



# The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

inside



2012 APA Convention  
Orlando, FL Aug 2-5

## President's Message

### **4 | Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy**

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

## Practice Forum

### **10 | Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms**

*Ara Schmitt, Jeffrey Miller, and Krista Long,  
Duquesne University and Janine Certo, Michigan State  
University*

## Research Forum

### **17 | Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

*Laura M. Crothers<sup>1</sup>, Lea A. Theodore, Sandra B. Ward,  
Ara J. Schmitt<sup>1</sup>, Tammy L. Hughes<sup>1</sup>, John Lipinski, and  
Kisha Radliff, Duquesne University, College of William  
and Mary, Robert Morris University, and The Ohio State  
University*

## Professional Development Forum

### **23 | So You Want to Be a Professor? Perspectives on the Academic Job Search Process, Part I**

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

## SASP – The Student Corner

### **29 | Tricks of the Trade: Becoming the Teaching You Aspire to Be**

*Jennifer Cooper, The Ohio State University, and Kaleigh  
Bantum, Duquesne University*

## APA 2012 Convention

### **33 | The 120th Annual Convention of the American Psychological Association Division 16 Highlights at the APA Convention in Orlando**

*Jim DiPerna, The Pennsylvania State University*

### **34 | D16 APA Convention Program Summary**

### **38 | People & Places**

*Submitted by Ara Schmitt, Duquesne University*

### **39 | Obituaries**

*Submitted by Tom Fagan, University of Memphis*

## Announcements

- 42 | Division 16 Conversation Series**
- 43 | Division 16 Book Series**
- 43 | Division 16 Executive Committee  
Election Results**
- 44 | Elizabeth Koppitz Fellowship,  
Request for Proposals**
- 45 | Charles L. Brewer  
Distinguished Teaching Award,  
Call for Nominations**

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Amanda Clinton, Ph.D.  
Psychology Program  
Department of Social Sciences  
University of Puerto Rico  
Mayaguez, PR 00680  
(787) 832-4040 (w)  
(787) 245-9615 (c)  
(787) 265-5440 (f)  
[amanda.clinton@gmail.com](mailto:amanda.clinton@gmail.com)

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Amanda Clinton, Ph.D.  
Psychology Program  
Department of Social Sciences  
University of Puerto Rico  
Mayaguez, PR 00680  
(787) 832-4040 (w)  
(787) 245-9615 (c)  
(787) 265-5440 (f)  
[amanda.clinton@gmail.com](mailto:amanda.clinton@gmail.com)

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## Division 16 Executive Committee

### President

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

### President-Elect

Vincent C. Alfonso, Ph.D.  
Professor  
Graduate School of Education  
33 West 60th Street, Room 839  
New York, NY 10023  
212-636-6433 (w)  
212-636-7362 (f)  
[alfonso@fordham.edu](mailto:alfonso@fordham.edu)

### Past President

Karen Callan Stoiber, Ph.D.  
Department of Educational Psychology  
University of Wisconsin-Milwaukee  
2400 East Hartford Ave.  
Milwaukee, WI 53211  
(414) 229-6841 (w)  
(414) 229-4939 (f)  
[kstoiber@uwm.edu](mailto:kstoiber@uwm.edu)

### Secretary

Susan Swearer, Ph.D.  
Department of Educational Psychology  
University of Nebraska-Lincoln  
40 Teachers College Hall  
Lincoln, NE 68588-0345  
(402) 472-1741 (w)  
(402) 472-8319 (f)  
[sswearer@unlserve.unl.edu](mailto:sswearer@unlserve.unl.edu)

### Treasurer

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

### Vice President of Professional Affairs (VP-PA)

Amanda Clinton, Ph.D.  
Psychology Program  
Department of Social Sciences  
University of Puerto Rico  
Mayaguez, PR 00680  
(787) 832-4040 (w)  
(787) 245-9615 (c)  
(787) 265-5440 (f)  
[amanda.clinton@gmail.com](mailto:amanda.clinton@gmail.com)

### Vice President of Membership

Jessica A. Hoffman, PhD, NCSP  
Associate Professor  
Dept. of Counseling and  
Applied Educational Psychology  
415 International Village  
Northeastern University  
Boston, MA 02115  
(617) 373-5257 (w)  
(617) 373-8892 (f)  
[jesshoffman@neu.edu](mailto:jesshoffman@neu.edu)

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

Stacy Overstreet, Ph.D.  
Director, School Psychology  
Training Program  
Tulane University  
3019 Percival Stern Hall  
New Orleans, LA 70118  
(504) 862-3332 (w)  
[soverst@tulane.edu](mailto:soverst@tulane.edu)

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

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

### Vice President of Publications & Communications (VP-PC)

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

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

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

### Council Representatives

Cindy Carlson, Ph.D.  
University of Texas at Austin  
Educational Psychology Department  
1 University Station D5800  
Austin, TX 78712  
(512) 232-4835 (w)  
(512) 471-1288 (f)  
[cindy.carlson@mail.utexas.edu](mailto:cindy.carlson@mail.utexas.edu)

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

### Council Representatives (cont.)

Frank C. Worrell, Ph.D.  
Cognition and Development  
Graduate School of Education  
University of California, Berkeley  
4511 Tolman Hall  
Berkeley, CA 94720-1670  
(510) 643-4891 (w)  
(510) 642-3555 (f)  
[frankc@berkeley.edu](mailto:frankc@berkeley.edu)

### SASP Representative

Lindsey DeBor  
School Psychology Doctoral Student  
Duquesne University  
Pittsburgh, PA  
[lgdebor418@gmail.com](mailto:lgdebor418@gmail.com)

### Historian

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

### Editor

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

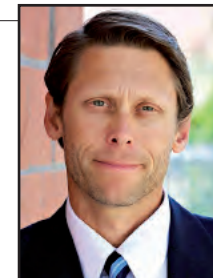




## PRESIDENT'S MESSAGE

# Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy

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



*Shane R. Jimerson*

***“Be the change you wish to see in the world” ~ Mahatma Gandhi***

It continues to be an honor and a pleasure to serve as Division 16 President during 2012. During the past few months, through my numerous communications and interactions with school psychology faculty, professionals, and students across the country and throughout the world, I am consistently reminded of the incredible talents, skills, knowledge, and contributions that school psychologists offer to the lives of children, to the educational context, to advancing knowledge, and to making things better. Indeed, I believe that many school psychologists already do and all should strive to: *“Be the change you wish to see in the world!”*

As the recipient of the 2012 Ronda C. Talley Distinguished Lecturer Award for exemplary leadership, advocacy, and contributions to evidence-based practice in school psychology, I recently had the good fortune of presenting

at Indiana University. Dr. Ronda C. Talley has previously provided many leadership contributions to Division 16, the American Psychological Association, and the profession of school psychology throughout her career, and she recently contributed a generous endowment to Indiana University to support ongoing excellence in leadership and advocacy. Dr. Talley's leadership, advocacy, and generosity, provide the catalyst and inspiration for this particular article. With the encouragement of Dr. Jack Cummings (Indiana University Professor of School Psychology and previous President of Division 16), I prepared a presentation highlighting the importance of advocacy in school psychology (video available online at the 2012 School Psychology Futures Conference Website [http://www.indiana.edu/~futures/f12\\_jimerson.html](http://www.indiana.edu/~futures/f12_jimerson.html)). As the inaugural recipient of this distinguished award, Dr. Cummings encouraged me to share my experiences related to advocacy. I found this to be

a tremendous opportunity to reflect on what, how, why, and assorted activities I had engaged in throughout my career related to advocacy. In the weeks since the presentation, many students and colleagues across the country and around the world have communicated with me to share their appreciation for the ideas that I articulated in the presentation. Thus, in an effort to facilitate further discussion about this important topic, the following includes some of my reflections related to advocacy, science, practice, and policy relevant to school psychology.

My experiences as an undergraduate at the University of California - Berkeley and my experiences in graduate school at the University of Minnesota very much influenced my ideas about the importance of advocacy in my career. Throughout my university experiences, the importance of advocacy and leadership were emphasized. At the University of Minnesota, I quickly came to understand and embrace the role of the school

**“One person  
can make a  
difference,  
and everyone  
should try.”**

**~ John F. Kennedy**

CONTINUED FROM PAGE 5

### President's Message: Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy

**"I am unable to make the days longer, so I strive to make them better."**

**~ Henry David Thoreau**

psychologist as an advocate for children. Across the breadth of knowledge (e.g., social, emotional, cognitive, academic, family, systems, consultation, assessment), advocacy was consistently revealed as a critical contribution of school psychologists. In addition, there was also an emphasis on Problem-Solving Processes, Data-Based Decision making, and being a catalyst for change, and each has provided the core foundations of my understanding of advocacy and my advocacy efforts. In my various leadership roles with state, national, and international school psychology groups (e.g., Division 16 of the American Psychological Association, the National Association of School Psychologists, the International School Psychology Association, the California Association of School Psychologists, the Society for the Study of School Psychology, the International Institute of School Psychology), I have continued to embrace and emphasize the importance of science, practice, and policy in advancing the well-being of children throughout the country and around the world.

Advocacy has been defined as *"The act or process of advocating or supporting a cause or proposal."*([Merriam-webster.com](http://www.merriam-webster.com)). In reflecting on my experiences with advocacy, I embrace that it is a process; however, it also seems as though this succinct definition of advocacy does

not provide sufficient information to facilitate professional efforts to advocate for children. Wallack and colleagues (1993) state that advocacy is a "catch-all word" for the set of skills used to create a shift in public opinion and mobilize the necessary resources and forces to support an issue, policy, or constituency. Furthermore, Wallack (1993) highlights that advocacy attempts to enlarge the range of choices that people can have by increasing their power to define problems, solutions, and participate in the broader social and policy arena. The School Psychology Futures Conference website indicates: *"Advocacy is a critical skill to influence and create change for the future of our nation's children. ... School psychology and school psychologists need*

*incorporate evidence-based assessment and treatment in schools"* ([http://www.indiana.edu/~futures/f12\\_advocacy.html](http://www.indiana.edu/~futures/f12_advocacy.html)). These ideas begin to identify the scope complexity, and importance of advocacy.

### Advocacy and School Psychology

In particular, I am highlighting the importance of advocacy as related to the profession and field of school psychology. The first component of this exploration is to consider for whom or what do school psychologists advocate? Through my reflections on this topic, followed by discussions with graduate students and colleagues in school psychology programs, it became clear that there are many diverse topics and populations that school psychologists advocate (See Table 1).

**Table 1. Examples of topics for which, and populations for whom, school psychologists advocate.**

For children	For education	For awareness
For families	For change	For health
For community	For success	For knowledge
For the profession	For solutions	For disadvantaged
For the schools	For enhancement	For standards
For accessibility	For future	For opportunity
For services	For training	For equity

*to further develop effective advocacy strategies to support our children and youth, to enhance the profession, and to*

An additional topic of initial reflection and discussion was to consider with whom school psychologists collaborate

CONTINUED FROM PAGE 5

### **President's Message: Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy**

to advocate (examples include: colleagues, schools, local associations and government, state associations and government, federal associations and government, international association and organizations, community organizations, and other relevant institutions with power and influence). Considering the assorted topics and populations school psychologists may engage in advocacy efforts and the diverse groups whom school psychologists may collaborate, it is evident that advocacy is multi-faceted and warrants for consideration of advocacy as a process.

Upon further reflection, it was evident that for me, advocacy represents the confluence of science, practice, and policy. That is, throughout my professional efforts, my advocacy efforts have been built upon the foundation of scientific knowledge that informed the particular issue, considering the importance of the daily practices influencing the particular issue and what would be considered best practices, as well as considering the various policies that influenced or may influence such practices (See Figure 1). In my experiences, I have consistently been focused on the science, practices, and policies that inform and influence how to optimally facilitate and promote the social, cognitive, social, emotional, and academic development of students at school.

**Figure 1. Triarchic Conceptualization of Advocacy**



During the past two decades I have been pursuing topics that I am passionate about, and not necessarily following an a priori sequence in my advocacy efforts; however, in retrospect, I have deduced that there are some core elements that have consistently been underlying my advocacy efforts. These core elements include:

- Purpose
- Knowledge
- Passion
- Persistence
- Action
- Values
- Collaboration
- Planning
- Process
- Data-Based Decisions

Based on my experiences, one of the most important core elements is relationships!

In my experiences, relationships have been central to my advocacy efforts. Relationships with principals, teachers, parents, school psychologists, school counselors, special education professionals, superintendents, board members, government representatives, scholars, and others have been the most important aspect of successful advocacy. I believe that it is fundamental to understand that ultimately successful advocacy is typically dependent upon relationships with others. In speaking with other colleagues who have engaged extensively in advocacy efforts throughout their careers, the importance of relationships is consistently reiterated as a quintessential component.

In my personal reflections to make sense of my experiences with advocacy throughout my career, I have attempted to extract a summary of five steps that I believe are important to consider in the advocacy efforts of school psychologists. Those familiar with basic problem-solving steps will recognize the core elements, as it is apparent that problem solving has been central in my personal experiences with advocacy. Thus, I offer the following five steps as a heuristic of the advocacy process.

