012**American Psychological Association Council Representative Updates**

paid by practicing psychologist members of APA. Current priorities of the APA PO are Medicare reimbursement for psychologists, advocating for psychologists to qualify for incentive payments when they use electronic health records in their practice, and advocating for Medicare reimbursement rules that do not require psychologists be supervised by physicians.

The Council approved a motion supporting a bylaws change to prohibit recently retired Presidents of APA from running again for the office within ten years. APA members will receive a ballot to vote on this bylaws change. Arguments in favor of the bylaws change: the restriction will prevent former presidents from launching a second campaign for the APA presidency while still benefiting from the substantial media exposure that they've had during their first presidency year; and it will enhance the fluidity of the APA leadership, allowing new leaders to move into office. Argument against the bylaws change: in a true democracy, the APA rules would not place any restrictions on who members can elect to assume an office in the association.

We received a report on the 2012 budget and the financial status of APA. For the 2011, revenues to APA were slightly higher than anticipated and expenses were slightly lower than expected, so the 2011 budget year ended with a small

unanticipated surplus. Anticipated revenue for 2012 relies primarily on income from the APA real estate (approx. \$6 million annually), publications (approx. \$80 million annually), and dues (approx. \$11.7 million annually). Primary expenses will be for salaries and benefits; publication costs. Finally, Council voted to approve the **2012 Proposed Budget** with total operational revenues of \$105,172,100 and operational expenses of \$104,893,900 with an operating margin of \$278,200.

The Council discussed and then approved an unexpectedly controversial motion to approve an APAGS (American Psychological Association of Graduate Students) proposal for a new journal, *Translational Science in Psychology*, in which graduate students and early post-docs in psychology will participate as associate editors, guest editors, and reviewers. Support for the journal was based on its potential to garner more participation in APA from students and early career psychologists; strengthen the association's recognition of psychology as a STEM science; and support APAGS' efforts to contribute to the organization. Concerns were expressed that the title did not adequately represent the cross-disciplinary nature of translational research; the associate editors and reviewers needed to be adequately supervised; and participation in the journal could detract from students' future

careers in which advancement depends on publication rather than editing.

Some attention was paid to how psychology is taught in high schools. Council voted to adopt as APA policy the *Guidelines for Preparing High School Psychology Teachers: Course-Based and Standards-Based Approaches*. And amended the APA rules so that at least one position on the 12-member Board of Education Affairs is reserved for an APA Teacher Affiliate member.

PRACTICE AND RESEARCH UPDATES

Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs

Linda Caterino, Chieh Li, Annie Hansen, Susan Forman, Abigail Harris, Gloria Miller and CDSPP Practice Taskforce

Introduction

The Council of Directors of School Psychology Programs (CDSPP) Practicum Taskforce was formed in 2009 with the charge of reviewing the APA practicum competencies documents and other practicum definitions that have emerged recently (e.g., the revised document by ASPPB, 2009) from a school psychology perspective. We were asked to provide guidance to the field through CDSPP about how programs should respond to various reporting requirements in these documents, how they can be revised or adapted for use in school psychology, and also advise the CDSPP Executive Committee on how it can advocate for revisions that reflect legitimate areas of practice that are unique to the specialty of school psychology and/or that are not well represented in the document.

The members represented 11 training programs from 10 states, including Chieh Li, Chair (Massachusetts), Bill Strein, Co-Chair (Maryland), Linda C. Caterino (Arizona), Susan Forman (New

Jersey), Annie Hansen (Minnesota), Abigail Harris (New York), Deb Kundert (New York), Gloria Miller (Colorado), Joy E. Fopiano (Connecticut), Alberto Gamarra (Florida), and Cheryl A. Offutt (Missouri). The taskforce prioritized the development of practicum competencies for school psychology. As the *Practicum Competencies Outline* (Hatcher & Lassiter, 2007) provides an excellent model and reflects the hard work of the taskforce of the Association of State and Provincial Psychology Board (ASPPB), the Association of Directors of Psychology Training Clinics (ADPTC) and the Council of Chairs of Training Councils (CCTC), the CDSPP Practicum Taskforce explored how it could be used in school psychology. Over the course of the 2009–2010 year, members of the taskforce reviewed the Outline line by line, adapted it, and added skills that are unique to school psychology. In addition, wording that was not inclusive of school psychology was modified, such as changing “patient” to “client,” and adding “school” to “clinic” as a potential

practicum site. Although there were different views on what competencies should be expected at what level (Novice, Intermediate, Advanced), the taskforce did not address this issue, as this was not an issue unique to school psychology.

The rationale for the changes made to the original Practicum Competencies Outline (Hatcher & Lassiter, 2007) was introduced in the presentation of the CDSPP Practicum Taskforce for 2010 CDSPP Mid-Winter meeting (It is on the new CDSPP website). A more thorough explanation will be provided in a review article (to be submitted to the APA journal of Training and Education of Professional Psychology) of the Practicum Competencies Outline (Hatcher & Lassiter, 2007) from a school psychology perspective. It should be noted that the skills listed under the competencies in this outline are very broad. It is designed to be inclusive of practice of both clinical and school settings. No practicum student should be expected to have all the skills. It is up to the training program to select

CONTINUED FROM PAGE 40

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

which skills to emphasize..

The adapted Outline is put on the CDSPP website as a working document for comments from the entire CDSPP. Hopefully, with the endorsement of CDSPP at the 2011 mid-winter meeting, the adapted Outline will be recommended

as a reference for trainers of doctoral school psychology programs. Members of the taskforce want to make clear that we are not advocating a “one size fits all” model but rather continuing in the development/refinement of a tool for programs to consider. CDSPP

members are encouraged to review this working document carefully and send your comments and suggestions to the coordinators of this project Drs. Linda Caterino <Linda.Caterino@asu.edu> and Chieh Li <c.li@neu.edu>. Thank you.

Heart-felt thanks to Drs. Hatcher, Lassiter and colleagues in the Practicum Competencies Workgroup of ASPPB, ADPTC and CCTC for developing the *Practicum Competencies Outline*.

Practicum Competencies Outline

Description of Levels of Competence

Please see Hatcher & Lassiter (2007) for fuller discussion of the levels of competence described in this document.

Key Points Regarding Practicum Competencies Outline (Hatcher & Lassiter, 2007) Adapted by the CDSPP Practicum Taskforce:

1. Competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may develop over time and not be fully evident until later in one's professional career. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.
2. Note that “competency” refers to a professional skill domain (e.g., assessment); “competence” or “level of competence” refers to the level of skill an individual has acquired (e.g., an intermediate level of competence in assessment); and “competent” is an active description of an individual's current skill level (e.g., this psychologist is competent in neuropsychological assessment).
3. Individual and Cultural Differences. A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, ICD is mentioned specifically.
4. One of the most widely used schemes for describing the development of competence is that of Dreyfus and Dreyfus (1986), who define five professional learning stages, from Novice, to Advanced Beginner, to Competent, to Proficient, and ending with Expert. According to this proposed progression, as the learner becomes increasingly familiar with content as well as the analytic and action tasks that characterize the field, performance becomes more integrated, flexible, efficient and skilled. Patterns and actions that initially require careful and effortful thought and supervision become internalized and increasingly automatic. By the time a person reaches expert levels she/he is also able to carefully analyze

CONTINUED FROM PAGE 41

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

her/his own performance and appreciate the need for self-reflection and continued or lifelong learning.

5. The following three categories are utilized to define and describe the level of competence expected at the conclusion of core coursework and practicum. In some areas, substantial competence is expected, while in others, only beginning levels of understanding are expected. That is, graduating students, or any psychologist for that matter, may be expert in some areas and a novice in others.

A. Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.

B. Intermediate (I): Psychology students at the intermediate level of competence have gained enough experience through practice, supervision and instruction to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalization of diagnostic and intervention skills to new situations and clients is limited, and support is needed to guide performance.

C. Advanced (A): At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/ research literature as needed. The student is considerably more fluent in his/her ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, of a set of possible

diagnoses and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features are clearer and more influential in guiding action. At this level, the student is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

Practicum Competencies and Skills

(adapted by CDSPP Practicum Taskforce)

Admission to graduate programs in school psychology is based on several factors, including intellectual competence, academic background, personal attitude and values and ethical behavior. Thus, it is expected that students in graduate programs possess these basic characteristics before beginning their graduate training. Their graduate didactic and practical experiences should enable them to develop into competent professionals. Thus, the baseline competencies are included in the practicum competency outline, including pre-requisite professional skills, attitudes and knowledge and pre-requisite knowledge from classroom experience/ coursework.

A. Baseline Competencies:**1. Pre-requisite Professional Skills, Attitudes and Knowledge**

Prior to beginning their first formal practicum experience graduate students in psychology and school psychology should demonstrate a set of core professional, basic personal and intellectual skills, as well as attitudes and values that represent the baseline competencies of a professional psychologist. It is the responsibility of the university faculty to determine the readiness of each student to begin their field training experiences. The work of the subsequent practicum

CONTINUED FROM PAGE 42

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

training is to shape and refine these baseline skills into professional skills. These baseline skills include the following:

a) Personality Characteristics, Intellectual and Personal skills:

The student demonstrates the ability to listen and be empathic with others; to respect others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.

b) Cognitive skills:

The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity and flexibility.

c) Affective skills:

The student demonstrates an ability to tolerate and understand ambiguity, uncertainty, and interpersonal conflict.

d) Personality/Attitudes:

The student demonstrates the ability to be empathetic to others, to have a desire to help and advocate for others, to be open to new ideas and to be honest and ethical.

e) Expressive skills:

The student demonstrates the ability to appropriately communicate ideas, feelings and information in verbal, non-verbal and written forms.

f) Reflective skills:

The student demonstrates the ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.

g) Personal skills:

The student demonstrates a strong work ethic and motivation to learn, personal organization, punctuality and timeliness, and personal hygiene and grooming.