Five steps to consider in school

CONTINUED FROM PAGE 6

### **President's Message: Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy**

psychology advocacy work:

1. Clearly identify the issue
2. Collaborate
3. Plan
4. Action
5. Reflect and evaluate

The following is a very brief summary of each of these five steps.

#### **Step 1. Clearly identify the issue**

In clearly identifying the issue, it is critical to provide a simple description of the issue to help others understand the essential elements of the issue under consideration. At this initial step, it is important to obtain information (e.g., data, evidence, stakeholder input) about the issue (i.e., encourage data-based decision making). Also, it is most helpful to describe the issue in a way that helps to make change possible, not simply admiring the problem, but emphasizing what may be better. Too often, professionals may admire a problem extensively, highlighting the many subtleties and deleterious effects, yet, fail to focus on strategies or solutions. Relatedly, at this initial step it is important to identify the key objectives or goals associated with the advocacy efforts. Indeed, it is simple, data-based statement of the issue and empirically informed way forward that is most salient first step in my experience with successfully

advocating for children.

#### **Step 2. Collaborate**

Collaboration has been a important component in my advocacy experience. Partners and allies typically strengthen your advocacy efforts. For instance, collaborators can facilitate knowledge of and access to the process, they can also enhance knowledge of the subject and help to get an issue on the agenda. Successful advocacy efforts often involve nurturing relationships and developing professional networks, in order to access information, provide sufficient resources, contribute necessary skills, and facilitate cooperation that is typically necessary to actualize the advocacy objectives. Recognizing that there are many dimensions in the advocacy process, in my experiences, collaboration has been key to successful advocacy efforts.

#### **Step 3. Plan**

Early on, it is important to engage in thoughtful planning efforts to consider how to accomplish the stated advocacy objectives. This includes determining the appropriate individual(s), group(s), and system(s) to target. Considering questions such as: Who is in charge of developing/implementing the policy/program/service you're concerned about?; Who has the power to make change?;

Who does this decision maker listen to?; and, What decision processes are established? It is important to establish action plans and timelines to facilitate change at the appropriate level(s). This often includes individual meetings, small group discussions, sharing information, and involving key stakeholders and decision-making persons. As the process continues, efforts may include public briefings, involving higher-level decision makers, larger group discussions, and public sharing of information. As the process further evolves, efforts may include information distribution, letter writing, involving higher-level decision/policy persons, and working with the media. Initial plans should provide clear direction and also understanding that as the advocacy process progresses, there are typically further planning efforts that are necessitated by the unanticipated perturbations that emerge.

#### **Step 4. Action**

Actions will be informed by the aforementioned planning efforts. When you are implementing the advocacy strategies, it is important to specify in the plan who is going to do what and when to; a) prepare for the advocacy efforts, b) deliver the actions, c) follow-up and, evaluate the actions.

CONTINUED FROM PAGE 7

### **President's Message: Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy**

#### **Step 5. Reflect and evaluate**

Reflection on and evaluation of your advocacy efforts is an important way to learn from your experience. There are many questions that may be considered in this process, for instance: Where did we start? Where are we now? What worked well and helped us achieve our objectives? What actions were not helpful? What might we do differently next time, and why? Engaging in reflection and evaluation throughout the advocacy process will serve to further refine and inform planning and reveal when further actions are warranted.

Clearly, this is a succinct summary of advocacy as a process. There is not sufficient space to fully articulate the dynamic and reciprocal nature of science, practice, policy, and the five steps described herein. In my own experiences advocating for individual children in schools, for groups of children in schools or communities, and for school psychology professionals, the information succinctly described above has been invaluable.

Many school psychologists (e.g., scholars, students, practitioners) will continue to be advocates for children. Given the importance of these professional activities, it is clear that graduate programs across the country and throughout the world will further contribute to advocacy efforts by

providing some foundational knowledge about the process of advocacy and facilitating access to the relevant literatures that will further inform and advance understanding of advocacy. Those faculty responsible for preparing the next generation of school psychologists are encouraged to reflect on how their program provides this fundamental knowledge. During the Fall of 2012, the School Psychology Futures Conference will feature advocacy as one of three critical emphases. I encourage school psychology professionals, faculty, and students around the world to participate in the online sessions and discussions (Monday, October 8, 3:30-5:00 PM Eastern; Friday, October 26, 3:30-5:00 PM Eastern; Saturday, November 10, 3:30-5:00 PM Eastern; <http://www.indiana.edu/~futures>). The American Psychological Association provides valuable information online regarding advocacy, with particular emphasis on liaison activities and communications with decision-makers on Capitol Hill and in federal agencies (<http://www.apa.org/about/gr/advocacy/index.aspx>). Furthermore, the National Association of School Psychologists has provided many resources online regarding advocacy and school psychology (<http://www.nasponline.org/advocacy>).

As stated at the onset, through my experience and communications with school psychologists (e.g., practitioners,

scholars, students), I continue to be impressed and inspired by the incredible advocacy efforts on behalf of children, families, and the profession of school psychology. As keenly noted by John F. Kennedy “*One person can make a difference, and everyone should try.*” Indeed, there are instances and opportunities each and every day for school psychologists around the world to advocate for children, families, and the profession of school psychology. As related to our efforts to make things better, I concur with Henry David Thoreau who stated “*I am unable to make the days longer, so I strive to make them better.*”

I look forward to further discussions about advocacy, science, practice, policy and other important topics relevant to school psychology, and I hope to see many of you at the APA Conference in August. Division 16 has prepared an excellent 2012 program, as described in this issue of *The School Psychologist*, and also featured on the Division 16 website (<http://www.apadivisions.org/division-16/>). I am frequently reminded of the importance of our individual and collective efforts. Margaret Mead highlighted the importance of the efforts of small groups of committed persons in actualizing change, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it’s the only thing that ever has.” If you are inspired, compelled,



CONTINUED FROM PAGE 8

**President's Message: Triarchic Conceptualization of Advocacy:  
The Confluence of Science, Practice, and Policy**

or enthusiastic to contribute further to the future of Division 16 and school psychology, please communicate with me ([Jimerson@education.ucsb.edu](mailto: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, *Be the change you wish to see in your world!*

**References**

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**Never doubt that a small group of thoughtful, committed citizens  
can change the world. Indeed it's the only thing that ever has.**

**~ Margaret Mead**



## PRACTICE FORUM

# Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms

**Ara Schmitt, Jeffrey Miller, and Krista Long, Duquesne University and Janine Certo, Michigan State University**

Executive functions include cognitive processes that coordinate, integrate, and control cognition, particularly in novel situations, and are necessary for higher-order problem solving and goal-directed behavior (Bernstein & Waber, 2007; Hughes & Graham, 2002; Marlow, 2000; Shallice & Burgess, 1991). One group of children that are theorized to have executive function deficits is those with attention disorders (Barkley, 1997). Consistent with this notion, many studies have documented poorer executive functioning for children with Attention-deficit/Hyperactivity Disorder (ADHD) compared to normal controls (see Barkley, 2006 for a review). Although a universal profile of executive dysfunction for children with attention problems as measured by laboratory-based tests of executive functions has proven elusive (Brown, 2006; Geurts, Verte, Oosterlaan, Roeyers, & Sergeant, 2005; Goldberg, et al., 2005; Sergeant, Geurts, & Oosterlaan, 2002; Tsai, Shalev, & Mevorach, 2005; Willcutt, Doyle, Nigg, Faraone, & Pennington,

2005), empirical studies investigating the executive function profile of children with attention problems consistently find that poor response inhibition and reaction time variability distinguish children with ADHD from normal controls (Epstein et al., 2011; Geurts, Verte, Oosterlaan, Roeyers, & Sergeant, 2004; Geurts, Verte, Oosterlaan, Roeyers, & Sergeant, 2005; Happe, Booth, Charlton, & Hughes, 2006; Sergeant et al., 2002). Gordon, Barkley, and Lovett (2006), among others who have reviewed the extant literature, concluded that continuous performance tests most reliably differentiate children with ADHD from those that do not (Barkley, 2006; de Zeeuw et al., 2008). Still, imperative to note is that the absence of disinhibition does not rule out the presence of an attention problem (Riccio, Reynolds, Low, & Moore, 2002).

Beyond the hallmark characteristic of disinhibition, no consistent executive function profile has been established for children with attention problems. Further, when comparing the executive

function profiles of children with ADHD-Predominantly Inattentive Type (ADHD-I) and ADHD-Combined Type (ADHD-C), the patterns are neither consistent across



CONTINUED FROM PAGE 10

### **Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms**

studies, nor do the patterns appreciably differ across subtypes of attention problems (Epstein et al. 2011; Geurts, Verte, Oosterlaan, Roeyers, & Sergeant, 2005; Houghton, et al., 1999; Riccio, Homack, Pizzitola-Jarratt, & Wolfe, 2006; Sergeant, Geurts, & Oosterlaan, 2002; Willcutt, Doyle, Nigg, Faraone, & Pennington, 2005). On the surface these findings appear to dispute conclusions that ADHD-C and ADHD-I are “distinct and unrelated disorders” (Milich, Balentine, & Lynam, 2001, p. 463; Adams, Milich, & Fillmore, 2010). Thus, it is unlikely that failure to establish a clear pattern of executive dysfunction using lab-based instruments is an artifact of multiple attention problem subtypes being present within the clinical samples.

One hypothesis for the lack of consistent results is that the executive function profiles have not converged into a stable pattern across studies due to the presence of inconsistent and irrelevant variance from comorbid disorders. ADHD has been shown to be comorbid with at least one other disorder in up to 44% of children in community samples and 87% in clinic samples (Barkley, 2003). As just one example, there is substantial evidence for the co-occurrence of ADHD and major depression throughout the developmental period (Ostrander, Crystal, & August, 2006). Further, from a neurobiological perspective, major depression involves

abnormal functioning of the hypothalamic-pituitary-adrenal (HPA) axis that is associated with structural changes in the frontal cortex, among other structures (Weinstock, 2008). Thus, frontal cortex mediated executive function deficits could differentially impact the executive function profiles of children with ADHD and major depression compared to those with ADHD and not major depression resulting in different profiles for what appear to be children with ADHD. This was evidenced by Jonsdottir, Bouma, Sergeant, and Scherder (2006) who found that performance on tests of executive function was not related to ADHD symptom severity, but rather to symptoms of depression. Therefore, it may be fruitful to study the executive function profiles of children in a natural setting, as opposed to clinic referred children who are also at high risk for comorbid problems.

One might look to general education classrooms for examples of such children.

Individually-administered assessment tools aside, a large literature base supports the use of behavior rating scales as part of the assessment procedures for the diagnosis of ADHD. For example, the *Behavior Assessment System for Children (BASC)*; Reynolds & Kamphaus, 1992) has not only been shown to discriminate those with an attention disorder from controls (Jarratt, Riccio, & Siekierski, 2005), but also to detect subtypes of ADHD

(Vaughn, Riccio, Hynd, & Hall, 1997). More recently it has been established that rating scales measuring executive function also distinguish children with ADHD from controls. For example, Jarratt et al. (2005) found that when rated on the parent form of the *Behavior Rating Inventory of Executive Function (BRIEF)*; Gioia, Isquith, Guy, & Kenworthy, 2000), children with ADHD were found to have significantly more problems across executive function domains than a normal comparison group, even after controlling for IQ. This finding is consistent with other studies that established that children with ADHD are rated poorer by parents across *BRIEF* executive function domains than normal controls (Mahone et al., 2002; Sullivan & Riccio, 2008; Toplak, Bucciarelli, Jain & Tannock, 2009). At least two studies exist to suggest that the parent *BRIEF* may be used to distinguish ADHD-C from ADHD-I. First, McCandless & O’Laughlin (2007) found that children with ADHD-C were rated as having more problems on the Behavioral Regulation and Inhibit scales compared to children with ADHD-I. Second, Gioia, Isquith, Kenworthy, and Barton (2002a) also found these two groups to differ on the parent *BRIEF* Inhibit scale. There are also preliminary data that suggest teachers rate children with ADHD-C as having more problems on the Metacognitive and Working Memory scales on the teacher

CONTINUED FROM PAGE 11

### Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms

*BRIEF* compared to normal controls (McCandless & O'Laughlin, 2007). However, in this same study, no teacher *BRIEF* scales were found to distinguish ADHD-C from ADHD-I. Similarly, Sullivan, and Riccio (2008) provided evidence that teachers rate children with ADHD unspecified by subtype as having more problems across teacher *BRIEF* domains than normal controls.

Unlike previous studies, the purpose of this investigation was not to study the executive function profiles of clinic referred children, or children with a formal ADHD designation. This study sought to capture children exhibiting sub-threshold inattentive and/or overactive behaviors in order to glean information about the impact of such behaviors in the classroom setting. General education classrooms were also selected to avoid the potential impact of comorbid disorders often present in the clinical samples of some studies (e.g., McCandless & Laughlin, 2007; Toplak, Bucciarelli, Jain, & Tannock, 2009). The results of this study may shed light on the presence these problem behaviors and concurrent executive function patterns that found in general education classrooms, and also inform the universal screening of children in schools for educational support (Jimerson, Burns, & VanDerHeyden, 2007).

#### Method Participants

Rating scale responses were gathered from the teachers of 112 children in grades 1 ( $n = 36$ , 32.1%), 3 ( $n = 28$ , 25%), 4 ( $n = 31$ , 27.7%), and 5 ( $n = 17$ , 15.2%) with an average age of 8.37 years ( $SD = 1.65$ , Range 5 – 11 years). The participant sample included 65 (58%) boys and 47 (42%) girls, and 23 (21%) African American, 69 (62%) White, 8 (7%) Bi-racial, 6 (5%) Asian, and 6 (5%) Other children. Socioeconomic status of the participants was indicated by reduced lunch status. Twenty-one (18.8%) received free lunch, 6 (5.4%) received reduced lunch, and 85 (75.9%) received regular lunch. The participants came from eight different classrooms in an urban school district in the Mid Atlantic United States.

#### Measures

*Behavior Assessment System for Children-2 (BASC-2)*. The *BASC-2* (Reynolds & Kamphaus, 2004) is a widely used measure of children's problem and adaptive behaviors. This broad-band measure includes a Teacher Rating Scales form that has been shown to be a reliable and valid tool to identify behavior problems (Jarratt et al., 2005; Reynolds & Kamphaus, 2004). The Attention subscale was used in the present study.

*Behavior Rating Inventory of Executive Function – Teacher Form*

(*BRIEF*). The *BRIEF* (Gioia, Isquith, Guy, & Kenworthy, 2000) is a behavior rating scale designed to measure teacher ratings of behaviors associated with executive function. The *BRIEF* is composed of 86 items rated by the teacher on a three-point Likert scale. Responses are scored onto eight scales which are then organized into two composite scores labeled the Behavioral Regulation Index (comprised of the Inhibit, Shift, and Emotional Control scales), and the Metacognition Index (comprised of the Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor scales). Internal consistency ranges from .80 to .98 (Gioia et al., 2000). The *BRIEF* manual indicates good validity, but subsequent analyses have suggested a three-factor structure better explains the organization of the subtests (Gioia, Isquith, Retzlaff, & Espy, 2002b).

#### Procedures

Teachers were asked to rate the children in their class using subscales of the *BASC-2* and *BRIEF*. The Attention subtest of the *BASC-2* and *BRIEF* rating scales were administered as part of a larger study of student literacy. The teachers were asked to complete the rating scales after at least one month of school to ensure the teachers had observed the children long enough to provide reliable behavior ratings.

CONTINUED ON PAGE 13



CONTINUED FROM PAGE 12

### Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms

In order to assign the participants to one of the four experimental groups, studies that used behavior rating scales to categorize children into actual subtypes of ADHD were reviewed. For example, Derefinko, Adams, Milich, Fillmore, Lorch, & Lynam (2011) used a minimum T-score of 60 on behavior rating scales to formally classify child participants as having a subtype of ADHD. Therefore, a T-score cut off of 55 was used in this study to capture children exhibiting sub-threshold inattentive and/or overactive behaviors in order to glean information about the impact of such behaviors in the classroom setting. As the items on this *BRIEF* Inhibit scale reflect hyperactive and impulsive behavior, children rated with *BRIEF* Inhibit T-Scores of 55 or greater and *BASC-2* Attention scores of less than 55 were assigned to the Overactive group. Children rated with *BASC-2* Attention T-Scores of 55 or greater and *BRIEF* Inhibit T-Scores of less than 55 were assigned to the Inattentive group. Children rated with *BASC-2* Attention and *BRIEF* Inhibit T-Scores of 55 or greater were assigned to the Combined, inattentive and overactive group. Children rated with *BASC-2* Attention T-Scores and *BRIEF* Inhibit T-Scores of less than 55 were classified as Normal. Sample sizes of the groups were 10 (8.9%) Combined Type, 12 (10.7%) Overactive Type, 10 (8.9%) Inattentive Type, and 80 (71.4%) Normal.

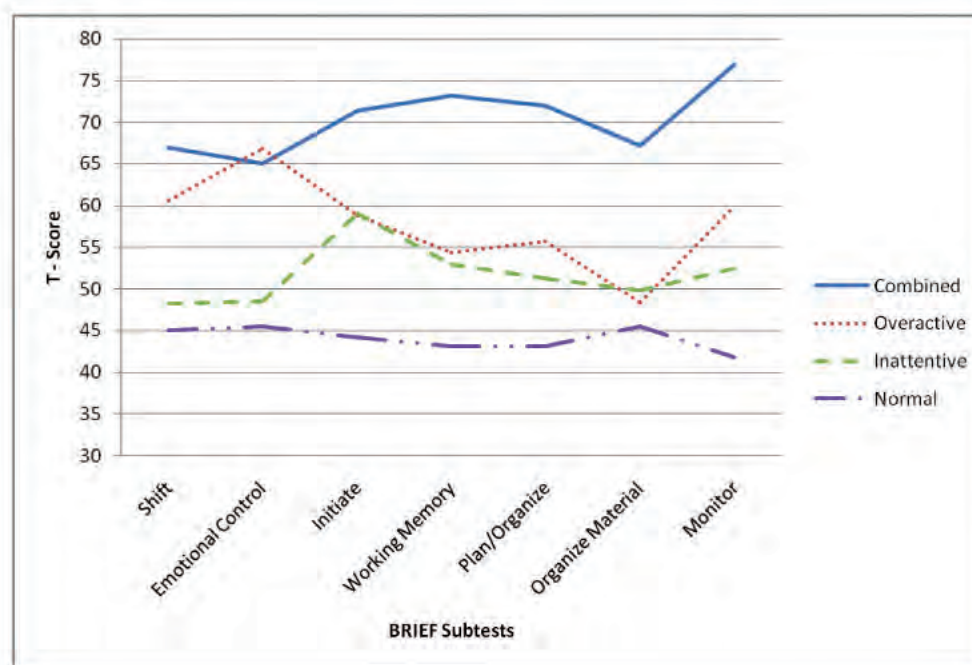
These rates are consistent with estimates of ADHD in the general population (DuPaul, Power, Anastopoulos, & Reid, 1998). Therefore, it appears the current sample is typical of the composition of general education classrooms.

### Results

The means and standard deviations for all variables are provided by total group and for each experimental subgroup in Table 1. A preliminary, one-way MANOVA

was conducted to ensure that it was appropriate to consider the ratings of boys and girls together in the final analyses. The independent variable for this analysis was gender and the *BRIEF* Shift, Emotional Control, Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor scales were entered as dependent variables. No significant gender differences were revealed, therefore, the results of both genders were combined in the final analyses.

Figure 1. *BRIEF* Teacher Form ratings across scales and groups.



CONTINUED ON PAGE 14

CONTINUED FROM PAGE 13

### Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms

A one-way MANOVA was conducted with the four experimental groups used as levels of the independent variable (attention group) and the seven executive function measures entered together as dependent variables. The overall model resulted in a Wilk's lambda of .11 ( $F(21, 293) = 16.46, p < .001$ , Partial  $\eta^2 = .53$ ). Univariate  $F$  tests for each executive function scale indicated all scales showed significant differences across groups (Table 1). A Tukey HSD post hoc analysis was conducted to examine multiple comparisons among the experimental groups. Tukey HSD results are presented in Table 1. The profile of executive function scores across groups is provided in Figure 1. As expected, post hoc multiple comparisons indicated that children in the Combined Type were rated significantly higher on all *BRIEF* subscales compared to normal controls (Gioia et al., 2002a).

#### Discussion

Inferential analyses and visual analysis of figure 1 reveal that for children in general education classrooms there are differences in executive function abilities between children with and without inattentive behavior. Additionally, group differences also exist across children exhibiting inattention, overactivity, and combined inattention-overactivity. Specifically, the combined group showed

significantly more problems compared to normal peers across all executive functions scales. The overactive group showed statistically significant elevations on the Shift, Emotional Control, Initiate, Working Memory, Plan/Organize, and Monitor scales compared to normal peers. Finally, the inattentive group had significantly greater problems measured by the Initiate, Working Memory, Plan/Organize, and Monitor scales than normal peers. Therefore, it appears that the combination of inattention and overactivity has a cumulative, deleterious association with ratings of executive functions compared to either the presence of inattentive or overactive behavior alone. Furthermore, the primary differences between inattentive and overactive children in this sample were that the overactive children had greater problems with emotional control and the ability to shift attentional sets.

The current findings are consistent with the increasing number of studies that have identified executive function differences between children with ADHD-C and normal controls. This study also supports Milich and colleagues' (2001) and Adams, Milich, and Fillmore's (2010) claim that ADHD-I and ADHD-C are distinct disorders. Specifically, studies have begun to examine the notion of *sluggish cognitive tempo* (SCT) as a construct that may be used to explore

the neurobehavioral manifestations of ADHD-I versus ADHD-C (Adams, Derefinko, Milich, & Fillmore, 2008; Carlson & Mann, 2000; 2002). Children with SCT are characterized with descriptors such as "daydreaming," "drowsy," "apathic," "amotivation", "underactive," "slow moving," "lacking in energy." Based on SCT research findings, it is hypothesized that children exhibiting inattention will display executive function deficits consistent with the profile of SCT. The executive function profile of children who displayed inattentive behavior in this study seems to support the characterization of SCT. Educators and specialists must be aware of the executive function problems associated with inattentive behavior and SCT, and consider providing children with such problems additional support in the areas of initiating work, working memory, planning for work completion, and self-monitoring of learning behaviors.

With respect to differentiating subtypes of ADHD using rating scales, Gioia et al. (2002a) compared the ratings of children with ADHD-C and ADHD-I using the *BRIEF* and found that both groups showed clinical-level elevations on the Inhibit, Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor scales. McCandless & Laughlin (2007) also found that teacher *BRIEF* ratings did not adequately

CONTINUED ON PAGE 15

CONTINUED FROM PAGE 14

**Practice Forum: Executive Functioning Profiles of Children  
Who Display Inattentive and Overactive Behavior in General Education Classrooms**

distinguish ADHD subtypes. On the other hand, the present study was able to distinguish the executive function

profiles of general education children who displayed inattentive and overactive behavior from children who only exhibited

inattentive behavior using teacher ratings on the *BRIEF*. The difference in findings could be due to the fact that previous

**Table 1**  
**Mean, Standard Deviations, Univariate Tests, and Multiple Comparisons for *BRIEF* Teacher Form Responses by Group**

Scale	Group					ANOVA <i>F</i> (3,108)	Partial $\eta^2$
	Combined ( <i>n</i> =10)	Overactive ( <i>n</i> =12)	Inattentive ( <i>n</i> =10)	Normal ( <i>n</i> =80)	Total ( <i>N</i> =112)		
Shift	67.00bc (25.12)	60.67de (10.87)	48.30bd (6.85)	45.05ce (3.94)	48.97 (11.53)	25.57	.415
Emotional Control	65.00bc (25.52)	66.83de (19.38)	48.50bd (6.75)	45.55ce (3.41)	49.83 (12.94)	23.07	.390
Initiate	71.40abc (11.88)	58.83ae (10.57)	59.10bf (12.05)	44.18cef (6.63)	49.51 (12.12)	44.68	.554
Working Memory	73.20abc (16.86)	54.42ae (9.93)	52.90bcf (8.40)	43.12cef (3.58)	47.89 (11.34)	61.09	.629
Plan/Organize	72.00abc (14.60)	55.75ae (10.14)	51.30bf (8.27)	43.06cef (4.15)	47.74 (11.05)	61.10	.629
Organization of Materials	67.20abc (20.94)	48.42a (5.60)	49.80b (8.83)	45.56c (5.30)	48.18 (10.14)	20.91	.368
Monitor	76.90abc (12.62)	59.92ade (9.48)	52.50bdf (9.65)	41.81cef (3.58)	47.84 (12.43)	125.04	.776

Note. Standard deviations are provided in parentheses. ANOVA = analysis of variance. Means in row sharing subscripts are statistically significantly different at the  $p < .05$  level based on Tukey HSD multiple comparisons.

\* Group main effect is statistically significant,  $p < .001$ .

CONTINUED ON PAGE 16

CONTINUED FROM PAGE 15

### Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms

studies involved clinic referred children with comorbid diagnoses who may have been given to more severe and global problems than the present sample.

This study contributes to the extant literature by demonstrating that children with sub-threshold inattentive and/or overactive behavior in general education classrooms may differ by kind and severity of executive function abilities. Findings also underscore that great variability in executive functioning exist in classrooms and that rich information can be gleaned from teacher ratings of child behavior. The results of this study should be interpreted as preliminary because the modestly-sized sample of participants came from a single school in an urban school district. Future investigations might seek to use a larger sample of children from many schools and districts. Additional research is also needed to explore if the executive function profiles of children with inattentive and/or overactive behavior changes across time. Given the nature of the larger study of which these data were gathered, another limitation of this investigation is that it was not possible to control for general cognitive ability or establish the number of participants, if any, who carried clinical diagnoses. Nevertheless, the findings are encouraging as another step towards identifying the core executive function deficits that may be associated with different types of attention problems

and that are present in general education classrooms.