2) Pre-requisite Knowledge from Classroom Experience/ Coursework:

The practicum experience will engage and develop skills and knowledge that have been the focus of pre-practicum coursework. Prior to practicum training, students should have basic theoretical and research knowledge related to diagnosis, assessment, and intervention; diversity; ethics; and research skills. While some coursework may occur concurrently with practicum, care must be taken to ensure that the practicum does not demand knowledge that the student does not yet possess. This may be a matter for negotiation between practicum sites and the graduate program. Early coursework should provide sufficient training in the following specific areas:

a) Assessment & Clinical Interviewing

1. The student demonstrates knowledge regarding development, resiliency and psychopathology related to the population(s) served by the practicum sites.
2. The student demonstrates knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment and evaluation.
3. The student demonstrates knowledge of basic measurement concepts including test construction, validity, reliability and related assessment psychometrics.
4. The student demonstrates knowledge of theoretical models and techniques of clinical interviewing and collaboration.
5. The student demonstrates the ability to use appropriate observational techniques and environmental analysis within primary settings such as the school, home and / or community.
6. The student demonstrates the ability to engage in systematic data gathering using standardized observations and assessments, including scoring and interpretation.
7. The student demonstrates skills to identify strengths and areas of weakness, formulate diagnoses, and develop appropriate case conceptualization and treatment goals, including the

CONTINUED FROM PAGE 41

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

on-going monitoring and evaluation of progress and outcome.

b) Intervention & Collaboration*

1. The student demonstrates knowledge of scientific, theoretical, empirical and contextual bases of a broad array of interventions and empirically supported practices.
2. The student demonstrates the ability to use basic collaboration and clinical skills such as questioning, probing, active listening, framing problems, summarization, etc.
3. The student demonstrates knowledge and be able to apply a range of universal, targeted and intensive intervention strategies for individuals, groups, and systems.
4. The student demonstrates the ability to monitor and critically evaluate treatment fidelity, progress and outcomes.

c) Ethical & Legal

1. The student demonstrates knowledge of ethical practice and decision making (i.e., APA 2002, NASP, 2010).
2. The student demonstrates knowledge of laws regulating mental health and where applicable educational practice (e.g., HIPAA, FERPA, IDEA, other federal and state laws, etc.)
3. The student demonstrates knowledge of the Standards for Ethical Testing (AERA, APA, & NCME, 1999)

d) Individual and Cultural Difference (ICD)

1. The student demonstrates knowledge and understanding of principles and research findings related to ICD as they apply to professional psychology and practice within school, home and community settings..
2. The student demonstrates an understanding of one's own situation (e.g., ethnicity, race, gender, sexual orientation, SES, physical disability, etc.) relative to the dimensions of ICD.
3. The student demonstrates a consideration of ICD issues in

all aspects of their professional work in psychology (e.g., assessment, treatment, research, professional relationships, etc.).

B. Description of Skills and Competencies Developed During the Practicum Experience

By the completion of practicum, students will be expected to demonstrate an appropriate level of competency i.e., **novice (N)**, **intermediate (I)**, or **advanced (A)**

1. Skills in Forming and Maintaining Productive Relationships

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology.

Productive relationships are respectful, supportive, professional and ethical. These competencies are built upon fundamental personality characteristics, intellectual capacities, and personal skills (See Sections A1 & A2)

a) The student demonstrates the ability to form productive relationships with patients, clients and families, including children and adolescents at various developmental stages.

i) The student demonstrates the ability to take a respectful, helpful professional approach to patients/clients/children/families.	A
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ii) The student demonstrates the ability to form a working alliance with patients/clients/children/families.	I
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iii) The student demonstrates the ability to communicate information in a clear, concise and helpful manner.	I
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* Specific features of "Intervention" are more fully described in Section B4 (Intervention Skills).

CONTINUED FROM PAGE 44

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

iv) The student demonstrates the ability to negotiate differences of opinion and cope with conflict.	I	directions, accepting feedback in an appropriate manner, following through on supervisor recommendations, etc.	
v) The student demonstrates the ability to understand and maintain appropriate professional boundaries.	I	iv) The student demonstrates the ability to self-reflect and self-evaluate regarding clinical skills and the use of supervision, including using good judgment as to when supervisory input is necessary.	I
b) <i>The student demonstrates the ability to form productive relationships with colleagues.</i>		v) The student demonstrates the ability to negotiate needs for autonomy from an dependency on supervisors	I
i) The student demonstrates the ability to work collegially with fellow professionals at the practice site (psychologists, counselors, teachers, administrators, etc.)	A	d) <i>The student demonstrates the ability to form productive relationships with support staff.</i>	
ii) The student demonstrates the ability to respect and support others and their work and to gain support for his or her own work.	I	i) The student demonstrates respect for support staff through appropriate communication, etc.	A
iii) The student demonstrates the ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	I	e) <i>The student demonstrates the ability to work productively as a team member at the practicum site.</i>	
c) <i>The student demonstrates the ability to form productive relationships with supervisors in order to make effective use of the supervisory experience.</i>		i) The student will familiarize him or herself with the mission and operating procedures of the practicum site.	A
i) The student demonstrates the ability to work collaboratively with the supervisor.	A	ii) The student will observe and explain on the team's operating procedures.	A
ii) The student demonstrates the ability to prepare for supervision by assembling case notes, relevant data, formulating specific questions, reading appropriate literature, writing reports, etc.)	A	iii) The student will participate fully in the team's work to further the mission of the practicum site.	A
iii) The student demonstrates willingness to accept supervisory input, including following	A	iv) The student will collaborate with team members.	I
		f) <i>The student demonstrates the ability to develop appropriate relationships with community professionals.</i>	
		g) The student demonstrates the ability to	

CONTINUED ON PAGE 46

CONTINUED FROM PAGE 45

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

communicate in a professional manner		
h) The student demonstrates the ability to work collaboratively with community professionals.	I	
2. Research Skills		
<i>Clinical/school psychology practice is based on empirical evidence, research, knowledge derived from practice, and professional judgment (see the APA Presidential Task Force on Evidence-Based Practice, 2006; Society of Clinical Child and Adolescent Psychology, http://www.abct.org/sccap/).</i>		
a) The student demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology in the clinical/school setting, including accessing and applying specific knowledge bases	I	
b) The student demonstrates the ability to access and apply research knowledge related to his or her practice including diagnosis/assessment, intervention, prevention, consultation, diversity, supervision, ethics, etc. in order to promote mental health and academic performance for all clients (including children and their families).	I	
c) The student demonstrates the ability to share research-based information both in oral and written form with colleagues, patients/clients in order to promote best practices.	I	
		<i>psychologists. It includes the ability to integrate knowledge gained from interviews, observations, psychological testing, interventions and outcome findings.</i>
		a) The student demonstrates the ability to utilize a systematic approach to data gathering in order to inform clinical/professional decision making.
		b) The student demonstrates the ability to select and implement a variety of evaluation methods in ways that are responsive to and respectful of diverse individuals, couples, families and groups.
		c) The student demonstrates knowledge of psychometric issues and bases of assessment methods including recognition of the importance of using valid assessment tools with different populations and to make decisions.
		d) The student demonstrates skill in administering evaluation instruments to various populations, including specialized groups such as young children, English Language Learners, etc.
		e) The student demonstrates the ability to score and interpret results from individual assessment instruments.
		f) The student demonstrates the ability to integrate assessment data from different sources for diagnostic purposes.
		g) The student demonstrates the ability to select, implement, score and interpret group screening instruments (e.g., Response to Intervention).
		h) The student demonstrates the ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional
3. Psychological Assessment Skills		
<i>The ability to perform evidence-based, valid and reliable psychological assessments is a fundamental competency for</i>		

CONTINUED FROM PAGE 44

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

intervention recommendations.		
i) The student demonstrates an understanding of the strengths and limitations of current assessments and diagnostic approaches.	A	psychological intervention theory, research and practice.
j) The student demonstrates the ability to adhere to principles of assessment as defined in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999)	A	c) The student demonstrates knowledge of the influence of context and systems on client behavior and intervention effectiveness.
k) The student demonstrates the ability to verbally communicate assessment results to diverse audiences including other professionals, parents, children, etc.	A	d) The student demonstrates the ability to plan and implement interventions that can include psychotherapy (e.g., CBT, behavioral, etc.), psychoeducational interventions, crisis management, and other psychological/psychiatric emergency interventions depending on the focus and scope of the practicum site.
l) The student demonstrates the ability to communicate assessment results to diverse audiences in written form.	A	e) The student demonstrates the ability to support intervention integrity through the use of appropriate organizational and change strategies.
m) The student demonstrates the ability to collect and use assessment results to monitor the impact of interventions on academic, social, behavioral and emotional functioning.	A	f) The student demonstrates the ability to assess and monitor intervention progress and outcomes.
		g) The student demonstrates the ability to link concepts of therapeutic process and change to intervention strategies and tactics.

4. Intervention Skills

Intervention includes preventive, developmental and remedial treatment approaches and is a fundamental operational competency for psychologists. Empirically supported practice is not intended to restrict the range of training to a particular domain of interventions, rather it reflects an understanding of interventions or treatment approaches that are founded upon strong theoretical and empirically supported tradition and practice.

- | | |
|---|---|
| a) The student demonstrates the ability to formulate and conceptualize cases. | I |
| b) The student demonstrates knowledge of | I |

5. Consultation/Inter-professional Collaboration Skills:

The workgroup at the 2002 Competencies Conference viewed consultation as a key competency for psychologists in the 21st century, citing the importance of psychologists being able to “serve as competent and engaged consultants who bring value to a broad range of settings, contexts and systems that can benefit from skillful application [of] psychological knowledge” (Arredondo, Shealy, Neale, & Winfrey, 2004). In particular, for psychologists working in schools, engaging with family members and developing family, school and community partnerships throughout a student’s entire educational experience is a significant component of many federal and

CONTINUED ON PAGE 48

CONTINUED FROM PAGE 47

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs***state educational mandates.*

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|---|---|
| a) The student demonstrates knowledge of consultation models (e.g., expert, consultee-centered, collaborative, process, etc.) | A |
| b) The student demonstrates knowledge of the unique role of other professionals and family members. | A |
| c) The student demonstrates the interpersonal and communication skills necessary for effective consultation, including the ability to communicate with other professionals and family members involved in the individual's care (e.g., physicians, teachers, etc.) and avoid the use of psychological jargon. | I |
| d) The student demonstrates the ability to implement a systematic approach to data collection in a consultative role. | I |
| e) The student demonstrates the ability to initiate and maintain effective consultation with other professionals and family members. | I |
| f) The student will be able to articulate, align and coordinate the home, school and community contexts as a means to facilitate positive outcomes for students, both behaviorally and academically. | N |
| g) The student demonstrates the ability to write well-organized and succinct consultative reports which provide useful and relevant recommendations to other professionals. | I |
| h) The student demonstrates an understanding of the multicultural aspects of consultation and | A |

demonstrate the ability to consult cross-culturally.

6. Skills in Cultural and Linguistic Diversity:

The APA Multicultural Guidelines (APA, 2003) notes that "All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior" (p. 377). Thus, psychologists must overlay an appreciation, awareness of, and respect for individual and cultural differences (ICD) in all professional activities. It is critical that practicum students continue to learn how ICD influences the way that clients are perceived and the way that clients perceive the psychologist, and to acknowledge the need for culture-centered practices that recognize how individual and cultural differences influence clients' recognition or definition of a problem and appropriate solutions for that problem.