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## RESEARCH FORUM

# Salary and Negotiation Practices in School Psychology Faculty and Practitioners

**Laura M. Crothers, Duquesne University**

**Lea A. Theodore & Sandra B. Ward, College of William and Mary**

**Ara J. Schmitt & Tammy L. Hughes, Duquesne University**

**John Lipinski, Robert Morris University**

**Kisha Radliff, Ohio State University**



**“A trend in the field of psychology as a whole, and in school psychology in particular, is the increase in women populating the profession.”**

A trend in the field of psychology as a whole, and in school psychology in particular, is the increase in women populating the profession. Rosenfield (2004) describes this as the “feminization of school psychology.” Data from numerous studies (Curtis, 2002; Little, Akin-Little, & Tingstrom, 2004) document the steady increase of women in practitioner roles and academia since the early 1970s (18%; Farling & Hoedt, 1971; 50%; Reschly, 2000; respectively) to 74% of practitioners (Curtis, Lopez, Batsche, & Smith, 2006) and 51.8% of the school psychology professorate in 2004.

These data suggest that despite the number of women enrolled in school psychology graduate study (80% of all students; Thomas, 1998), most women entering the profession of school psychology assume practitioner roles. Additionally, for women who do choose a career in academia, there is a tendency to occupy positions in non-doctoral-

granting institutions (Akin-Little, Bray, Eckert, & Kehle, 2004; Fouad et al., 2000). Of additional interest, numerous studies (Akin-Little et al., 2004; Levinson, Rafoth, & Sanders, 1994; Reschly, 2000; Wilson & Reschly, 1995) suggest that gender differences exist in employment conditions such as salary, with men receiving compensation packages that are significantly greater than those received by their female peers.

In an investigation by Curtis, Hunley, and Grier (2002), data from a national survey of practicing school psychologists revealed that differences in salary existed between men and women regardless of level of training and amount of experience. These authors suggest that this issue should be investigated further because of its potential relationship to job satisfaction and “conclusions regarding motivation to stay in the field and ultimately to decisions regarding choices for professional practice activities” (Curtis et al., 2002, p. 39).

In response to this suggestion of Curtis and colleagues (2002), Crothers, Schmitt, Hughes, Theodore, and Lipinski (2009) gathered qualitative data to provide current information of the employment characteristics and conditions of U.S. university school psychology trainers with regard to potential differences between males and females. Participants responded to qualitative prompts regarding their: 1) preparations for negotiating for salary and promotion, 2) perceptions of likelihood to engage in future negotiation, 3) perceived impact of gender upon salary and promotion negotiation and, 4) general impressions of negotiation and their negotiation outcomes.

The researchers then replicated this study with school psychology practitioners to compare the findings from the sample of school psychology university trainers with that of school psychologists. The purpose of the present study, therefore,

CONTINUED FROM PAGE 18

**Research Forum:****Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

is to determine if common themes of responses were present within items and between samples and to explore: 1) if these themes may be used to understand gender disparity with respect to salary and 2) themes regarding gender differences in perceptions of the salary and promotion negotiation process. Because of space constraints, data from the first two research questions will be reviewed here, and a subsequent article will present data from the second two research questions.

For the sample of university trainers, all graduate school psychology programs in the U.S. listed in *Best Practices in School Psychology* (5th edition; Thomas & Grimes, 2008) were identified and all associated full-time faculty were considered potential participants. Through the website of each school psychology program, the e-mail address of each potential participant was obtained. Of the 1026 identified trainers, 353 acted on an e-mail recruiting participation in this study (34% response rate). The responses of each respondent were reviewed to verify full time employment as a school psychology faculty trainer. As a result of this process, the responses of 306 participants were appropriate for analysis (31% overall response rate). Table 1 includes the demographic characteristics of the faculty trainer participants.

Prospective participants in the first sample received an e-mail solicitation

inviting the individual to access a web address linked to *SurveyMonkey*. Three reminder e-mails were also sent to the American Psychological Association Division 16: School Psychology listserv. Upon completion of the online survey, data from each participant were transmitted to an encrypted and secure, online database. Each participant could elect to provide contact information to be entered into a drawing for a \$50, \$75, or \$100 Barnes and Noble gift card. These data were transmitted to a separate, encrypted and secure, online database to further ensure anonymity.

School psychology practitioners who were members of the National Association of School Psychologists (NASP) comprised the second sample. Prior to the solicitation of participants to contribute to this study, NASP Institutional Review Board approval was received and a list of names and contact information for 1,000 randomly selected practitioners were obtained. Of the 1,000 practitioners who were identified, 63 were eliminated because they were not presently practicing. One hundred twenty-eight responded to the first postcard request and 76 responded to the second postcard request soliciting their participation for the study (22% response rate). See Table 1 for a demographic description of the practitioner sample.

Prospective school psychology

practitioner participants received a postcard in the mail inviting each to complete a survey regarding the salary and negotiation practices of currently employed school psychologists. The postcard briefly explained the purpose of the study and included a web address that directed the participant to the survey, which was posted on *SurveyMonkey*. After three weeks, a reminder postcard solicitation was mailed to maximize the response rate.

Participants completed the online survey and the data were transmitted to an encrypted and secure, online database. Only the researchers could access the collected data. Participants could choose to enter a drawing for a \$50, \$75, or \$100 *Barnes and Noble* gift card. The participants that elected to enter the drawing provided contact information that was also transmitted to an encrypted and secure, online database to ensure anonymity.

The school psychology faculty trainer survey used in the present study was also used in Crothers et al. (2009, 2010) to examine the salary and negotiation practices of school psychology faculty. As such, items directly referenced negotiation practices as a university faculty member. The practitioner survey was modified from the aforementioned instrument in that items asked participants to report on various demographic characteristics and

CONTINUED ON PAGE 19

CONTINUED FROM PAGE 18

**Research Forum:****Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

information regarding their position as a practicing school psychologist. Other questions on both surveys were designed to assess issues such as job satisfaction and job negotiation procedures, outcomes, and perceptions of the experience. The number, content, and order of survey items were identical between the trainer and practitioner surveys. As differences in responses by gender were anticipated, (e.g., Akin-Little et al., 2004, Crothers et al., 2010), participants were provided text boxes to supply elaborative details. The survey was reviewed for content pertinence, word specificity, and readability (Flesch-Kinkaid Grade Level = 12.4) by six school psychology university trainers.

Table 1 depicts the data compiled relevant to gender, ethnicity, highest earned degree, credentials, and years in position of the responding school psychology practitioners and university faculty. As reported in Crothers et al.

(2010), male faculty were found to earn higher salaries than female faculty, even when controlling for the effects of years

employed in the position. Furthermore, these findings were also observed among school psychology practitioners. When

**Table 1**  
**Demographic Characteristics of the Survey Respondents**

	Faculty Trainers		Practitioners	
	Female N (%)	Male N (%)	Female N (%)	Male N (%)
Gender	191 (62.4)	115 (37.6)	148 (72.5)	56 (27.5)
Ethnicity				
African-American	7 (3.7)	4 (3.5)	6 (4.1)	-
Asian-American	3 (1.6)	3 (2.6)	1 (<1)	-
Caucasian/Non-Hispanic	170 (89)	104 (90.4)	133 (89.9)	53 (94.6)
Hispanic	6 (3.1)	1 (<1)	6 (4.1)	3 (5.4)
Self-Reported Multi-Racial	4 (2.1)	2 (1.7)	1 (<1)	-
Other	1 (<1)	1 (<1)	-	-
Highest Earned Degree				
Doctorate	189 (99)	115 (100)	30 (20.3)	21 (37.5)
Educational Specialist	1 (<1)	-	75 (50.7)	20 (35.7)
Masters plus credits	-	-	33 (22.3)	14 (25.0)
Masters	-	-	7 (4.7)	1 (1.8)
Missing	1 (<1)	-	3 (2.0)	-
Credentials				
Licensed Psychologist	97 (50.8)	62 (53.9)	32 (21.6)	19 (33.9)
Credentialed to practice school psychology	120 (62.8)	83 (72.2)	(100)	(100)
National Certified School Psychologist	82 (42.9)	50 (43.5)	92 (62.2)	29 (51.8)
Years in Position				
0 – 5 years	84 (44)	43 (37.4)	48 (32.4)	8 (14.3)
6 – 10 years	49 (25.7)	19 (16.5)	51 (34.5)	10 (17.9)
11 – 15 years	31 (16.2)	12 (10.4)	19 (12.8)	13 (23.2)
16 – 20 years	12 (6.3)	10 (8.7)	12 (8.1)	5 (8.9)
21 – 25 years	7 (3.7)	7 (6.1)	12 (8.1)	7 (12.5)
Over 25 years	7 (3.7)	24 (20.9)	6 (4.1)	13 (23.2)
Missing	1 (<1)	-	-	-

Note. Due to missing data, totals may not equal 100%.

CONTINUED ON PAGE 20

CONTINUED FROM PAGE 19

**Research Forum:****Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

the effects of years in position were statistically controlled, male school psychologists earned significantly more than did their female peers. Additional analyses revealed that contract length and educational attainment did not explain this disparity. Based on this and previous research (Akin-Little et al., 2004; Levinson et al., 1994; Reschly, 2000; Wilson & Reschly, 1995), we hypothesized that school psychologists would find negotiation skills an essential tool for navigating employment conditions and outcomes. As such, the survey afforded participants the opportunity to provide elaborative responses to questionnaire items.

Overall, the findings of this research show that salary negotiation is not expected, nor is it an option for practitioners seeking employment in school systems. In this sample of school psychology practitioners, 29.9% of females and 35.7% of males reported engaging in salary negotiations, and 4.2% of females and 5.5% of males indicated that they had negotiated for a promotion, with no differences by gender found for either salary or promotion negotiations. Practitioner remarks suggested that both males and females reported that unions or other bargaining units were responsible for the salary negotiation process.

In contrast, Crothers et al. (2009, 2010) found that salary negotiations were

expected, and for males encouraged, when seeking academic positions. For example, 65% of female and 68% of male faculty negotiated for salary increases, although males (27%) are significantly more likely than females (17%) to negotiate for promotion (Crothers et al., 2009, 2010). Because there were no significant differences between male and female practitioners' salary or promotion negotiation initiatives and male and female faculty members' salary negotiation attempts, it is unlikely that the willingness to engage in salary or promotion negotiation explains the salary differences reported.

The data support that salary negotiation is a common practice and necessary skill for trainers and but has less value for practitioners. The majority of practitioners did not engage in any negotiation activities due to the responsibilities of unions and bargaining units for salary negotiation in their work settings. However, a majority of university school psychology faculty did negotiate salary. Interestingly, despite the recognition that salary negotiation is part of the job-seeking process, most school psychology faculty members do not prepare nor do they consult with colleagues regarding how effectively to ask for a salary increase. Moreover, few faculty trainers (13%) interview with other academic institutions to negotiate a more

advantageous compensation package in their current place of employment (Crothers et al., 2009, 2010). As in the previous study, neither gender differences nor clear themes were found to elucidate the lack of preparation for bargaining.

As mentioned previously, given the unions and bargaining associations affiliated with public school systems, it is less likely that school psychologists applying for employment in the schools would individually negotiate for salary increases. However, of those individuals who did negotiate, there was evidence of frustration regarding the process. For instance, one practitioner stated, "I was told upon hire that I would be placed on a particular 'step' on the salary guide, but after hire, discovered that I was on a different step and could not be on the one I was told I would have due to union issues," while another stated that she "was given explanation of 'district policy' and the impression that 'no one' could change it," and yet another practitioner reported, "The district did not recognize that my specialist level degree equaled (at minimum) a masters plus 30 semester credits. I currently have over 130 semester credits, as I am working toward my Ph.D. In addition, I am bilingual Spanish/English (none of this helped me)." Interestingly, practitioners seemed disappointed in union and bargaining groups' attempts at negotiation, as indicated by comments



CONTINUED FROM PAGE 20

**Research Forum:****Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

such as, “[The] union negotiated [an] increase in salary by less than 2%” and “Overall, it was the right thing to do for the group, but it was very stressful.”

Similarly, in the Crothers et al. (2009) investigation, discontentment was found for both male and female faculty trainers in the negotiation process. With respect to faculty, the dissatisfaction was found to be attributed to several issues. First was the perception of preferential treatment for members of the opposite sex, race, ethnicity, and color. Comments included, “In my initial negotiations I was compared to a non-tenure track white male. I was informed through another person that I should not be making more than that person. I am a tenured full professor and that did not help me either. I was also denied the raise that accompanies the full professor rank because of my negotiations. I believe my sex and ethnicity impacted my negotiations. The worst part is the HR person making the final decision was a Latina” (Crothers et al., 2009, p. 60) and “I am quite sure that gender influenced my first appointment level salary, which has driven all future ‘raises’” (Crothers et al., 2009, p. 60).

Second is the issue of marital status. Both men and women made comments suggesting that marriage and focus on external work-related issues such as raising a family lent themselves to problems for women. For instance, “The

university blatantly discriminated [against] married women as ‘not needing as much’ as men; I suggested this was not a good idea AT ALL...” (Crothers et al., 2009, p. 60), “I was told informally that since I had a husband, my needs were not the same as the man who was trying to support a wife and new baby (I have no children)” (Crothers et al., 2009, p. 60), “My marital status may have played a role,” and “I feel that my salary is too low, but family circumstances were a factor in my taking this job, and my employer was aware of that” (Crothers et al., 2009, p. 60).

Finally, weak negotiation skills due to a lack of assertiveness evidenced by female applicants played a role in their frustration with the negotiation process. The stereotypical characteristic of avoiding confrontation and wanting to be liked by colleagues negatively impacted females in their salary negotiations. For example, women faculty reported, “I really don’t know how to negotiate at all” (Crothers et al., 2009, p. 60), and “It is a very uncomfortable process and it seldom has a positive outcome” (Crothers et al., 2009, p. 60). The inability or lack of desire to negotiate for what a female believes her value to the university would be worth has resulted in uneven workload distributions and the perception that female faculty are less productive than their male colleagues (Crothers et al., 2009).

Despite reports of adverse treatment

for engaging in salary negotiations that will be discussed in the subsequent article, two-thirds of female practitioners and 90% of female faculty reported that they would engage in future negotiations. This is particularly surprising because, for the vast majority of male and female practitioners, there was no opportunity to negotiate for salary, benefits, or time off. While male respondents overwhelmingly indicated that negotiation is not possible due to unions and bargaining units, female school psychologist practitioners commented, “I would try to negotiate my salary, since this is the only avenue for increasing one’s compensation package;” “Negotiation is the only way to advance one’s salary;” “You have more to gain by negotiation than not questioning or asking;” and, “If at first you fail, try, try again.”

Most academics reported that learning about and engaging in the negotiation process was an essential aspect of career maintenance. Along these lines, one respondent noted, “Yes, I believe you don’t get rewarded for good work without advocating for yourself, [and] you have to ‘play the system’ to get ahead” (Crothers et al., 2009, p. 59). Another faculty member reported that she would negotiate for better benefits, commenting, “I might negotiate for other things, but probably not for salary, at least not at this institution. This is based on the fact that I

CONTINUED ON PAGE 22

CONTINUED FROM PAGE 21

**Research Forum:****Salary and Negotiation Practices in School Psychology Faculty and Practitioners**

did not receive much of a salary increase when I initially negotiated, and based on the fact that pay increases are determined based on a merit/equity system that I think works reasonably well...” (Crothers et al., 2009, p. 59).

Female faculty members acknowledged their need for skill improvement in the area of negotiation, citing their lack of knowledge in the area, discomfort with the process, and low levels of assertiveness. Additionally, the lack of preparation school psychologists reported prior to salary negotiations may suggest that such individuals believe they should instinctively possess bargaining skills or that they do not know how to acquire this knowledge. This finding highlights the need for training of school psychologists in negotiations skills, especially for those who will work in academic settings. For female school psychologists, it is particularly important that training includes skill development in managing real or perceived relational aggression.

The purpose of this study was to examine and compare the practices, perceptions, and outcomes of the salary negotiation process among school psychology trainers and practitioners with special consideration of the impact of gender on the negotiation process. Interestingly, the need to engage in salary negotiation seems to be a critical

skill for academics and of less value for practitioners. Overall, the vast majority of practitioners did not participate in any type of negotiation, whereas a large majority of university school psychology faculty did negotiate their salaries. For most practitioners and academics, gender did not impact negotiation outcomes.

These data highlight the ongoing complexity of training school psychologists who will find themselves in a variety of work settings. For example, the importance of learning salary negotiation skills seems to be critical for those school psychologists who will work in academic settings. However, there seems to be less of a need of negotiation skills for school practitioners who report that they do not have the opportunity to increase their salaries outside of an agreement made by a union or collective bargaining unit.

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*Corresponding Author:* Laura M. Crothers;  
G3B Canevin Hall; Department of Counseling,  
Psychology, and Special Education; Duquesne  
University; 600 Forbes Avenue; Pittsburgh,  
Pennsylvania, 15282; (412) 396-1409; [crothersl@duq.edu](mailto:crothersl@duq.edu)

## PROFESSIONAL DEVELOPMENT FORUM

### So You Want to Be a Professor?

#### *Perspectives on the Academic Job Search Process Part 1 – Planning Your Search*

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

**“In Part 1, we describe the university hiring process, considerations for candidates entering the job market, and the typical components of an application.”**

The process of obtaining an academic position in school psychology is challenging and exciting, and differs substantively from that of more traditional employment. For many individuals interested in pursuing academic careers, the process is quite a mystery. In this two-part series for the Professional Development Forum, we provide an overview of the stages of the job search process for prospective faculty. In Part 1, we describe the university hiring process, considerations for candidates entering the job market, and the typical components of an application. Our advice here is based on our own experiences as job seekers and members of search committees. We attempt to provide an overview of the job search process, while recognizing that there may be substantive differences from one institution to the next.

#### **The University Faculty Hiring Process**

As you go on the market for an

academic position, it is helpful to understand the basic hiring process for faculty positions. It generally begins with upper administrative approval to conduct a search for a new faculty member. The goal of this search is often to recruit a diverse, competitive pool of qualified candidates from throughout the nation, and sometimes even abroad. To do so, the administration will convene a search committee, a group of faculty and staff charged with conducting the major activities in the search. The duties of the search committee may include developing a position advertisement, crafting and implementing a dissemination plan, screening and selecting promising applicants for preliminary interviews and/or campus visits, coordinating selected candidates' campus visits, and recommending to administration (e.g., college dean) whom should be offered the position.

The committee may be comprised of

individuals from the school psychology program, the broader department or college in which it is housed, and others as determined by college or university administrators. A central objective of this committee is to identify compelling candidates who meet specific research, teaching, or administrative needs of the program and who would make strong contributions to the program, department, college, and university through research, teaching, mentoring, and service.

As suggested, a position announcement will be developed to describe the position; required and preferred qualifications; required application materials; the primary contact person for the search; and timeline/deadlines for applications and consideration of candidates. There may be a firm deadline for applications to be received for consideration (e.g., November 1) or rolling review (e.g., the first of the month until the position is filled).



CONTINUED FROM PAGE 25

## Professional Development Forum: So You Want to Be a Professor? Perspectives on the Academic Job Search Process Part 1 – Planning Your Search

Positions are commonly posted in the fall with deadlines in late fall or early winter.

Once the application materials have been received, the search committee will review application materials to identify the top candidates for further consideration. In some cases, phone interviews will be conducted with several individuals before final candidates are selected. In other instances, the committee will select immediately the most promising individuals, usually three to five people, to participate in campus visits. These visits often take place in early to mid-spring.

After all candidate visits are complete, the committee generally will review the feedback from faculty, staff and students who interacted with the candidates and/or review their application materials and make recommendations to the administration about hiring, often in the form of a rank ordered list and/or description of candidates' strengths and weaknesses. The administration will make a decision regarding who, if anyone, from the pool to offer a contract. At that point, the candidate can accept or decline the position, or enter into further negotiations with the university regarding the details of the contract. If the candidate declines the position, the administration can choose to offer the position to one of the other candidates, request that new candidates be considered, close the search without a hire, or continue the search the following

academic year.

### Planning the Job Search

#### Thinking about your preferences.

Beginning the academic job search can be an intimidating process. Few people will move into positions exactly like that of their advisors or exactly like the programs from which they graduate, so it is helpful to think about what one might look for in an academic position. There are numerous considerations to be made before applying for a particular position. At the most basic level, prospective academics could consider the following broad questions:

- *What do I know about potential academic careers and what additional information do I need?* Because of the variety of opportunities available in school psychology and higher education, it is important to think carefully about the options available and to engage in some fact-finding. Talk to your professors and other academics. Make use of the networking opportunities provided by local, regional, and national conventions to meet people who work in different types of positions, programs, departments/units, and universities.
- *What are my long-term goals? Where do I want to be five, ten, twenty years from now?* These goals are important because, ideally, you will

pursue opportunities consistent with or conducive to those goals, particularly as they relate to research, teaching, and service as these are the primary domains of academics' work. If you are dedicated to being a world-class instructor and supervisor for practicum students, you want to focus on positions where those roles will be valued. If there's some educational problem you want to commit to cracking though years of incremental studies, you'll be better served by a position that allows ample time and support for scholarship. Thus, this question is related to the preceding ones. Different types of positions and institutions place varying degrees of emphasis on research, teaching, and service. If the idea of spending the majority of your time running studies, preparing grant applications and research publications, and presentation at conferences nationwide is thrilling, a research position or traditional tenure-track position at a research-intensive university might be a good fit. Conversely, if you have little interest in conducting research, a faculty position in a professional school or smaller liberal arts school might be a great fit.

After these big-picture questions have been considered, there a number of more narrow considerations that might be made. For example, prospective faculty might



CONTINUED FROM PAGE 25

## Professional Development Forum: So You Want to Be a Professor? Perspectives on the Academic Job Search Process Part 1 – Planning Your Search

ask themselves the following questions:

- What types of positions will I consider? This leads to a number of more specific considerations, including:
  - o Am I interested only in traditional tenure-track faculty positions or will I consider other opportunities (e.g., non-tenure-track instructor positions, visiting professorships, adjunct positions, fellowships, research positions)?
  - o Will I seek positions only in school psychology training programs, or will I consider positions in related disciplines (e.g., educational psychology, psychology, special education, interdisciplinary)?
  - o To what types of training program(s) am I interested contributing (e.g., master's, specialist, PhD, PsyD, EdD; APA- and/or NASP-accredited)?
  - o What level of research productivity is attractive to me?
  - o How much teaching am I interested in doing?
  - o What, if any, administrative tasks am I interested in taking on?
- What institutions will I consider? Specific considerations might include university size, mission, type (e.g., public/private, level of research activity)?
- What, if any, are my geographic restrictions (e.g., region, state, weather,

and urbanicity)?

- What other personal considerations (e.g., family, partner, lifestyle) will influence my search?

The goal is to identify your parameters for the job search. Everyone's goals, priorities and preferences will be slightly different and will likely fluctuate through an initial job search process and one's career. It can also be useful to talk through some of these considerations with advisors, mentors, and peers. Be prepared to be flexible. The available positions will be different each year and while you may have a handful of preferred universities or programs in mind, it is unlikely that all (or any) of them will be hiring in a given year.

**Timing the job search.** Prospective faculty should plan to begin a job search 9 to 12 months before they anticipate beginning a position—that is, the fall semester of the year before they would like to begin a position. It may also be helpful to engage in strategic networking (e.g., participating in division activities at the APA convention) in the year before one plans to apply for positions. Applications likely will be submitted in fall, although some positions may not become available, or will remain unfilled, until the winter and spring. Occasionally, positions will even be announced during the summer.

For applicants entering the job market as they complete their degree, this means

that they will be submitting applications while on internship, while completing their dissertations if they were not completed prior to internship, or while completing a post-doc. Prospective faculty will likely find it helpful to discuss potential timelines with mentors well in advance to plan how to structure best research and field activities.

**Locating open positions.** Once you have thought about what you want out of this process, the next step is to locate open positions. Positions may be advertised in scholarly journals, but are increasingly announced via email listservs of professional organizations in school psychology, such as Division 16, Trainers of School Psychology, and the Council of Directors of School Psychology Programs. Such position postings may be forwarded by faculty to advanced graduate students. In addition, there are several higher education websites where positions from a variety of disciplines may be posted, such as:

- The Chronicle of Higher Education at <http://chronicle.com/section/Jobs/61/>
- [HigherEdJobs.com](http://HigherEdJobs.com)
- Academic Careers Online at [www.academiccareers.com](http://www.academiccareers.com)
- Top Higher-Education Jobs at [www.tedjobs.com](http://www.tedjobs.com)
- National Higher Education Recruitment Consortium at [www.hercjobs.org](http://www.hercjobs.org)
- [UniversityJobs.com](http://UniversityJobs.com)

CONTINUED ON PAGE 26

CONTINUED FROM PAGE 25

## Professional Development Forum: So You Want to Be a Professor? Perspectives on the Academic Job Search Process Part 1 – Planning Your Search

If applicants are interested in positions outside of school psychology, these sites, and other resources such as the APA Monitor will be useful. Graduate students are encouraged to speak to their program faculty about other means of identifying potential positions.

**Dissecting job postings.** Before applying for a position, it is important to review carefully the job description. Most postings will include information specific to the position, such as:

- Official position (e.g., assistant professor, lecturer, clinical instructor)
- Duration (e.g., 9-month contract, 12-month contract, tenure-track) and start date (e.g., fall 2013)
- Teaching load (e.g., 2 courses per semester, 3 courses per year)
- Expectations for research productivity, including publishing and external funding
- Advising, administrative, and service expectations
- Required qualifications
- Desired qualifications
- Required application materials
- Timelines for review of applications
- Contact person for the search committee

These should be reviewed to determine fit with individual preferences and qualifications. The information in the published posting may be sufficient to inform the decision to apply. When it is

not, consider contacting the search chair about any key information not included in the posting or available on the website.

Careful attention should be paid to the required and desired qualifications, as these will drive the applicant screening process. Generally, prospective applicants should only apply when they can satisfy the required qualifications, although occasionally search committees will make minor exceptions (e.g., considering the application from someone who only needs supervised post-doctoral hours to be license-eligible, when the posting specifies that the applicant be licensable as a psychologist in the state). When there is doubt about one's eligibility for a position, the search chair can provide clarification. It is important to pay careful attention to the posting because the specifications should be followed when submitting application materials.