- | | |
|--|---|
| a) The student demonstrates knowledge of self in the context of diversity as one operates across environments with diverse others (i.e., knowledge of self values, attitudes, beliefs and personal strengths and limitations). | I |
| b) The student demonstrates knowledge of the role culture plays across the lifespan. | I |
| c) The student demonstrates knowledge of the nature and impact of diversity across home, school and community settings. | I |
| d) The student demonstrates knowledge of the role of cultural and language difference in academic, behavioral, and social-emotional assessment and interventions. | I |
| e) The student demonstrates the ability to work | N |

CONTINUED ON PAGE 49

CONTINUED FROM PAGE 47

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

effectively with diverse individuals in assessment, treatment and consultation.	
f) The student demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school, or community members.	I

7. Ethical Skills:

During the practicum, the student will build on coursework in ethical practice, developing individual knowledge AND APPLICATION of ethical practice, AS OUTLINED IN the APA ethics code (APA, 2002) and NASP Standards (2010). In addition, students should increase and apply their understanding of legal standards AND MANDATES AT THE STATE AND FEDERAL LEVEL. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

a) The student will recognize and adhere to ethical guidelines and legal regulations, including school specific issues.	A
b) The student demonstrates a clear understanding of client/system issues.	I
c) The student will recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	I
d) The student will recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical/school setting.	I
e) The student will practice appropriate professional assertiveness related to ethical issues.	I

f) The student will seek appropriate information and consultation when faced with ethical issues.	A
g) The student demonstrates a commitment to ethical practice.	A

8. Leadership Skills:

The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. A deliberate effort to engage students in considering and practicing these skills in the practicum setting could aid in their development. For example, practicum students may gain beginning understanding and practice in leadership through leading research teams, mentoring newer students in vertical team settings, acting in a supervisory or administrative role in clinics, schools, agencies, etc participating in system-wide discussions of organizational goals and policies regarding the delivery of psychological services, clinical, training and management activities.

a) The student will recognize his or her role in creating policy, participating in system change, and management.	N
b) The student demonstrates an understanding of the major staff and administrative roles of the organization and the relationship between roles of supervisor, manager and executive.	N
c) The student will be able to identify the decision making processes, norms, values and culture of the practicum setting.	N
d) The student demonstrates an understanding of the role of leadership in promoting	N

CONTINUED FROM PAGE 49

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

organizational effectiveness.		
e) The student demonstrates an awareness of the role of social relationships and interactions in the development of social change.	N	
f) The student demonstrates an understanding of the purpose and process of collaborative strategic planning.	N	
g) The student demonstrates an understanding of the financial structure of the practicum setting as it pertains to psychological service delivery.	N	
h) The student recognizes the importance of structuring, planning and facilitating effective meetings.	N	
i) The student demonstrates an understanding of the organizational change process and how organizational structures such as staffing, stakeholder support, committees, and evaluation and feedback systems can influence the success of change efforts.	N	
j) The student demonstrates the ability to assess the fit of potential new practices and programs within an organization.	N	
k) The student demonstrates the ability to provide appropriate training and technical assistance options to organizational staff in order to facilitate the provision of new practices and programs.	N	
		2004) that is developed through fieldwork, although competent supervisory practice typically awaits mastery of the other competencies listed in this document and is most applicable during internship. However, the basic groundwork for developing supervisory competency may be addressed to some extent during practicum.
		a) The student demonstrates knowledge of how psychology students develop into skilled professionals. N
		b) The student demonstrates knowledge of the methods and issues related to the evaluation of professional work, including the delivery of formative and summative feedback. N
		c) The student demonstrates knowledge of the ethical and legal aspects of the supervisory relationship.
		d) The student demonstrates knowledge of individual and cultural differences in the supervision process. I
		e) The student demonstrates knowledge of supervisory models, theories and research. I
		f) The student demonstrates knowledge of the limits of his or her supervisory skills. I

9. Supervisory Skills:

Supervision is widely considered to be a core competency in professional psychology (e.g., Falender and Shafranske,

10. Professional Development:

Practicum training can foster the development of professional identity and practice in the student and serve as the foundation for continuing development.

- | | |
|---|---|
| a) The student demonstrates adherence to the agency/school's procedures and guidelines while adhering to professional ethics. | A |
|---|---|

CONTINUED FROM PAGE 50

Practice and Research Updates:**Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs**

b) The student will develop an organized and disciplined approach to time management and professional practice (systematic organization of daily activities, timely writing, maintenance of notes and records, attendance, promptness, etc.)	A	b) The student demonstrates an awareness of his or her personal well-being and will be able to seek resources to promote self-care and healthy functioning.	I
c) The student will be organized and prepared for professional service delivery	A	c) The student demonstrates knowledge of the epistemologies underlying various aspects of psychological practice (e.g. assessment, diagnosis, treatment, consultation, prevention, etc.)	I
d) The student will responsibly carry out assigned duties	A	d) The student demonstrates a commitment to life-long learning and quality improvement.	I
e) The student demonstrates flexibility and adaptability to novel and unexpected situations.	I	g) The student demonstrates the ability to use supervision, consultation, and other resources to improve and extend his or her skills.	A
f) The student will utilize resources to promote effective practice and continued professional development	I		

11. Metaknowledge/Metacompetencies – Skilled Learning

Practicum training should foster the development of a professional identity and serve as the foundation for continued reflective understanding and knowledge about one's practice. Metaknowledge helps one to know what is and is not known, including being aware of one's limits, being able to judge when a task cannot be done with current knowledge, and knowing when one must acquire new or missing skills. Metacompetencies similarly refer to the ability to judge the availability, use and "learnability" of personal skills. The development of metaknowledge and metacompetencies depends on continual self-reflection and self-assessment (Weinert, 2001).

a) The student demonstrates sensitivity to the boundaries of his or her professional expertise.	I
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PRACTICE AND RESEARCH UPDATES

The Committee for the Advancement of Professional Practice (CAPP) Meeting Highlights of Import to School Psychologists

Amanda Clinton, PhD, Division 16 Liaison to CAPP

As stated on the webpage of the American Psychological Association (APA), the Committee for the Advancement of Professional Practice (CAPP) “exercises general governance supervision over the relevant affairs of the Practice Directorate” (www.apa.org). That is, CAPP seeks to serve others through the application of psychology in practice and encourages projects that help improve human welfare through the professional practice of psychology.

The most recent CAPP meeting took place February 4th and 5th in Washington, D.C. Several issues that are of significant importance to school psychologists working in private practice, clinical, or community settings were addressed and are highlighted below:

1) Budget issues came to the forefront of the discussion. Although financially sound, revenues are declining. As such, it is important to understand the critical role that the APA Practice Organization (PO) plays in the practice of psychology.

■ The APAPO:

- actively works to advocate for psychologists on issues of parity,
- provides materials/programs for clinicians that are accessible on the APA website,
- assists with business aspects of practice, and
- awards local grants to psychological associations

2) Federal level issues important to the practice of psychology are addressed by the APAPO. One key issue being addressed is the lack of parity in specific insurance plans.

■ The APAPO is actively following cases related to parity issues and following up the Department of Health and Human Services regarding complaints about an apparent lack of parity.

- Example: In Florida, Blue Cross Blue Shield “closed down” their mental health and then a “new” company that turned out to be a ‘shadow company’ of BCBS began to offer mental health insurance at

significantly lower reimbursement as compared to prior rates. No cuts to medical-surgical reimbursements occurred, however.

3) The APAPO role as advocate for the practicing psychologist should be better understood by members in order to encourage participation and contributions in regards to these efforts.

■ APAPO actively advocates on key topics related to insurance reimbursement. Medicare is one of these and, **even if a psychologist does not see Medicare clients, most insurance companies adjust their rates according to Medicare.** If Medicare reimbursement falls, so do other rates.

■ Many internships/post-docs are tied to funds that are coordinated with Medicare rates and government dollars. Currently, internships are being cut as reimbursements fall at hospitals and clinics.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President Elect

Linda A. Reddy, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



Linda A. Reddy,
Rutgers University

I am deeply honored to be nominated for Division 16 President. I welcome the opportunity to continue to serve the Division in this important capacity. My professional goals are consistent with the mission of Division 16. I am strongly committed to: (1) developing and disseminating science to school practice (e.g., evidence-based assessment, prevention, and intervention); (2) system change and policy reform; (3) increasing early career psychologists in Division 16; (4) collaboratively working with all members of school psychology national and international organizations (NASP, CDSPP, TSP, ISPA); (5) strategically working with all APA Divisions, Boards and Committees on topics critically important to school psychology, and (6) increasing the visibility and distinction of school psychology science and practice to the broader field of professional psychology (APA, ABCT, SRCD, AERA).

I believe it is critically important for Division 16 to strategically increase and sustain its presence in APA governance. Relatedly, I believe it is important for us to increase our number

of APA Council Representatives (i.e., 2 to 3 seats). Both of these initiatives will enhance school psychology visibility and input in important issues such as predoctoral internships, licensure, and future discussions of the Model License Act. I believe Division 16 needs to be at the “table” with other professional psychologists engaging in thoughtful (planned) discussions that inform system and policy changes, which impact children, families, schools, and communities. During my presidency, I plan to strategically work on the 2007 Division 16 priorities of promoting Science, Practice, and Policy and continue to support the important work of our three working groups (Translation of Research to Practice and Policy, Social Justice and Child Rights Working Group, and Globalization of School Psychology Working Group).

I feel prepared to assume this important role. I have been an active member of the Division 16 Executive Board for several years and a member of several APA wide committees and task forces.

My Division 16 and APA service includes:

Division 16 Service:

- Vice President of Publications and Communications (2008-present) & Book Series Editor (2010-present)
- Member of the Work Group on Translation of Research to Practice and Policy (2009-present)
- Liaison to the Committee on Children, Youth, and Families (2008-2011)
- Federal Advocacy Coordinator
- Chair of Publications
- Editor of *The School Psychologist* (generated over \$26,000 in advertisement)
- Associate Editor of *The School Psychologist*
- Member of Financial Advisory Committee
- Member of Jack Bardon and Lightner Witmer Award Committees
- Reviewer for APA and NASP Conferences
- Reviewer for school psychology journals (e.g., *School Psychology Quarterly*, *Journal of School*

CONTINUED FROM PAGE 53

Nominee for Division 16 President Elect Linda A. Reddy, Ph.D.

Psychology, Psychology in the Schools, Journal of Applied School Psychology, Journal of Psychoeducational Assessment, Journal of Educational and Psychological Consultation) and school psychology related journals (e.g., *Child Neuropsychology, Journal of Clinical Child and Adolescent Psychology, Journal of Educational Psychology*)

APA Service:

- Chair of Interdivisional Task for Children with SED and Their Families (2012-present)
- Member of the Planning Committee for the Children's Mental Health Summit (2012 - present)
- Member of the Interdivisional Task Force for Child and Adolescent Mental Health (2006 – present)
- Member of the Committee on Divisional/APA Relations (CODAPAR; 2008-2011)
- Member of the Task Force for Violence Directed at Teachers (2008 – 2010)

As a result of my Division 16 and APA service, I have met and worked closely with many (wonderful) practitioners, faculty, members of other child practice divisions (i.e., 7, 12, 37, 43, 53, 54), and APA staff in the Division Services, Publications, Advocacy, Legal, Continuing Education, and Practice

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

As Division 16 Vice President of Publications and Communications (2008-present), I have achieved several goals with my colleagues. I expanded the Division 16 Book Series (secured eight new book contracts) and supported the editorial visions of the new editors and authors. The Book Series reflects the breadth and diversity of the field by including interdisciplinary and international perspectives. I am pleased that the eight new book contracts represent early career, mid-career, and senior authors/editors. I have closely worked with the APA Book Acquisition and Legal Department on contract negotiations, design, and marketing/advertisement. I expanded the Division's continuing education training at the APA convention and on-line continuing education book series (generated revenues). I have forged positive relationships with APA Press, Legal, and Continuing Education staff that I hope will continue to benefit the Division in the future. I worked closely with Dr. Greg Macheek (Coordinator of the Conversation

Series) to enhance the distribution and recognition of the Conversation Series, video-taped interviews of leaders who have made significant research and practice contributions to the field. We have expanded the distribution of the Series nationally and internationally (generated revenues). I have increased the visibility of school psychology by working closely with APA Monitor staff on identifying feature articles that showcase the science and practice of school psychology members (over 7 APA Monitor feature articles). Finally, I fully supported the editorial visions and goals of the Editors of *School Psychology Quarterly* (Dr. Randy Kamphaus) and *The School Psychologist* (Dr. Amanda Clinton) our key publication outlets.

I feel honored and privileged to be nominated for President of Division 16. If elected, I will work diligently and closely with the Division 16, NASP, ISPA, CDSPP, TSP leaders and members, as well as all of the APA Divisions and offices to increase the visibility and distinction of Division 16.

Background Information:

I completed my doctoral studies at the University of Arizona. I am an Associate Professor in the APA accredited and NASP approved School Psychology Doctoral Program at Rutgers University. I started my academic career at Fairleigh Dickinson University (FDU) where I

CONTINUED ON PAGE 55

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**Nominee for Division 16 President Elect
Linda A. Reddy, Ph.D.**

founded and directed the Child/Adolescent ADHD Clinic. At FDU, I was the former Director of the Center for Psychological Services and co-developed nine specialty clinics (with colleagues) that provided services to hundreds of families in the Greater New York area. Throughout my career, I have been an active trainer of graduate students (teacher, mentor, and supervisor), researcher, and practitioner. I am a licensed psychologist in New Jersey, New York, and Pennsylvania and am a nationally certified school psychologist. My research interests include the assessment and treatment of children with ADHD-related disorders, classroom assessment, and test validation and development. I am gratified to have received foundation, state, and federal funding and other recognitions for my research (e.g., 2009 Article of the Year in the Journal of School Psychology). I have published over 65 peer-reviewed articles and book chapters and serve as a reviewer for over 10 peer-reviewed journals. I have co-edited or authored five books (Neuropsychological Assessment and Interventions for Emotional and Behavior Disordered Youth: An Integrated Step-by-Step Evidence-Based Approach (in press), APA Press; Empirically-Based Play Interventions for Children-Second Edition (under contract), APA Press; Group Play Interventions for Children: Strategies for Teaching Prosocial Skills

(2012), APA Press; Empirically-Based Play Interventions for Children (2005), APA Press; Innovative Mental Health Interventions for Children: Programs that Work (2002), Haworth Press; Inclusion Practice in Special Education: Research, Theory, and Application (2001), Haworth Press).

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

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President

Susan M. Swearer, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



*Susan M. Swearer,
University of
Nebraska - Lincoln*

I am honored to be considered as a candidate for Division 16 President. Division 16 is an extremely important Division within the American Psychological Association (APA). As Division 16 members we are dedicated to improving the lives of children, youth, parents, and teachers across a variety of contexts: families, schools, agencies, neighborhoods, and communities. I have been fortunate to serve the Division for the past three years as Division secretary and I would be honored to continue to serve the Division as president.

Division 16 has been fortunate to have a very strong Executive Committee comprised of psychologists who are leading the field of school psychology. If elected, I would continue the important work that so many Division 16 leaders have contributed to in terms of their expertise, time, and energy over the years. Specifically, Division 16 leaders have been instrumental in working with APA governance to make sure that school psychology was an important voice in the Model Licensure Act (MLA); Division 16 leaders have ensured that

our collective school psychology voice has been included within the larger infrastructure of APA; and our Division 16 leaders have been models of collaboration, working with the National Association of School Psychologists, International School Psychology Association, as well as with other professional organizations (i.e., Council of Directors of School Psychology Programs, Trainers of School Psychologists, Society for the Study of School Psychology, American Board of Professional Psychology, American Board of School Psychology, Association of State and Provincial Psychology Boards, and Association of Psychology Postdoctoral and Internship Centers) dedicated to the pursuit of science informing psychological practice.

If elected president of Division 16, I would continue the strong trajectory of leadership, promoting the mission of our Division: (1) to promote and maintain the high standards of professional education and training within the specialty, and to expand appropriate scientific and scholarly knowledge and the pursuit of scientific affairs; (2) to

increase effective and efficient conduct of professional affairs, including the practice of psychology within the schools, among other settings, and collaboration/cooperation with individuals, groups, and organizations in the shared realization of Division objectives; (3) to support the ethical and social responsibilities of the specialty, to encourage opportunities for ethnic minority participation in the specialty, and to provide opportunities for professional fellowship; and (4) to encourage and effect publications, communication, and conferences regarding the activities, interests, and concerns within the specialty on a regional, national, and international basis.

My current role as Division 16 secretary has laid a solid foundation for the leadership necessary to lead the Division. In the past two years the Executive Committee has embraced 21st century technology, using Dropbox and Skype to enhance communication among the EC and across the Division. We have also developed a Division 16 Facebook page as well as a Division 16 Twitter account. As an EC we are

CONTINUED FROM PAGE 56

Nominee for Division 16 President Susan M. Swearer, Ph.D.

exploring ways to further communicate with our membership as well as ways to increase visibility within APA and across Divisions. As Dr. Shane Jimerson has noted, the Division has embarked on a multi-faceted and multi-year strategic plan. In order to maintain the strong visibility and leadership of the division, our strategic plan must be maintained and we must partner with state, national and international organizations dedicated to the betterment of children, youth, and families.

If elected, I will continue our efforts to maintain our strategic plan and I will also focus on enhancing internships opportunities in School Psychology, both at the Ed.S. and Ph.D. levels. The Match imbalance is a major problem facing professional psychology, and a problem facing the field of school psychology. We need to work with school districts and with agencies that provide psychological services to children, youth, and families and support them in seeking APA-approval for internship training programs. This year, 29% of prospective interns who went through the APPIC match did not match; if we factor in Ed.S.-level school psychology students and students who did not go through the formal match process, this number is in all likelihood, higher. It is imperative that we provide accredited and high-quality internship experiences for our future leaders, school psychology graduate

students. Our future as a profession depends on this.

It would be an honor to continue to serve Division 16 in a leadership capacity and to continue the important mission and foci that so many distinguished leaders in the field have developed and supported. Together, Division 16 will continue to be a national leader dedicated to improving the lives of our most important stakeholders: children, youth, parents, and the teachers and psychologists who work tirelessly to make our schools, families, and communities safe and thriving places.

Brief Biography

I completed my B.A. in Psychology from Swarthmore College in Swarthmore, PA; earned a M.S. in Special Education from the Pennsylvania State University in State College, PA; and completed my Ph.D. in School Psychology at the University of Texas at Austin. I completed my pre-doctoral internship with the Nebraska Internship Consortium in Professional Psychology (NICPP) at Boys Town in Omaha, NE and was hired in 1997 as an Assistant Professor at the University of Nebraska – Lincoln (UNL). Currently, I am a Professor of School Psychology at the University of Nebraska – Lincoln; Co-Director of the Bullying Research Network; and Co-Director of the Nebraska Internship Consortium in Professional Psychology. I am a licensed psychologist

and a supervising psychologist in the Counseling and School Psychology Clinic at UNL.

My research has focused on bullying prevention and intervention and through the Target Bullying Project at UNL, we have developed and implemented a data-based decision-making model for responding to bullying behaviors in elementary, middle, and high schools, with the goal of helping school personnel establish cost-effective and data-based strategies to reduce bullying. I am the co-author of the recently published book, *Bullying Prevention and Intervention: Realistic Strategies for Schools* (Swearer, Espelage, & Napolitano, 2009) and co-editor of the books, *Bullying in North American Schools*, 2nd edition (Espelage & Swearer, 2011) and *Handbook of Bullying in Schools: An International Perspective* (Jimerson, Swearer, & Espelage, 2010). I have authored over 100 book chapters and articles on the topics of bullying, depression, and anxiety in school-aged youth. I am passionate about translational research and the importance of communicating research findings to the general public. To this end, the Target Bullying Intervention Program was featured on CBS Sunday Morning in February 2011; I was an invited presenter at the White House Bullying Prevention Conference in March 2011; and I was a panel member at Harvard University of the

CONTINUED FROM PAGE 57

**Nominee for Division 16 President
Susan M. Swearer, Ph.D.**

launch of the Born This Way Foundation along with Lady Gaga, Oprah, Deepak Chopra, and Secretary of HHS Kathleen Sebelius in February 2012. Additionally, in March 2012, I co-edited the 3rd edition of an on-line special issue, “Bullying @ School and Online” on Education.com and this work was featured on Anderson Cooper’s show, “Anderson.” School psychologists are the leading mental health professionals in our nation’s schools and our work bridges research, practice, and policy in very significant and meaningful ways. We need to make sure that our voice is part of this national conversation.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Secretary

Janay B. Sander, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



Janay B. Sander,
PhD, University of
Texas at Austin

Statement

I am honored to be nominated and considered for Secretary in Division 16. I have been in my current position as an assistant professor at The University of Texas at Austin since 2004. For me, taking on additional service at this point in my career is welcome. I have been a member of APA since I was a graduate student, and I also have a strong connection to the National Association of School Psychologists, which I joined in 2004. Soon after accepting a tenure track faculty position I participated in the School Psychology Research Collaboration Conference (SPRCC), and I later served on the SPRCC planning committee in 2007. I served as a facilitator at the Trainer's of School Psychology Conference in 2010. I have enjoyed the service activities I have participated in, particularly collaborating with other professionals who share enthusiasm and commitment to this field.