Additional information about the program, department/college, and university can be obtained by exploring their respective websites. When available, program handbooks and faculty webpages and vitas can provide valuable insight into various facets of a position. Applicants should also demonstrate a basic familiarity with the unit and institution when applying and interviewing for positions, so this early fact-finding can be valuable throughout the process.

## Application Basics

When submitting application materials, it is essential to follow the directions in the posting. Failure to follow instructions can undermine an otherwise strong application. Components typically requested include a cover letter, curriculum vita, letters of reference or contact information for references, and transcripts. Search committees may also request items such as representative publications, syllabi of courses taught, summaries of course evaluations, and teaching portfolios. The materials required may reflect the priorities of the program, college, and/or university. For instance, research-intensive institutions may be more concerned with reviewing examples of applicants' scholarship while teaching institutions will likely place greater emphasis on documentation of teacher experience and effectiveness.

### Crafting an effective cover letter.

Cover letters should be crafted to match the posting of each individual position to which one applies. Generic cover letters are generally regarded negatively by committee members because they may be interpreted as a lack of interest in or knowledge of the institution. The point is not to pander or implore, but to communicate one's qualifications for, suitability to, and familiarity with the position.

CONTINUED ON PAGE 27

CONTINUED FROM PAGE 25

## Professional Development Forum: So You Want to Be a Professor? Perspectives on the Academic Job Search Process Part 1 – Planning Your Search

Effective cover letters should demonstrate fit with the posted position. Applicants should use the letter to communicate clearly how they meet the required and desired qualifications. Headings can be used to indicate explicitly where each qualification is addressed. In addressing the qualifications, applicants also should strive to demonstrate fit with the position by showing their familiarity with the program, unit, and institution. They should articulate what they can bring to the position while providing a cogent presentation of their scholarly identity.

**Preparing your research statement.** For positions where research is emphasized, it may be particularly important to provide a clear statement of one's research agenda. This may be incorporated into the cover letter or submitted as a separate document depending on the application requirements. The research statement serves three distinct purposes:

1. Describe your scholarship in general terms that can be understood by all members of the search committee. That is, what do you do? What are your major accomplishments? What gaps in the existing knowledge base does your work address?
2. Describe the broader context of your work (i.e., Why is your work important to both scientists and lay people?).
3. Provide a road map for your future

research. Simply put, what do you expect to accomplish in the coming years?

For early career scholars who have few independent projects beyond their dissertation, this statement can be particularly important to communicating your next steps and demonstrating that you have a coherent program of research that can carry you to tenure. This statement can also be helpful to reviewers when your research experience is limited or disjointed because of required projects undertaken through assistantships and other experiences that were directed by others.

**Fine-tuning your CV.** Your curriculum vita will be scrutinized thoroughly. It is important to be comprehensive without appearing to pad your experiences with irrelevant or misrepresented activities. Be prepared for your CV to be circulated throughout the unit if you are invited for a campus interview. It is also increasingly common for search committees to distribute electronic versions of candidates' materials via email or intranet sites.

A CV typically includes 8 main sections with several potential subsections depending on one's experience.

- Contact information: full name with credentials, mailing address, email, phone number, fax number
- Educational background: degrees

received with institutions, major, location, and year awarded; thesis and/or dissertation title, advisor names, program accreditations

- Professional experiences/positions: titles, institutions/organizations, dates, locations, duties
- Honors and awards
- Research: peer-reviewed publications, book chapters, technical reports, other publications, funded projects.
- Teaching: courses taught, identifying roles (e.g., instructor, lecturer, teaching assistant), titles, dates, and evaluation summaries; research advising
- Service: editorial work, professional memberships, leadership positions
- Fieldwork/practical experiences: pre-doctoral practica and internship with site names, locations, dates, duties, supervisor name

Although contact information, educational background, and professional experience should almost certainly appear at the beginning of any CV, the remaining sections may be best ordered according to the priorities of the position to which you are applying. For example, if applying for a position for which research is emphasized heavily, the research section should appear earlier in the CV than teaching and practice, whereas for a more teaching intensive position, teaching, service, and practice would be better foregrounded. Typically, you want to match the order

CONTINUED FROM PAGE 25

### **Professional Development Forum: So You Want to Be a Professor? Perspectives on the Academic Job Search Process Part 1 – Planning Your Search**

of the section to the priorities of the institution. It is generally best to use APA format when listing publications and presentations because it is familiar to most academics in school psychology and related fields.

#### **Preparing your teaching materials.**

Search committees may require a variety of different materials that demonstrate teaching experience and effectiveness. Some, such as syllabi, summaries of teaching evaluations, and samples of student work, require little preparation. Others such as statements of teaching philosophies, require more consideration. A teaching statement can be quite challenging to prepare because few of us have formal training in pedagogy and mentoring. Length may vary depending on whether you address both classroom instruction and graduate research advising, but the purpose of this statement is to describe the basic principles guiding your teaching and how they are reflected in your course planning, instructional practices, and learning activities, as well as your efforts to improve your teaching and mentoring.

One way to structure this statement is to describe what you consider effective teaching, the corresponding practices in which you engage; provide examples from specific courses you have taught (or, if you haven't taught yet, specific examples of what you would do), and evidence of

effectiveness (e.g., summary data from course evaluations, students' qualitative feedback). Whenever possible, try to link your teaching and research (e.g., how similar goals or principles underpin both domains of work), and strive to be factual rather than sentimental.

Postings may only provide a vague request for "evidence of teaching effectiveness," in which case you have to decide what information and documentation to provide. In these cases, you may submit a list of courses taught, a summary of student evaluations or unsolicited student feedback, a sample syllabus, and a brief teaching statement which may be a separate document or a paragraph incorporated in your cover letter.

**References.** Reference letters should be sought only from individuals who are willing and able to provide a strong, positive recommendation. Lukewarm letters of recommendation can be just as damaging as blatantly negative. Because search committees are invested in identifying individuals who may become long-term colleagues, positive recommendations are highly valued. Applicants should be careful to provide their reference providers as early notice as possible and should provide the job posting, an up-to-date CV, and cover letter so that they can also provide a letter that speaks to the specific requirements

of each position. As with cover letters, reference letters tailored to each posting are generally more appropriate than generic letters. Some postings will require that reference letters be submitted with the applicants' other materials while others will ask that they be submitted separately. In general, it is preferable to give as much notice as possible so that materials are submitted by the necessary deadlines.

**Sending out materials.** Review the job posting again before submitting applications materials. Proof-read all of your materials multiple times and get others (e.g., peers, your advisor, a friend willing to provide constructive criticism) to provide feedback to ensure your materials are error-free, coherent, and compelling.

After applications are submitted, they are reviewed by the search committee to identify candidates for further consideration. Part 2 of this series will provide an overview of the campus interview process. We welcome your questions and comments about this article. Please direct them to Amanda Sullivan at [asulliva@umn.edu](mailto:asulliva@umn.edu).



## SASP - THE STUDENT CORNER

# Tricks of the Trade: Becoming the Teacher You Aspire to Be

By Jennifer M. Cooper and Kaleigh N. Bantum

**“The goal of this article is to assist school psychology students with an interest in teaching by describing some suggested steps and activities for securing a teaching position.”**

Many students pursuing a doctorate in school psychology share the goal of entering academia following graduation. Others wish to work in clinical or school settings, but aspire to teach as adjunct faculty. The national shortage of qualified trainers of school psychology gives credence to achieving this professional goal, but not without the necessary training and preparation (Clopton, & Haselhuhn, 2009). Whether the goal is to become a faculty member at a large research institution, work as adjunct faculty, or simply pursue a teaching assistant position as a graduate student, an individual must be willing to put in the work of learning how to become an effective teacher. The goal of this article is to assist school psychology students with an interest in teaching by describing some suggested steps and activities for securing a teaching position. A set of guiding principles for beginning teachers is also presented. While this is not an exhaustive list, our goal is to provide a solid foundation that students can



build upon according to their individual professional goals and aspirations. A word to the wise: teaching is indeed one of the most important and influential activities that an individual may be called to do, but only if it is done well.

***“By failing to prepare, you are preparing to fail.”***

Just as students prepare for many of the important milestones in their graduate education – taking the GRE, applying to graduate school, applying to practicum/internship sites, and completing comprehensive exams – it’s important to do the necessary homework beforehand when it comes to teaching. Taking a good educational psychology course will introduce students to the most widely used theories of learning and cognitive development, modalities and assessment of learning, academic motivation, and social and emotional development. This will serve as a critical foundational anchor for course planning and instructional

CONTINUED FROM PAGE 29

**SASP - The Student Corner****Tricks of the Trade: Becoming the Teacher You Aspire to Be**

**“There is no need to reinvent the wheel when evidence-based teaching strategies exist, especially when they’re such great reads!”**

approaches. Investing in good resources about teaching is a simple, straightforward approach, but one that should not be minimized or looked over. There is no need to reinvent the wheel when evidence-based teaching strategies exist, especially when they’re such great reads! A few of our favorite teaching resources include the following: Ambrose, Bridges, DiPietro, Lovett, and Norman’s *How Learning Works: 7 Research-Based Principles for Smart Teaching*; Bean’s *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*; and Bain’s *What the Best College Teachers Do*.

Another step to preparing for the role of a future teacher is to research existing services, programming, and specialized training opportunities that may be offered at an individual’s college or university. An example of such a program is the Preparing Future Faculty program that was part of a national initiative by the Association of American Colleges and Universities that encouraged higher education institutions across the country to re-think and reorganize the preparation of doctoral students who aspire to become faculty. Alternatively, students may be able to pursue a specialization or minor in college teaching as a part of their training program. Additionally, courses focused on teaching at the college level

or related topics in higher education may be offered through education or student affairs departments. If a student’s college or university does not offer these types of opportunities, many institutions do have resources available that focus on faculty and teaching assistant development through periodic trainings on teaching methods, course design, and course/student evaluation. Finally, be sure to look for training sessions geared toward students interested in academia at our national conferences such as APA and NASP.

**“Tell me and I’ll forget. Show me and I may remember. Involve me and I’ll understand.”**

As students contemplate the type of teacher they would like to become, they should identify current faculty members, peers, mentors and others who exhibit those traits as experienced teachers. Setting up a time to talk with them about their teaching experiences, tricks of the trade, and advice to students hoping to become future trainers of school psychology is a great way to learn more about the prospect of teaching. Talking to a trusted mentor or experienced professor is also a great way to research what is involved in the academic job search and promotion and tenure process. Scheduling a time to observe them in class and debrief

afterward about their teaching methods is another great way to gain insight into the mind of an effective teacher. Shadowing in the form of assisting in the creation of an assignment or guest lecturing with feedback from the instructor are also great ways of getting hands-on experience. If graduate students plan to guest lecture, it is best to talk to the professor early about the expectations of the lecture that can include defining goals, outlining the content of the lecture, and creating opportunities for feedback from the student participants after the lecture.

**“One secret of success in life is to be ready for an opportunity when it comes.”**

Once an individual knows that teaching is the direction in which they’d like to continue, it’s time to look for teaching opportunities. As graduate students, applying for a teaching assistant position is highly recommended, as it is likely to provide invaluable experience for students interested in entering the professoriate. Individuals can contact local colleges/universities to ask if they hire doctoral students to teach introductory or intermediate-level psychology and/or education courses. Depending on where a student is in their training program, typical courses that school psychology students are prepared to teach include: introduction to psychology, educational psychology,

CONTINUED FROM PAGE 30

**SASP - The Student Corner****Tricks of the Trade: Becoming the Teacher You Aspire to Be**

introduction to research methods, human development, and courses focusing on students with disabilities.

However, before we get ahead of ourselves, there are a few preliminary steps for students to undertake to successfully market themselves for a teaching position. First, preparing a philosophy of teaching statement is a great exercise in articulating the kind of teacher a student strives to become and the types of activities they plan to incorporate in their instructional approaches. In general, a philosophy of teaching statement includes: an individual's conception of teaching and learning; a description of how they teach; and justification for why they teach that way. Examples of these statements can be found through a simple online search. These narratives are frequently requested when seeking academic positions (on its own or as part of a teaching portfolio) and as a component of an individual's dossier for promotion and tenure. Keep in mind that the first draft of this statement will inevitably undergo many rounds of revisions, but overall it will provide a foundation to build upon throughout a student's teaching journey.

Also, students should organize their curriculum vitae in a way that highlights teaching experiences when applying for a teaching position. It is important to be

as descriptive as possible. For instance, individuals should describe the course, its goals, the number and type of students, their level of responsibility for the course, and the teaching and assessment methods used. The responsibilities of teaching assistants may vary substantially from one university to another, so when describing any previous experiences, include relevant details and items that would stand out from other job candidates. Furthermore, individuals should not limit themselves to classroom-based responsibilities only. Teachers frequently have other roles such as advising students and managing instructional resources. Including these other responsibilities will help a potential teacher to market him or herself as a multifaceted professional.

***"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."***

To conclude, we've created six guiding principles that were particularly helpful to us as beginning teachers that we'd like to share. Once a teaching position has been secured be it as a teaching assistant, adjunct faculty member, or guest lecturer, we believe it is important to stick to a few guiding principles as a way of facilitating personal growth as a teacher. However, we encourage all teachers to develop their

own guiding principles as part of their teaching philosophy.

1. First and foremost, an effective teacher is always a student first; acknowledging that learning and teaching are long-life pursuits holds individuals accountable for their own ongoing professional development.
2. Preparation is essential. This one is straightforward; if teachers are not prepared, students will know and the instruction won't be nearly as effective as possible.
3. Know the audience. What works in a small graduate seminar may not be nearly as successful in large undergraduate survey course. Getting background information about the number of students in the class, if they're freshman or seniors, and if it's a required upper-level course or a general education requirement will help in tailoring the teaching methods and strategies to meet the students' learning needs.
4. It's important for teachers to go outside of their comfort zone to try different teaching methods and be responsive to learners' needs. Traditional lectures are not the only way to teach and teachers are increasingly looking for innovative approaches to instruction through the use of technology, collaborative

CONTINUED FROM PAGE 31

## SASP - The Student Corner

### Tricks of the Trade: Becoming the Teacher You Aspire to Be

learning, and experiential activities, so don't be afraid to try something new. Case studies and role-playing are two activities that are particularly germane to our field because they allow for the application of acquired knowledge.

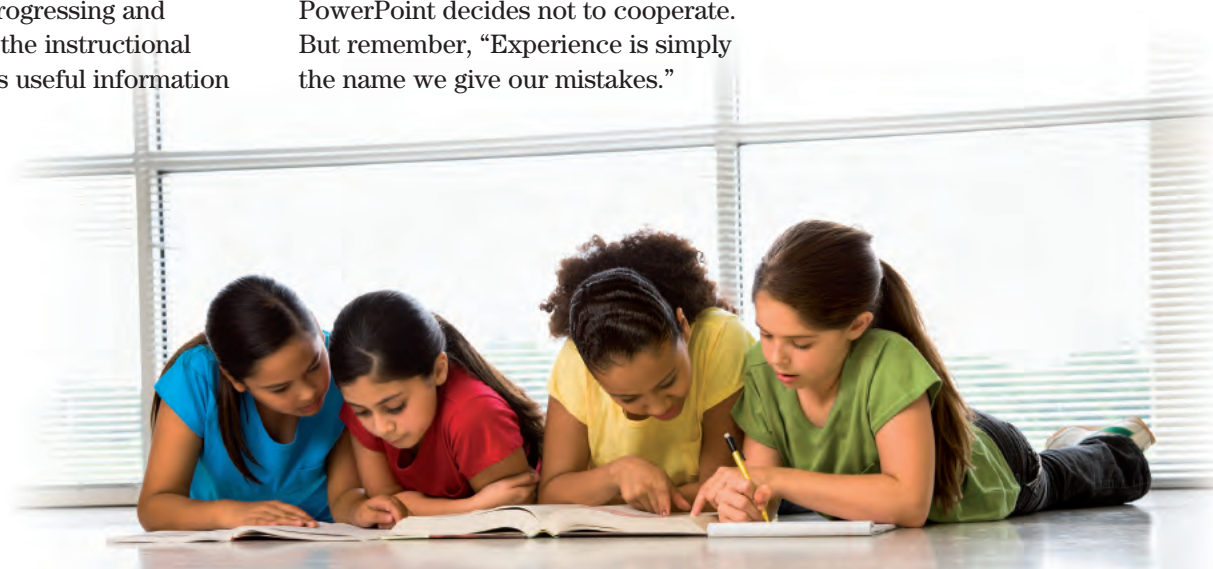
5. Engage in frequent assessment; this applies to us, as teachers, as well as for students. Research has shown that frequent assessment through the use of weekly quizzes or assignments allows teachers to identify gaps in students' knowledge and adapt the instructional approaches to better meet their learning needs (National Research Council, 2001; Ambrose, Bridges, DiPietro, Lovett, & Norman 2010). Allowing students to evaluate how the course is progressing and the effectiveness of the instructional approaches provides useful information

to the teacher in terms of their pedagogical practices and approach to the course.

6. Finally, flexibility and adaptation is the name of the game in teaching. In this way it is very similar to school psychology practice. A teacher may have a game plan, but upon learning something new discover the need to alter the original plan. Possessing the ability to "go with the flow" and adapt as needed is indeed one of the traits consistent among highly effective teachers (Bain, 2004). While this undoubtedly comes with experience, as beginning teachers, students can help themselves by being prepared with a Plan B in case that video clip in the PowerPoint decides not to cooperate. But remember, "Experience is simply the name we give our mistakes."

## References

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.
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- Clopton, K.L., & Haselhuhn, C.W. (2009). School psychology trainer shortage in the USA: Current status and projections for the future. *School Psychology International*, 30, 24-42.
- National Research Council. (2001). "Front Matter." *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, DC: The National Academies Press.





## Division 16 Offers a Strong Scientific Program at the Upcoming 2012 APA Convention

**James C. DiPerna**

**Division 16 Vice-President of Convention Affairs and Public Relations**

Division 16 has established a strong scientific program that will be featured at the 2012 APA Convention in Orlando, FL, August 2nd-5th. With the leadership of Scott Methe (Chair), Shannon Suldo (Co-chair), and the contributions of over 50 reviewers, the convention program has been finalized. The Division 16 proceedings are extensive, with nearly 35 hours of events scheduled for practitioners, faculty, and students. Specifically, the 2012 program includes 11 symposium sessions, 4 poster sessions (including over 150 posters), and a Graduate Student Research Forum. Symposium topics include: rural schools, technology innovations for ADHD, formative assessment of behavior, ecological school psychology, serving gifted youth, preparing for faculty careers, cultural factors affecting achievement, developmental assessment, and supporting military families. In addition, Dr. Thomas Oakland will provide an invited address regarding International School Psychology.

All participants are encouraged to attend the Presidential Symposium (“Division 16 Initiatives – Social Justice and Child

Rights, Translating Science to Practice, and Globalization”), the Division 16 Business Meeting, and the Division 16 Social Reception, each scheduled for Saturday, August 4th. For those interested in contemporary professional resources, over 100 exhibitors from around the world will be participating in the 2012 APA Convention.

Also, if you want to take break from the convention or have an extended stay with your family, Orlando is home to a number of theme parks, including Walt Disney World, Universal Orlando, and SeaWorld! We anticipate that you will enjoy the Division 16 program, as well as the many attractions in Orlando. The portal for both registration and housing are online <http://www.apa.org/convention/index.aspx>

Thank you again to Drs. Methe and Suldo for their efforts in preparing the convention schedule, and all those who served as reviewers of proposals. On behalf of the Division 16 Executive Committee and the Division 16 Convention Chair, we look forward to seeing you in Orlando, FL on August 2-5, 2012.

AUGUST 2-5, 2012 ORLANDO, FL



## 2012 APA Convention Schedule - Division Program Summary

### Thursday, Aug. 2, 2012

**8:00-9:50 AM**

**Symposium (S):  
Preparing for Faculty Careers in  
School Psychology – Perspectives  
for Early Career Scholars  
Convention Center  
Room W304A**

**Participants/1stAuthor**

Amanda L. Sullivan, PhD  
Bryn Harris, PhD  
Julia Ogg, PhD  
Jocelyn Newton, PhD

**10:00-10:50AM**

**Poster Session (F):  
Science to Practice –  
Professional Issues,  
Consultation, and Methodology  
Convention Center  
West Hall A4-B3**

**Participants/1stAuthor**

Gregory A. Waas, PhD  
Julia E. Easton, MS  
Jaqueline A. Brown, MA  
Amanda L. March, MA  
Chad C. Swanson, MA  
Denae M. Sisco, MEd  
Elizabeth G. Nicholls, MAT  
David S. Goh, PhD  
Hannah L. Young, PsyD  
Anna C.J. Long, PhD

Susan M. Sheridan, PhD  
Jessica S. Iwachiw, MA  
Amanda B. Nickerson, PhD  
Sherren C. Naser, MS  
Courtney L. McLaghlin, PhD, Med  
Jeannie K. Montagano, PhD  
Rudolph N. Bailey, PhD  
Mekel Harris, PhD  
Alesha N. Harris, MA  
Tina M. Smith-Bonahue, PhD  
Nidhi Goel, MA  
Joel O. Bocanegra, MS

**11:00-11:50AM**

**Discussion (S):  
Student Affiliates in School  
Psychology Research Forum - I  
Convention Center  
Room W303A**

**12:00PM-12:50PM**

**Poster Session (F):  
Science to Practice – Mental  
Health Convention Center And  
School Success  
West Hall A4-B3**

**Participant/1stAuthor**

Stephanie Grunewald, Med  
Joel O. Bocanegra, MS  
Adam M. Volungis, PhD  
Toshiaki Kondo, PhD  
Oshika M. Whittaker, PhD  
Jessica A. Hoffman, PhD  
Michelle P. Black, MS

Mary Ellen Fromuth, PhD  
Ashley M. Brown, BA  
Adam M. Collins, MA  
Erin Sulla, MA  
Angelique G. Day, PhD, MSW  
Kelly N. Banneyer, BA  
Shannon M. Suldo, PhD  
Melanie M. McMahan, MA  
David L. Wodrich, PhD  
Laura M. Marques, MS  
Jennifer Cunningham, MA  
Iryna Temchenko-Kasi PhD  
Jillian R. Scheer, BA  
Nancy J. Cunningham, PhD  
Brandi L. Berry, MA  
Paige T. Lembeck, MA  
Tara M. Sjuts, MA  
Skye W. Stifel, MEd, MA  
Linda C. Caterino, PhD  
Adrienne R. Matta, PhD  
Jonathan P. Schwartz, PhD  
Zheng Zhou, PhD  
Beth J. Doll, PhD  
Jennifer M. Cooper, MA  
Vanessa A. Durand, MSE  
Pamela Fenning, PhD  
Thomas J. Huberty, PhD

**1:00 PM-2:50PM**

**Discussion (S):  
Student Affiliates in School  
Psychology  
Convention Center  
Research Forum — II  
Room W304H**

**1:00PM-2:50PM**

**Symposium (S):  
A Role for the Rural School in an  
Interconnected Systems Model of  
Children's Mental Health Care**

**Convention Center  
Room W309A**

**Participant/1stAuthor**

Brenda J. Huber, PhD  
Elizabeth Casper, PhD  
Adena Meyers, PhD

**3:00-6:50PM**

**Executive Committee Meeting  
(N): [Executive Committee  
Meeting]  
Peabody Orlando Hotel  
Celebration Room 16**

**Friday, Aug. 3, 2012**

**8:00AM-9:50AM**

**Symposium (S):  
Innovations for ADHD—Video  
Games And Digital Media  
for Improving Academic and  
Executive Skills  
Convention Center  
Room W303A**

**Participant/1stAuthor**

Christopher J. Ferguson, PhD  
Gary Stoner, PhD  
T.A. Ceranoglu, MD  
Pamela B. Rutledge, PhD, MBA  
Randy Kulman, PhD

**9:00AM-10:50AM**

**Symposium (S):  
Formative Assessment of  
Social Behavior – Current  
Status and Future Directions  
Convention Center  
Room W303B**

**Participant/1stAuthor**

Clayton R. Cook, PhD  
Amy M. Briesch, PhD  
T. Chris Riley-Tillman, PhD

**11:00AM-11:50AM**

**Invited Address (S):  
[Degutis]  
Convention Center  
Room W307D**

**Participant/1stAuthor**

Linda C. Degutis, DrPH

**11:00AM-11:50AM**

**Poster Session (F):  
Science to Practice – Assessment  
and Data-Based Decision Making  
Convention Center  
West Hall A4-B3**

**Participant/1stAuthor**

Amanda L. Sullivan, PhD  
Rochelle Taormina, PhD  
Rachel R. Oppenheimer, MS  
Matthew R. Reynolds, PhD  
Sarah M. Irby, MS  
Chi-Ching Chuang, MEd  
Lisa M.H. Sanetti, PhD  
Laura J. Fuhrman, MS  
Stephen W. Loke, BS  
Sabina R. Neugebauer, PhD  
Shannon M. Suldo, PhD  
Nicholas F. Benson, PhD  
Richard G. Lambert, PhD  
Amy C. Orecchia, MA  
Heather Verron, BA  
Heather Blumert, MA  
Elizabeth Shaunessy PhD  
Catherine A. Fiorello, PhD  
Daniel B. Hajovsky, BS  
Joshua J. Turek, BA  
Bridget V. Dever, PhD  
Jeremy T. Coles, MEd  
Susan M. Sheridan, PhD  
Ara J. Schmitt, PhD  
Nancy Como-Lesko, PhD  
Sherren C. Naser, MS  
Joseph F.T. Nese, PhD  
Beth A. Whipple, PhD  
Yung-Chi Chen, PhD  
Donna Schnorr, PhD  
David Reithman, PhD  
Randy W. Kamphaus, PhD  
Gwyne W. White, BA

**4:00PM-5:50PM**

**Symposium (S): Contemporary and Future Directions in School Psychology--2011 Division 16 Award Recipients Convention Center Room W102B**

**Saturday, Aug. 4, 2012**

**8:00AM-9:50AM**

**Symposium (S): Ecological School Psychology – Translating Theory and Research Into Evidence-Based Practice Convention Center Room W304G**