Background

I grew up in Austin, Texas, and attended The University of Texas at Austin where I obtained a B.A. in

psychology (1995), an M.A. in Educational Psychology (1998), and a Ph.D. in School Psychology (2001). One of my early formative professional experiences was as an undergraduate counselor for the ADHD Summer Treatment Program at Western Psychiatric Institute and Clinic in Pittsburgh, PA. My pre-doctoral internship was in child clinical psychology at Children's National Medical Center in Washington, DC. After that I did a post doc at Virginia Polytechnic Institute and State University on an NIMH funded child phobia treatment study in a clinic setting. Then for two years I worked as project coordinator for an NIMH funded depression intervention study conducted in schools at The University of Texas at Austin. I am licensed as a psychologist in Texas (2004). I have been on the editorial boards of *School Psychology Quarterly* and the *Journal of School Psychology* for several years, and have served as a guest action editor for the *Journal of School Psychology*. I have provided reviews as an ad hoc reviewer for the *Journal of Abnormal Psychology*, the *Journal of Educational Psychology*, and *School*

Psychology Review.

I have a commitment to social justice, and my research is in the area of learning challenges, disruptive behaviors, and mental health in youths at risk for involvement in the school to prison pipeline. I conduct research in school and juvenile justice settings and use qualitative and quantitative methods to address my research questions. The connection between research and practice is very important to me. I teach assessment, consultation, cognitive-behavioral therapy, and supervise school based practica. I frequently give presentations about balancing career and family, and I strive to simply practice what I teach.

Overall, I am committed to the field of school psychology and wish to be of service in it. Division 16 is an organization I strongly support. Being involved with and helping provide leadership within the profession of school psychology through Division 16 would be a pleasure. Thank you for considering my nomination for Secretary.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Secretary

Amanda Sullivan, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



*Amanda Sullivan,
PhD*

I am pleased to be nominated for secretary of Division 16 and am confident that I have the leadership skills necessary to be an active, contributing member of the Executive Committee. As an early career scholar, I welcome the opportunity to contribute to the continued success of Division 16, and, as an extension, to the study and practice of school psychology. As secretary, it will be my honor to support the Division through thorough record-keeping and thoughtful correspondence with Division members, the Executive Committee, and other APA office. My goal in this office is to facilitate communication within the Division and with other APA offices to advance the visibility and reputation of Division 16.

I am Assistant Professor in the school psychology program at the University of Minnesota. I completed my master's and PhD in school psychology at Arizona State University with an internship in Scottsdale Unified Schools. Following completion of my degree, I joined the faculty at Arizona State University for two years before moving to the University of Minnesota. My research interests center

around understanding the social context of education of students with disabilities from birth through adolescence, with a focus on identifying disparities in educational access and participation and exploring the relations of school factors and practice to these disparities. My teaching interests revolve around ethics, law, and diversity in school psychology. In addition, I am active in service to the greater school psychology community as a review for several journals and the Division 16 APA conference program and as the co-chair of the Trainers of School Psychologists' junior faculty committee. I look forward to expanding my service through greater service to Division 16.

In sum, I am excited for the opportunity to continue serving the field of school psychology as secretary of Division 16. I will represent Division 16 members and carry out the requirements of this office to the best of my ability. Thank you for considering my nomination.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President of Publications & Communications

David Shriberg, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



David Shriberg, PhD,
Loyola University
Chicago

It is my great honor to accept this nomination to run for the position of Division 16's Vice-President of Publications & Communications. I am presently an Associate Professor of School Psychology at Loyola University Chicago. Prior to entering academia, I was a practitioner for several years, working at every age level from early intervention through high school. My research interests center around the application of social justice principles to school psychology practice specifically and to educational practices more generally.

If elected, I would be coming full circle as this would technically be my second stint on this board. This is because during my graduate school years I was lucky enough to be the President of Student Affiliates in School Psychology (SASP), Division 16's graduate student organization. My involvement with SASP and my year on the Division 16 board during my term as SASP President was truly wonderful and this experience left me with a desire to continue to stay engaged in national organizations throughout my career.

As such, over the past decade, I have

been very involved in numerous national school psychology organizations. I am nearing completion (July 2012) of four years of service on the Executive Board of Trainers of School Psychologists (TSP), serving as President of this organization in 2010-11. I also am the TSP representative to the planning committee for the 2012 School Psychology Futures Conference, to be held this fall. Within NASP, I have been active on several fronts. I am one of the founders and served as the first co-chair of NASP's Social Justice Interest Group. I also have been interviewed for two NASP podcasts, am on the Editorial Board of both *School Psychology Review* and *School Psychology Forum*, and serve on NASP's Ethics Advisory Board Panel. Last but certainly not least, I have been active in Division 16 in several ways. For the past several years running, I have reviewed proposals submitted to the Division to present at the annual APA conference. I also have served on the Division's Outstanding Dissertation Award committee twice and the Henkin Award committee once. Most recently, I am an active member of Division 16's Working Group on Social Justice and Children's

Rights and am the inaugural chairperson of the Division's new Technology Committee.

I would truly welcome the opportunity to continue to serve Division 16 as an Executive Committee member and feel that I am especially well suited for this particular office. As an Associate Editor of *Journal of Educational & Psychological Consultation* and as someone who has had books published with multiple publishing houses, I am quite familiar with the journal and book publication process. Perhaps most importantly, I believe that I am a very patient, supportive, and professional person who is dispositionally well-suited to be an effective support to and bridge between editors, authors, and publishers. Thanks to the phenomenal work of Linda Reddy and I am sure many others, the current state of Division 16's publications is incredibly strong. If elected I stand ready to move the ball forward even further through recruiting new talent, supporting current editors and authors, creating new and sustaining existing Division connections within APA, and by keeping members informed of the latest developments in these areas.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President for Social, Ethical, and Ethnic Minority Affairs

Amanda VanDerHeyden, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



*Amanda M.
VanDerHeyden, PhD*

I am the current Vice President of SEREMA for Division 16 and would be delighted to continue in this role for another term. In my role, I appoint and oversee four committees: the Committee on Ethnic Minority Affairs, the Committee on Women, the Ethics Committee, and Committee on Children, Youth, and Families. During the past two years, I chaired a committee to draft and provide feedback on the DSM 5 proposed Learning Disability definition. This feedback was presented in a white paper that was jointly endorsed by the executive committees of NASP and D16 and was provided to the DSM 5 working group. I also co-chaired the committee to draft and provide feedback on the draft version of the revised Standards for Educational and Psychological Testing that is jointly published by the American Educational Research Association, APA, and the National Council on Measurement in Education. Our feedback was endorsed by the executive committees of NASP and D16 and was submitted to the work group drafting the Standards. My office is currently working to assist the

Student Affiliates in School Psychology group to build a mentorship program around multicultural practices in school psychology. To accomplish valuable objectives, I think continuity is important. Each of the committee chairs under my office has served more than one year in that role and past chairs have worked closely with incoming chairs to provide traction toward objectives that require more than 1-3 years to attain. Our committees have actively sought to collaborate with NASP leadership and members and have represented Division 16 at a number of APA leadership meetings. I want to recognize the chairpersons under the SEREMA office. Markeda Newell (past chair of the Committee on Ethnic Minority Affairs), Scott Graves (current chair of the Committee on Ethnic Minority Affairs and representative to the Committee on Children, Youth, and Families), Laura Crothers (Committee on Women), and Stephen Truscott (Ethics Committee). I am an active researcher and consultant. I currently serve on a number of editorial boards, am an adviser to the RtI Action Network, and a member of the Education

Programs Committee for the National Center for Learning Disabilities. I am also a standing panel member for the Institute for Educational Sciences. I have served on and chaired a number of committees nationally and locally to benefit children and families. I would be honored to provide another 3-year term of service to Division 16 if elected by my peers.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative 1

Frank C. Worrell, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



Frank Worrell, PhD

I am writing to ask for your support and vote to serve as a member of the Council of Representatives representing Division 16. Members of the Council can be elected for two consecutive terms, and I am in the final year of my first term. During my time in Council, I have tried to be an active voice and positive presence for school psychology issues, and Beth Doll and I (with able assistance from Tammy Hughes) succeeded in convincing the APA Council to support the continued use of the title, school psychologist, by non-doctoral practitioners who have been granted a credential with that title by their states in the 2010 Model Licensure Act.

However, I have been actively involved in service to school psychology and to Division 16 for the past 12 years. I have served as the Chair of Division 16's Committee on Ethnic Minority Affairs and Vice President for Education, Training, and Scientific Affairs; I was the Division's President in 2007 and am currently completing my first term representing the Division on the APA Council of Representative as mentioned previously. I have also represented

the Division at meetings of APA's Committee on Ethnic Minority Affairs, Board of Scientific Affairs, and Board of Educational Affairs. Additionally, I have served on APA's Committee on Division-APA Relations, Committee on Psychological Tests and Assessment, and Board of Educational Affairs, and I am currently a member on a Presidential Task Force on Educational Disparities and a member of the Joint Committee tasked with revising the *Standards for Educational and Psychological Testing* as well as one of APA's liaisons to the *Standards* committee. Although these latter appointments were not made by Division 16, my service allows me to bring the unique perspective of Division 16 and school psychology to the deliberations of these groups.

Position Statement

As I have argued in many venues, school psychology is an important constituency within APA for several reasons. First, we are the only specialty that has the school as a major focus—whereas educational psychology is

focused primarily on research, school psychology is focused on research, practice, and the interaction between the two in service of teaching and learning. School psychology is also unique because we stand at the nexus between psychology and education; we span the intersection of clinical and psycho-educational practice; we manage the paradox of dealing with and responding to psychopathology alongside promoting psychological well being, in keeping with the thrust of positive psychology. School psychologists understand that competence in reading, writing, and arithmetic are important to public health goals alongside behavioral, social, and emotional competence.

Third, school psychologists must maintain their professional identity as psychologists in places where the primary power brokers are educators, many of whom have little knowledge of psychology. School psychologists must be able to function effectively in the complex interacting systems of classrooms, schools, and districts. We diagnose and intervene with academic, behavioral, social, and emotional concerns, consult with teachers

CONTINUED FROM PAGE 63

Nominee for Division 16 Council Representative 1
Frank C. Worrell, Ph.D.

and administrators and parents, provide counseling services and therapy, and work with students, teachers, parents, administrators, and outside agencies. We assess system functioning and provide inservices to teachers and interventions at the classroom and building level. In short, school psychologists have a unique knowledge base that no other psychology or education professionals possess.

In the current climate of increased pressures from accrediting bodies, increased calls for accountability by education agencies, and professional psychology's increased focus on alignment with other health service professions, school psychology will benefit from an advocate who understand these intersections and APA and can help the Division successfully navigate the churning waters. We are the smallest and least visible group of professional psychologists, and it is important to have a representative who can communicate effectively with our peers in clinical, counseling, and industrial/organizational psychology, as well as our colleagues in the science divisions, all of whom command larger voting blocks that we do. It is important for school psychology to have a voice that is cordial and cooperative, but also clear about what school psychology is and is not. I have tried to be that voice over the course of my first term on Council, and receiving a

Presidential Citation from Melba Vasquez who chaired the MLA task force suggests that I have had some success in this regard.

In APA's 2009 Presidential Summit on the Future of Psychology Practice, there was a growing recognition in the other specialties that prevention—something that has long been an integral part of school psychology practice—is important, and that schools provide a unique opportunity for prevention and early intervention. I was able to join a group representing other specialties and training council and elaborate on school psychology's unique and important traditions (see Eby et al. [2011] in *Training and Education in Profession Psychology*, 5, 57-68).

I have been privileged to serve Division 16 for several years, and am honored to be nominated as a Division candidate for a second term on the Council of Representatives. It is in this arena, where APA policy is decided that the broader constituency of APA gets to interact with Division 16 and see what the Division stands for. It is important to have council members who know the division and the APA structure, as knowledge of both of these constituencies is critical in advocating for children, youth, families, and more broadly, psychology in school settings. Division 16 and its members have made important contributions to

psychology and to APA over the years, and I ask for the opportunity to assist the Division in continuing to do so by serving a second term on the Council of Representatives.

Other Information

When I am not serving Division 16, I am Professor and Director of the School Psychology program at the University of California, Berkeley. My research interests focus on the psychosocial development of adolescents in several populations, including academically talented youth, African American youth, and at-risk youth. I am particularly interested in the relationship between psychosocial variables and academic achievement, and my research focuses on several constructs, including racial identity, ethnic identity, and time perspective. Thanks for your attention.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative 1

Karen C. Stoiber, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



*Karen C. Stoiber,
PhD*

Personal Statement:

If elected as a Council Representative for Division 16 I will work diligently to make sure the voice of the Division is well represented within the structure of APA. I feel prepared to assume this important leadership role as I have served for 5 years on the Executive Committee of Division 16. During this time, the Division has faced some challenges, including the Model Licensure Act. While on the Executive Committee I evidenced the pivotal role that Division 16 has within the governance of APA and the respect shown toward the perspective of School Psychology by the other APA divisions. From my current position of Past-President and past positions as President and Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs (VP-SEREMA), I have had the opportunity to participate on a broad range of activities on the Executive Committee. This opportunity has deepened my understanding of the diverse, and often complex, operations and activities undertaken by Division 16. I look forward to the possibility of continuing my participation on the

Executive Committee and working collaboratively within APA through active advocacy, critical partnerships, and productive engagement with colleagues within the Division and across other divisions within APA.

Through the experience of being on the Executive Committee during the deliberations of the Model Licensure Act, I came to understand that for the Division to remain vital and relevant to its constituents, it must construct innovative pathways and partnerships so that its intentions are recognized and heard by those we hope to impact. Division 16 has made many important contributions within the structure of APA and externally through its collaborative connections with other psychology and education organizations, which became very clear as part of the MLA dialogue and deliberations.

In the past two years since MLA, Division 16 has grown stronger through its commitment to moving forward by focusing efforts on unique and important areas of scholarship and school psychology practices. We have constructed

Working Groups to further the knowledge and implementation of evidence-based practices and practice-based evidence; globalization of school psychology, and social equity and child rights. We are engaged in processes and the development of products that I believe will provide some of the most significant contributions made by Division 16 due to its renewed focus on its mission of providing broad-based leadership and scientifically-minded practices aimed at improving the welfare of children, youth and families. If elected as a Council Representative, I will remain steadfast in the pursuing thoughtful dialogue through organizational partnerships aimed at enhancing the unique expertise and qualities of School Psychology professionals, and in particular, the members of D16. I believe my personal and professional passions are consistent with our Division: to explore mechanisms for expanding and enhancing the profession of school psychology; and to advocate within APA the value of school psychological services, research, and policies. I look forward to being actively involved in providing leadership

CONTINUED FROM PAGE 65

Nominee for Division 16 Council Representative 1
Karen C. Stoiber, Ph.D.

to these shared goals of our Division. If elected as Council Representative, I would be honored to contribute to the dialogue and decisions regarding how our profession can best service its D16 membership as well as the profession of School Psychology.

Candidate's Background:

Karen Callan Stoiber, PhD is Professor of the School Psychology program at the University of Wisconsin-Milwaukee. Karen completed her PhD in Educational Psychology (School Psychology) at the University of Wisconsin-Madison in 1988. Since then she has been employed as a faculty member in School Psychology for nearly 25 years. She currently serves on the APA Division 16 Executive Committee as Past-President. Within the governance of the Division, Karen has served on the Executive Committee as President and as the Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA). She also held the position of chair and co-chair of the Division 16 Task Force on Women in School Psychology from 1998 - 2005.

Karen has served the profession of school psychology in a number of roles, including being an Associate Editor of *School Psychology Review* and Evidence-Based Intervention Special Section Editor of *School Psychology Quarterly* and serves or has served as editorial board

member on several journals (*School Psychology Quarterly*, *Journal of School Psychology*, *Journal of Applied School Psychology*, *Topics in Early Childhood Special Education*). Currently, Karen is an Associate Editor of the *Communique* and serves on the Executive Board of the Society of School Psychology (SSSP) as Secretary. She also served as a consulting editor of the *Encyclopedia of Psychology* and *Encyclopedia of School Psychology*. She previously co-chaired the Division 16 and Society for the Study of School Psychology Task Force on Evidence-based Interventions. Karen was the 2001 and 2003 recipient of outstanding article in *School Psychology Quarterly* awarded by the Division 16 fellows (with Thomas Kratochwill) and 2006 recipient of outstanding *Journal of School Psychology* article awarded by members of the Society for the Study of School Psychology (with Maribeth Gettinger).

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative 2

Beth Doll, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



Beth Doll, PhD

Three years ago, the Model Licensing Act dominated Division 16's agenda. At that time, division minutes and statements emphasized the hard times that we faced protecting the parity of school psychology within professional psychology. The Division's successful advocacy on the Model Licensing Act was due to the astute and methodical preparation by the Division officers and Council representatives during the year before I joined the Executive Committee; and to the broad and thoughtful support that we received from our colleagues. We thought we were a small group standing alone, and we found that we were partners with diverse psychologists who understood our dilemma and valued our contributions to the developmental competence and psychological wellness of children and youth. I believe that this is the most striking lesson to take away from the vote: the critical importance played by School Psychology's partnerships with other divisions and associations. If I am elected to a second term as the Division's Council Representative, I intend to invest renewed energy into reinforcing these partnerships

with child, family, and education interests on Council and among APA directorates. With our partners, we share goals, a vision for psychological services, common interests in the well-being of young people, and a commitment to advocacy for underrepresented groups within and outside APA.

Conversations within Division 16 now emphasize future visions for the discipline of School Psychology – a vision that is global, deeply rooted in evidence-based practice and practice-based evidence, and encompassing a strong commitment to advocacy for children, youth, and families. The difference in conversations is profound – we are creating resources and fostering developments that shape School Psychology into an even more effective discipline. I have appreciated being part of these efforts and would very much like to continue to participate in the Division governance for a second term as Council Representative.

To reiterate the commitment that I made during my first candidacy, I would be responsible for casting my council vote consistent with the stated

positions of the division on any not-yet-anticipated issues that might emerge during my time in office. When clear division positions cannot be identified, the values governing representation of the division will be as follows: (1) I believe that it is critically important that we work towards parity for the specialty of school psychology – within the broader realm of professional psychology, in work settings, within educational institutions, and as represented in statutory and regulatory language. (2) In many instances, parity is part of a larger goal of equity – for those who practice school psychology and the clients or students that they serve – but also for other specialties within psychology and other communities and families who are the beneficiaries of psychological services. I believe that equity must be a guiding principle of our actions. (3) Although I recognize the importance of staying vigilant to the impact of different council actions on the specialty of School Psychology, I believe that our interests are almost always better served when we work in partnerships with other divisions and specialties. (4)

CONTINUED FROM PAGE 67

Nominee for Division 16 Council Representative 2
Beth Doll, Ph.D.

Ultimately, the best course of action will be the one that is in the best interest of the children and families that we serve, and that makes it possible for us to do our jobs well.

Nominee Background

Beth Doll is Associate Dean for Academic Affairs and Professor of School Psychology at the University of Nebraska Lincoln. She completed her PhD in Educational Psychology (School Psychology) at the University of Kentucky in 1983. Since then, she has worked as a school-employed school psychologist for 5 years, a clinic-based school psychologist for 5 years, and a university faculty member for 19 years. Within governance of Division 16, she has been the Vice-President for Social and Ethical Responsibility and Ethnic Minority Affairs; the Division 16 President; and an Associate Editor of the School Psychology Quarterly. Within the larger APA governance, she has been a member and chair of the Committee on Children, Youth, and Families and represented School Psychology on the Council for Chairs of Training Councils. She currently advises doctoral students and leads a research seminar in population-based mental health services. Dr. Doll's principal research interest is the natural systems in schools and communities that support the mental health and psychological

wellness of children and adolescents. She is especially interested in the emotional and social aspects of classroom systems and school playgrounds, and the contributions that these make to children's psychological health and well-being.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative 2

Bonnie K. Nastasi, Ph.D.

Nominee
2012 DIVISION 16 ELECTION



Bonnie K. Nastasi,
PhD

Personal Statement:

I am honored to be selected by the Nominations Committee as a candidate for the position of Council Representative and member of the Executive Committee (EC) of Division 16. I have been active in the leadership of School Psychology since the early 1980s and bring to the position a range of experiences in research, teaching, administration, and service. I have served for six years on the Division 16 EC as Division 16 President (2010; President-elect, 2009; Past-President, 2011) and Treasurer (2005-2007). I am currently serving on the APA Committee for International Relations in Psychology (CIRP; 2012-2014). I look forward to the opportunity to resume my participation on the Division EC and to representing School Psychology in APA governance level.

I have a strong commitment to promoting and protecting the well-being of children, families, and communities at local, national, and international levels, through the application of psychology. My research and applied work have taken me beyond the boundaries of

the profession and the United States through opportunities to work with other professionals in anthropology, education, sociology, medicine, and public health; and with community members in developing countries. I have been active in the area of Child Rights in my leadership within Division 16 and the International Association of School Psychologists. My experiences have taught me the benefits of collaboration with a diverse group of partners not only for enhancing the lives of others but also for advancing my own knowledge. Moreover, these experiences have enhanced my awareness of the unique strengths and limitless potential of school psychologists, and the responsibility of psychology to address social and health-related issues that face individuals worldwide.

As President of Division 16, I facilitated the formation of three Division Working Groups to address issues relevant to Globalization, Social Justice and Child Rights, and Translation of Research to Practice. The chairs of these groups have formed partnerships with other organizations and with colleagues

within the U.S. and internationally. For example, The Social Justice and Child Rights group is working in partnership with the International School Psychology Association (ISPA); the Globalization group has several international members. The EC has supported the continuation of these three efforts to date.

I welcome the opportunity to participate in APA governance as a Division 16 Representative to Council and to work collaboratively with other members the Council in facilitating the contributions of psychology to the well-being of children, families, schools, and communities. Furthermore, I look forward to the opportunity to forge relationships with other organizations that represent our profession and to work together with professionals from other disciplines and stakeholders from other sectors in guiding the future of psychology, mental health, education, and social justice child rights.

Background Information:

Bonnie Kaul Nastasi, PhD (Kent State University, 1986), is Associate Professor and Co-Director of the School Psychology

CONTINUED FROM PAGE 69

Nominee for Division 16 Council Representative 2
Bonnie K. Nastasi, Ph.D.

Program, Tulane University, and Associate of the International Institute of Child Rights and Development Centre for Global Studies, University of Victoria, British Columbia. Dr. Nastasi has held leadership positions in American Psychological Association, Division 16, International School Psychology Association (ISPA), National Association of School Psychology (NASP), Society for the Study of School Psychology (SSSP), and Council for Directors of School Psychology Programs (CDSPP). She has served as President and Treasurer of Division 16, and Treasurer of SSSP. She is currently Chair of the Professional Development and Practices Committee of ISPA, and has served as international liaison to ISPA for both Division 16 and SSSP. She is currently leading an ISPA-sponsored research initiative on promoting psychological well-being globally, joint ISPA-Division 16 efforts to prepare school psychologists as advocates for child rights, and joint ISPA-SSSP efforts to facilitate international research and scholarship. She co-chaired the Interdisciplinary Qualitative Research Subcommittee of the Task Force on Empirically Supported Interventions in School Psychology (cosponsored by SSSP, Div 16, and NASP), the Committee on Women in School Psychology for Division 16, the Children's Services Committee of NASP, and has been a member of numerous committees of professional

organizations in psychology and education at international, national, and state levels.

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

Dr. Nastasi is committed to applying

psychology to enhance the well-being of children, families, schools, and communities at both local and global levels. Since 1995, she has been involved in international work to inform development of culturally constructed psychological theory and interventions, application of culturally sensitive research methods, child rights advocacy by school psychologists, and professional development of school psychologists within a transcultural and transdisciplinary perspective. She has conducted research and development projects in Sri Lanka and India to promote health and mental health among child, adolescent, and adult populations. She is currently lead investigator on a multi-country study of children's/adolescents' psychological well-being with 15 site partners in 12 countries. Following the December 2004 Tsunami and Hurricane Katrina in August 2005, Dr. Nastasi assisted schools in Sri Lanka and New Orleans, respectively, in developing programs to facilitate long-term recovery from natural disasters. She is a co-director of the trauma specialization in the School Psychology doctoral program at Tulane, and is actively working in partnerships with schools in New Orleans to enhance delivery of comprehensive school-based mental health services.

ANNOUNCEMENTS

Announcing Search for Associate Editor: ***The School Psychologist***

A search for Associate Editor of *The School Psychologist* (Division 16 Newsletter) will begin immediately. The newly elected Associate Editor will serve for 3 years beginning January of 2013 and then is expected to assume the role of Editor in January of 2016 for a 3-year term. Thus, the Associate Editor must be willing to make a commitment to serve for 3 years as Associate Editor and 3 years as Editor. An annual stipend is provided to the Editor.

The Associate Editor will work closely with the Editor-Elect, Dr. Rosemary Flanagan. The Associate Editor is responsible for soliciting and reviewing newsletter contributions, assisting in publication procedures, and undertaking other special assignments at the discretion of the Editor. The Associate Editor is expected to become familiar with all newsletter operations and provide input for the editorial decisions.

Applicants for the position should have demonstrated skills in writing, editing, and public relations and be willing to conduct an average of approximately 1 to 2 days per

month to newsletter work.

Interested persons should send: (1) a letter detailing relevant experience as well as goals and expectations for the newsletter, (2) three letters of reference, and (3) a recent vita by

May 15, 2012 to the Chair of the Search Committee:

Amanda Clinton, Ph.D.
Psychology Program
Chardón 333
University of Puerto Rico
Mayagüez, PR 00680
amanda.clinton@gmail.com
787-245-9615

The selection of the Associate Editor will be made in June 2012. Additional questions can be forwarded to Linda A. Reddy, Ph.D., Vice President of Publications and Communications at LReddy@RCI.Rutgers.edu



Have You Ever Wanted to Edit or Author a Book?

Now is the Time!

**American Psychological Association Press
& Division 16 Book Series**

Division 16 Book Series offers an excellent opportunity to edit or author your first book or next book with the American Psychological Association Press (a premiere publishing house)!

I strongly encourage you and your colleagues to contact me with your book ideas!

I look forward to hearing from you!

*Division 16 Vice President of Publications and Communications: Linda A. Reddy, Ph.D.,
E: LReddy@rci.rutgers.edu*

ANNOUNCEMENTS

Want to learn more about Response to Intervention (RTI) and Positive Psychology in the Schools?



The Conversation Series of APA, Division 16: School Psychology proudly announces the production of two new video series: **“Response to Intervention”** and **“Positive Psychology in the Schools.”** Both series have been conducted with leading experts in the field!!!

The **“Response to Intervention”** series features four interviews with **Drs. Sylvia Rosenfield, Daniel Reschly, James Ysseldyke** and **Frank Gresham**.

The **“Positive Psychology in the Schools”** series features three interviews with **Drs. Scott Huebner, Richard Gilman** and **Michael Furlong**.

There are many more outstanding videos. Check out our inventory below. If you are interested in placing an order, please contact Dr. Greg Machek, Coordinator of the Conversation Series:

Email: Greg.Machek@umontana.edu
Tel: (406) 243-5546

For more information about the series, including downloadable order forms, please visit: http://www.indiana.edu/~div16/publications_video.html

Conversation Series Inventory

- **Positive Psychology in the Schools** with Huebner, Gilman & Furlong
- **Response to Intervention** with Rosenfield, Reschly, Ysseldyke & Gresham
- **Assessment and Professional Issues** with Gresham, Bracken, Fagan & Reschly
- **Assessment Issues** with Woodcock, Braden, Shinn & Harrison
- **Attention Deficit-Hyperactivity Disorder** with DuPaul, Dawson, Conners & Swanson
- **Behavioral Consultation** with Kratochwill
- **Consultation** with Conoley, Kratochwill, Meyers, Pryzwansky & Rosenfield
- **Cross Battery Approach to IQ Assessment** with Flanagan
- **Curriculum Based Assessment and Measurement** with Eckert & Hintze
- **Ethics in School Psychology** with Bersoff
- **Evidence Based Intervention** with Kratochwill
- **Functional Assessment** with Witt and Noell
- **History of School Psychology** with Fagan, Phillips, Hagin, Lambert and French
- **I.Q. Testing: The Past or the Future? The Sattler-Reschly Debate**
- **Innovative Service Delivery** with Shapiro, Kratochwill and Elliott
- **Mental Health Consultation** with Caplan (Digitally Remastered 1990 Interview)
- **Multicultural Issues** with Henning-Stout, Vasquez Nuttall, Brown-Cheatham, Lopez & Ingraham
- **Psychological & Educational Consultation: A Case Study**
- **Psychological & Educational Consultation: Concepts & Processes (Part I)** with Close Conoley, Sheridan, Meyers & Rosenfield
- **Psychological & Educational Consultation: Concepts & Processes (Part II)** with Erchul & Gutkin
- **Reform & School Psychology** with Rosenfield, Batsche, Curtis, Talley & Cobb
- **Role of Theory in The Science of Treating Children** with Hughes
- **School Psychology Past, Present and Future: An Interview** with Thomas Fagan
- **School Violence** with Goldstein, Batsche, Furlong, Hughes & Close Conoley
- **Social-Emotional Assessment** with Martin, Knoff, Reynolds, Naglieri & Hughes Tape 3 -- Psychological Maltreatment, Primary Prevention, & International Issues (Hart), Gender Differences in the Schools (Henning-Stout), Family & School Collaboration (Christensen), Crisis Intervention & Primary Prevention Activities (Sandoval)
- **Traumatic Brain Injury: A Case Study**
- **Traumatic Brain Injury: Interview with Experts** with Bigler, Clark, Telzrow, & Close Conoley

School Psychology Futures Conference To Be Held Online in Fall 2012

Jack A. Cummings, Patti L. Harrison, and Susan Jarmuz-Smith

The major national and international school psychology organizations are planning the 2012 School Psychology Futures Conference that will be held during the fall of 2012. The conference is designed to provide an opportunity for school psychologists to plan their future roles in better supporting children, families, and schools. The 2012 conference theme is, “School Psychology: Creating Our Future(s)”, and will target three broad themes: Advocacy, Leadership, and Critical Skills for School Psychologists. The online conference is hoped to facilitate local, national, and international connections and develop long lasting collaborations. By encouraging groups and individuals worldwide to examine the unique aspects of their local contexts, the distributed nature of the conference will facilitate networking and sustainable action plans.

The 2012 School Psychology Futures Conference will include a series of presentations and panel discussions across several weeks. The online format will create opportunities for worldwide

participation and collaboration, including (a) attendance by groups of participants at distributed sites during the live webcasts, (b) attendance by individual participants through their own laptops, desktops, or mobile devices during the live webcasts; and (c) archived viewing of presentations by groups or individuals. Participants also will have access to presentation slides, background readings, and online discussion forums.

Each conference theme (Advocacy, Leadership, and Critical Skills for School Psychologists) will be addressed in separate webcasts of about 90 minutes each. The three live webcasts are planned for October 8, October 26, and November 10, 2012 and will be archived for later viewing.

During the live or archived webcasts, participants are encouraged to facilitate connections in the following ways:

- **For Groups of Participants:** In this format, the goal is for numerous local groups to meet and participate from venues around the world, via the live webcasts or by viewing archived

presentations. The main objective of these groups is to process information from the webcast presentations with local colleagues and translate it to local group analysis of the local context followed by development and implementation of local action plans. The intentions are to support existing collaborations and build new contacts and collaborations. Local groups may potentially consist of the following: school psychologist practitioners teamed with faculty and graduate students; local school district teams of school psychologists; school psychologists joined by counselors and school social workers; state school psychology associations; university graduate programs; peer-study groups of school psychologists; or other school psychology – educational professional collaborations.

- **Individual Participants:** The conference format supports individual participation by school psychologists, graduate students, faculty, and others. During the live webcast presentations,

CONTINUED FROM PAGE 73

School Psychology Futures Conference To Be Held Online in Fall 2012

there will be an opportunity for individuals to make comments and/or pose questions to the presenters. For participants unable to attend during the live webcasts, there will be the option to view archived presentations and connect with others in online discussion forums.

School psychologists, graduate students, and faculty are encouraged to:

- Reserve the tentative dates for the conference presentations (**October 8, October 26, and November 10, 2012**).
- Organize local groups to participate in the conference or plan individual participation in the live webcasts or archived formats.
- Be on the lookout for more updates in the coming months. Information and instructions will be sent on listservs and also will be available on the conference website: <http://www.indiana.edu/~futures/>

Futures Conference Sponsors and Planning Committee Representatives

- Planning Committee Co-Chairs: Jack Cummings and Patti Harrison
- American Academy of School Psychology: Judith Kaufman
- American Board of School Psychology: Barbara Fischetti
- Council of Directors of School Psychology Programs: Cyndi Riccio
- Division of School Psychology (Division 16); American Psychological Association: Karen Stoiber; Student Representative Kaleigh Bantum
- International School Psychology Association: Bill Pfohl
- National Association of School Psychologists: Amy Smith; Student Representative: Susan Jarmuz-Smith
- Society for the Study of School Psychology: Sylvia Rosenfield
- Trainers of School Psychologists: David Shriberg

The Kenneth W. Merrell Legacy Scholarship

CALL FOR DONATIONS

The Kenneth W. Merrell Legacy Scholarship supports outstanding graduate students who demonstrate strong promise for leadership and service in school psychology. The scholarship is named in honor of Ken Merrell, PhD, in recognition of his stewardship in the field and profession. This scholarship project represents a unified effort among students, faculty, and members of the College of Education community who had the honor of calling Ken a mentor, colleague, and friend. Once endowed, the scholarship will honor his legacy in perpetuity.

The Ken Merrell Legacy

Ken received his PhD in school psychology from the University of Oregon in 1988 and returned in 2001 to lead the School Psychology program. He founded the Oregon Resiliency Project—a research, training, and outreach effort aimed at the study of social and emotional learning and promotion, social-emotional assessment, and intervention practices in schools. He developed six rating scales that significantly contributed to assessment

methodologies and intervention practices for children. In 2011, he was awarded the APA Division 16 Senior Scientist in School Psychology Award. His work is nationally and internationally regarded and has launched the research careers of many current scholars in the field. Ken's commitment to teaching, advising, and mentoring students is unsurpassed. He received the Distinguished Teaching Award from the UO College of Education and the Outstanding Contribution to Training Award from the Trainers in School Psychology organization. A study published in *The School Psychologist* (Davis et al., 2005) ranked him first in number of publications with graduate student authors. Ken's research career was matched only by his enduring commitment to his students and his



service to the field. For more information on Ken's life and accomplishments, in addition to the scholarship, please visit <http://education.uoregon.edu/kenmerrell>.

Making a Gift in Memory of Ken

Donations to the Kenneth W. Merrell Legacy Scholarship can be made online at <https://supportuo.uofoundation.org> (select the designation "other" and write "In memory of Ken Merrell"), or with a check payable to the University of Oregon Foundation, with "In memory of Ken Merrell" on the memo line, and sent to:

University of Oregon Foundation
360 E. 10th Avenue, Suite 202
Eugene, OR 97401

Gifts to the UO Foundation are tax deductible to the extent allowed by law.

For more information, please visit <http://education.uoregon.edu/feature.htm?id=2892> or contact Kate Feeney, at katef@uoregon.edu or 541-346-2351.

SASP Mentoring Program

APA Division 45 Mentoring Program

The goals of the mentoring program are to connect students and professionals who have common interests related to diversity, give students the opportunity to interact (i.e. communicate, collaborate on research) with professionals/faculty outside of their program, and develop a lasting professional relationship.

Requirements for mentors include being willing to devote at least a year to this program. The intended outcomes of this program would for students and professionals discussing issues of diversity in relation to school psychology and possibly collaborate on research and different advocacy initiatives within this area. Matching of mentors and mentees is currently taking place so a mentor may not be paired if the supply of mentees is exhausted; however, names of mentors will be kept for future matching. Mentors and mentees should be willing to communicate with their mentor on a monthly basis.

Description of the Program:

Mentors/mentees should be willing to

communicate on a monthly basis about diversity issues in School Psychology and other relevant interests of the mentor/mentee. This relationship should be one that is mutually beneficial in which both parties should be able to gain and offer things throughout this process. Mentors/Mentees should each be willing to send a quarterly mentor/mentee update (should take about 10-15 minutes) to the Diversity Affairs Chair at the end of the quarter that summarizes the nature of their interaction and activities for that quarter. The goal of collecting information is to provide support, as needed, to program participants and help SASP in improving this new initiative based on participant feedback and the open exchange of ideas and best practices.

Although there are recommended activities and a few requirements, mentors and mentees should set goals and guidelines for their individual relationship.

Examples of highly recommended activities include discussion of: diversity in relation to psychology as a whole, and specifically to School Psychology;

research; and relevant articles on multiculturalism and diversity in school psychology; how multicultural competence in the workplace is important and ways that it can be implemented. Advice might be offered on successfully completing the thesis/dissertation process as well as the internship process and how to successfully obtain an internship

Optional activities include: offering advice on how to join other psychological associations that promote diversity, discussing possible ways students can advocate for diversity within the field (i.e., becoming involved with leadership in SASP, NASP, APA, etc.), research collaboration, and discussing the state of graduate students and their feelings about diversity within the field and how it can be addressed.

For additional information and forms, please contact Kennetha Frye (kennethafrye@yahoo.com) no later than May 15, 2012

Call for Papers

Special Issue: Social and Emotional Learning in Early Education, *Early Education and Development*

Guest Editors: Susan E. Rivers & Marc A. Brackett

Background

The goal of this special issue is to explore more deeply the role of social and emotional learning (SEL) in the development of 3- to 6-year-olds and programming efforts in classroom settings. SEL involves the acquisition of knowledge and the development of skills related to self- and social awareness, responsible decision making, self-management, and relationship management (Elias et al., 1997; Zins, Bloodworth, Weissberg, & Walberg, 2004). Over the last two decades, numerous programs have been developed to promote SEL among children. SEL programs are designed to complement existing school curricula by teaching the social and emotional skills that contribute to better social and emotional adjustment and higher academic achievement. A recent meta-analysis of 207 studies examining the effects of SEL programs revealed that students enrolled in such programs perform significantly better in school and on standardized tests

compared to non-participating students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This special issue will explore research, practice, and policy implications for SEL during the early childhood years.

Suggested topics include:

- Examinations of links between SEL and social and emotional development, cognitive development, and outcomes such as school readiness, social competence, and health
- Unique challenges and strategies for quality implementation of SEL programs in early education
- Methods for assessing SEL in early childhood and testing short- and longer-term impacts of SEL programs delivered in early education
- Active ingredients of effective SEL programming in early education
- Best practices for SEL professional development for teachers
- Role of the family in promoting SEL
- State-wide initiatives for addressing

SEL in young children

- Integration of SEL programming into existing early education curricula: Challenges and opportunities
- Teacher practices and characteristics that promote SEL in young children
- Role of teachers' emotional competence/emotional intelligence in promoting the social and emotional development of young children

We invite both theoretical and empirical papers that draw on qualitative or quantitative data, as well as articles linking practice to policy.

Submissions

Please submit a blinded manuscript at <http://www.editorialmanager.com/eed/>. In the cover letter please specify that your manuscript is being submitted for the Special Issue: Social and Emotional Learning in Early Education.

Submissions will follow the journal's regular blind review process. The guest editors and journal editor will make the

CONTINUED FROM PAGE 77

Call for Papers Special Issue: Social and Emotional Learning in Early Education, Early Education and Development

final acceptance decisions. Manuscripts must strictly conform to the formatting and writing style requirements of the APA Publication Manual (6th edition). Accepted manuscripts that are not included in the special issue (due to space restrictions) will be published in a future issue of the journal.

Inquiries regarding this special issue should be directed to Dr. Susan Rivers (susan.rivers@yale.edu).

Submission deadline: June 1, 2012.
Publication of this special issue is scheduled for October 2013.

References

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., . . . Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). *The scientific base linking social and emotional learning to school success*. In J. E. Zins, R. P. Weissberg, M. C. Wang & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York: Teachers College Press.

Schedule

June 1, 2012.....	Deadline for submissions
September 1, 2012	First reviews and comments to authors
December 1, 2013	Revisions due and sent for second review if necessary
March, 2013	Revision comments to authors
July 1, 2013	Final edits completed by authors
August 2013	Proofs
October 2013	Publication

INTERNATIONAL SCHOOL PSYCHOLOGY A S S O C I A T I O N

Dear ISPA members and friends,

Together with the Canadian Association of School Psychologists (CASP), l'Association Québécoise des Psychologues Scolaires (AQPS), and McGill University, ISPA will host the 34th ISPA Conference from July 9 to 13, 2012, at McGill University in Montreal, Canada.

Visit <http://www.ispaconference.info> where you find all the details about the conference as well as contact information. We expect renowned Keynote Speakers, an attractive Scientific Programme, and Social Events that include many highlights! So visit our website and book soon! Before April 15th you will benefit from substantially reduced registration fees.

The theme of the Conference is: Helping the World's Children Realize their Dreams. Subtopics of the Conference will be: Diversity and Inclusion, Counselling and Testing, Instruction Design and Delivery, Mental Health and Well-Being, School Psychology Perspectives, and Professional and Ethical Issues. On July 9, Pre-Conference Workshops will be held (for details please see the programme of the day) as well as the ISPA Leadership Workshop to which Committee Chairs and Affiliate Delegates will be invited.

We look forward to seeing you in Montreal!

*Jürg Forster, Ph.D. President, International School Psychology Association <http://www.ispaweb.org>
Suzette Goguen Chair, Local Organising Committee, 34th ISPA Conference conference_LOC@ispaweb.org*

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Check out the Division 16 home page at:

[http://www.apadivisions.org/
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