**Participant/1stAuthor**

Terry B. Gutkin, PhD  
Susan M. Swearer, PhD  
Beth J. Doll, PhD  
Joel Meyers, PhD  
Arie T. Greenleaf, PhD

**10:00AM-10:50AM**

**Invited Address (S): [Oakland] Convention Center Room W307D**

**Participants/1stAuthor**

Thomas D. Oakland, PhD

**11:00AM-11:50AM**

**Poster Session (F): Science to Practice – Intervention Prevention, and Disability Convention Center West Hall A4-B3**

**Participant/1stAuthor**

Jessica A. Beathard, BS  
Martha J. Walter, MS  
Cheryl Gelley, MA  
John M. Froiland, PhD  
Richard J. Beck, MEd  
Mary S. O'Halloran, PhD  
R. Steve McCallum, PhD  
Maria C. Russo, MS  
Amy M. Briesch, PhD  
Michelle E. Alto, BA  
Erin K. Bartosik, BS  
Meredith L. Embree, BA  
Kristen F. Schaffner, MEd  
Matthew A. Ruderman, MEd  
Robert J. Volpe, PhD  
Valerie L. Weed, BS  
Justin R. Byron, MA  
Jasmin D. Llamas, MA  
Rebecca L. Perry, MEd  
Gunsung Lee, MA  
Michael R. Capawana, MA  
Weifen Lin, PhD  
Rachel E. Hodas, MEd  
Sarah Backe, MA  
Rosanne Menna, PhD  
Maureen Conroy, PhD  
Jane K. Handel, BA

Kisha M. Radliff, PhD  
Lori N. Fernald, EdD  
Alyssa A. Sondalle, BA  
Lauren A. Carbonell, BS  
Nancy Como-Lesko, PhD  
Amanda N. Spalter, MS  
Emery B. Mahoney, MA  
Heather Schwartz, BS

**12:00PM-1:50PM**

**Symposium (S): Division 16 Initiatives – Social Justice And Child Rights, Traslating Science to Practice, and Globalization Convention Center Room W309A**

**Participant/1stAuthor**

Susan G. Forman, PhD  
David Shriberg, PhD  
Shane Jimerson, PhD

**3:00PM-4:50PM**

**Business Meeting (N): [Business Meeting] Peabody Orlando Hotel Celebration Room 1**

**5:00PM-5:50PM**

**Social Hour (N): [Social Hour] Peabody Orlando Hotel Celebration Room 1**

AUGUST 2-5, 2012 ORLANDO, FL





## **Sunday, Aug. 5, 2012**

**9:00AM-10:50**

**Symposium (S):  
School Psychologists Serving  
Students Who Are Gifted  
Convention Center  
Room W310A**

**Participant/1stAuthor**

Kristen R. Stephens, PhD  
Frank C. Worrell, PhD  
Emily W. King, PhD  
Steven E. Knotek, PhD  
Susan G. Assouline, PhD

**9:00AM-10:50AM**

**Symposium (S):  
Cultural Factors That Explain  
Academic Achievement  
Among Immigrant/Mexican  
American Students  
Convention Center  
Room W311C**

**Participant/1stAuthor**

Michael Mobley, PhD  
Heejung Chun, PhD  
Chelsea Garcia, BA

**12:00PM-1:50PM**

**Symposium (S):  
Developmental Assessment  
Through Natural Play – Research  
on the Developmental Play  
Assessment**

**Participant/1stAuthor**

Summer Klug, MS  
Emanuel J. Mason, EdD  
Jacquelyn M. Briesch, MS  
Elizabeth Hemphill, MS



AUGUST 2-5, 2012 ORLANDO, FL

## People and Places

- The University of Houston is pleased to announce that **Dr. Samuel McQuillin** will be joining the School Psychology faculty in August. Dr. McQuillin is a graduate of the School Psychology Program at the University of South Carolina and completed his APA accredited internship with the Cypress-Fairbanks Independent School District in Texas.
- The faculty of the School Psychology program at Lehigh University are pleased and excited to announce that **Robin Hojnoski, Ph.D.**, has been awarded tenure and promoted to the rank of Associate Professor. Dr. Hojnoski is well known for her focused expertise in early childhood applications of school psychology.
- The School Psychology Program at Illinois State University is pleased to announce that **Dr. Adena Meyers** and **Dr. Renee Tobin** have both been promoted to the rank of Professor. Dr. Meyers' research focuses on the effectiveness of family, community, and school-based interventions and Dr. Tobin's research focuses on emotional regulation and the effectiveness of mental health interventions.
- The faculty of the School Psychology program at St. John's University are pleased to welcome **Dr. Robyn Kurasaki** to the faculty. Dr. Kurasaki earned her doctorate from St. John's University's in 2009. She has experience as a school psychologist in the New Hyde Park School (NY) District. Dr. Kurasaki previously served as an instructor at Queens College. Dr. Kurasaki's work focuses on CBT with children and parents.
- The faculty of the School Psychology Program at Temple University are also pleased to announce that **Catherine Fiorello, Ph.D., ABPP**, has been promoted to the rank of professor. Dr. Fiorello will continue in her current position as Director of the School Psychology Program. Dr. Fiorello is a nationally recognized leader in research regarding cognitive assessment, school neuropsychology, and training issues in school psychology.
- The School Psychology Program at Temple University is pleased to announce that **Dr. Laura Pendergast** will be joining the faculty as an assistant professor this fall. Dr. Pendergast earned her degree at Pennsylvania State University, interned at CORA Services in Philadelphia, and is completing a post-doctoral fellowship in the Mood and Cognition Lab at Temple.
- The faculty of the School Psychology program at the University of Missouri are pleased and excited to announce that **Wendy Reinke, Ph.D.** has been awarded tenure and promoted to the rank of Associate Professor. Dr. Reinke is well known for her expertise in prevention/intervention of disruptive behavior disorders in children.
- The School Psychology Program at The University of Southern Mississippi (USM) welcomes **Dr. Keith Radley** to the faculty beginning August, 2012. Dr. Radley received his Ph.D. from the School Psychology Program at the University of Utah. His research focuses on behaviorally-focused, empirically validated interventions and, specifically, in the creation and evaluation of social skills interventions for children with social deficits, like autism spectrum disorders.
- **Dr. Rik Carl D'Amato** and **Ms. Yuanyuan Wang**, a doctoral student, presented a series of lectures on clinical neuropsychology at the University of Macau in February, 2012. The visit marks the beginning of academic and research exchanges between Guangzhou Psychiatric Hospital and the University of Macau, with Dr. D'Amato and Ms. Wang are affiliated.

**Please e-mail all submissions  
for People & Places to Ara Schmitt at:  
[schmitt2106@duq.edu](mailto:schmitt2106@duq.edu)**

## OBITUARIES

### 2010 Obituary Listings 2010\*

#### Tom Fagan, Division 16 Historian

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

**Baruth, Carroll L.:** DOB 5/22/1941, Died November 11, 2009. BA (1965) St. Mary's College, MS (1969) Mankato State College, PhD (1971) University of New Mexico in Counseling Psychology, Master's of Divinity (1972) Immaculate Conception Seminary, and EdS (1973) Mankato State College. Licensed clinical psychologist and certified school psychologist in Minnesota. Long career as director of the Center for Personal Development in MN.

\*Appreciation is expressed to Philip Norfolk and Colby Taylor, Research Assistants in the School Psychology Program at the University of Memphis for assistance in gathering background information.

APA member since 1973. Last residence believed to be in Stewartville, MN.

**Blackham, Garth J:** DOB 11/13/1926, Died July 24, 2009. BA (1950) and MS (1952) from Utah State College. PhD (1954) in educational psychology, Cornell University. Licensed in clinical psychology in Arizona; ABPP in school psychology. Long career with Arizona State U. and consulted with the Child Study and Consultation Service directed by the historically well known Dr. Keith Perkins. Associate APA member in 1954 and member in 1958. Last residence in Tempe, AZ.

**Brophy, Helen:** DOB 1/15/16 (Uncertain); Died March 15, 2009 (Uncertain). BS Ed. from SUNY-Buffalo (1957), MA in counseling (1969) then MA in school psychology (1971) at Fairleigh Dickinson U. Former school psychologist for Wayne Township Schools (NJ). Associate Member of APA in 1972. Division 16 member in 1970s. Last address may have been Weehawken, NJ.

**Cummings, Joyce Eileen:** DOB 2/20/1941, Died November 9, 2010. PhD in counseling



psychology from Boston College, 1977. Employed as a school psychologist 1966-1977 Avon Public Schools; then with the Department of Social & Behavioral Sciences with Worcester State College (MA). APA member since 1982. Appears to have been a Division 16 member until the mid-1990s. Last address was in Foxboro, MA.

**Laura M. Hines:** DOB 10/29/1922, Died May 29, 2009. A.B. 1945 from Virginia State College, M.A. in educational psychology, 1950 from New York U., PhD, 1978 in school psychology from Fordham U. Former school psychologist for the New York Board of Education's Bureau of Child Guidance (1965-1979), then on the faculty of the Ferkauf College of Humanities and Social Science-Yeshiva U. 1980 until retirement. APA Associate Member (1969) and Member (1979). Last known residence in New York City. See D-16 newsletter, 2012, Vol. 66, No. 1, pp. 30-31.

**Litwack, Lawrence:** DOB 9/18/1929, Died April 3, 2010. B.A. (1952) University of Massachusetts; M.A. (1955) Teachers College, Columbia University; Ed.D.

CONTINUED FROM PAGE 39

**Obituaries: 2010 Obituary Listings 2010**

(1959) at Boston University in counseling psychology. He served as a Juvenile Training Counselor at the Lyman School for Boys (1955-1957), and at Boston University he was a Teaching Fellow (1957-1958), Instructor (1958-1959), and Asst. Professor of Education (1959-1963). At Kent State University he served as Associate Professor of Special Education in the College of Education and Director of the Guidance lab, then Professor of Education (1968) and Chair of the Department of Counseling and Personnel Services (1966-1984). Returning to Massachusetts, he served as Professor in the Department of Counseling Psychology, Rehabilitation, and Special Education at Northeastern University until his retirement in 2002. He moved to the Chicago area to be near his children and grandchildren. While there he served as a senior instructor at the William Glasser Institute-Midwest Region. In 1980 he founded and edited the International Journal of Reality Therapy until 2009. He also taught part-time at National Louis University and remarked to me in an email that he had just completed his 52nd fall semester of teaching! A licensed clinical psychologist in Ohio, then Massachusetts and Illinois, he held the ABPP in counseling psychology. He was an APA Member since 1961 and at one time belonged to Divisions 5 (Eval. & Meas.), 16 (School), 17 (Counseling Psychology), and

became a Fellow of Division 17 in 1983. Last address in Highland Park, IL.

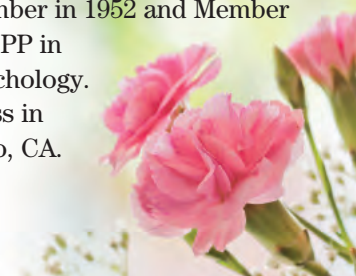
**Lovinger, Sophie Lehner:** DOB 1/15/1932, Died March 23, 2010. BA (1954) CUNY-Brooklyn College, MEd (1959) CUNY-City College, PhD (1967) in school psychology NYU. Worked with several social agencies in NYC and then taught at Hofstra U. (1967-1970), and on the psychology faculty at Central Michigan U. from 1970 until her retirement. Certified school psychologist in NY and licensed in clinical in MI. Associate Member 1961 and Member 1971. Last residence was in Charleston, SC.

**Morgan, Robert:** DOB 12/22/1927, Died October 14, 2010. Licensed in clinical psychology in California, Massachusetts, and Alaska. PhD (1970) in counseling psychology, Kent State U. Director of Special Education for the Anchorage School District (1976-77). Long career with the Alaska Human Development Association where he was active in the development of programs for American Indians and Alaska Natives. He previously worked in schools and agencies in Massachusetts. APA member since 1971. Last residence was in Anchorage, AK.

**Robinson, Jacques H.:** DOB 11/12/33, Died February 15, 2010 in Statesboro, GA. BS in Industrial Arts Education (1956), MEd in Special Education and Elementary

Education (1962) from New York State University College for Teachers, PhD in Special Education from Peabody College (now of Vanderbilt University) in 1968. Served as Assistant Professor in Special Education and Secondary Education from 1968-1972 at the University of Louisville (KY), then professor at Kent State U. in Special Education and Rehabilitation Counseling and Psychology (19973-1992); then professor of Special Education at Georgia Southern University (Statesboro, 1993-1996). APA Member since 1978.

**Somerville, Addison Wimbs:** DOB 8/06/1927, Died June 21, 2010. BS (1948), MS (1950 at Howard U. PhD in general psychology (1963) from Illinois Institute of Psychology. Taught in Psychology Dept. at California State U-Sacramento. Earlier employed in a variety of positions including school psychologist for the District of Columbia Schools (1958-1959), and chief school psychologist for the Francis W. Parker School (1959-1964). Division 16 member in the 1970s. APA Assoc. Member in 1952 and Member in 1958. ABPP in school psychology. Last address in Sacramento, CA.





CONTINUED FROM PAGE 16

# **Practice Forum: Executive Functioning Profiles of Children Who Display Inattentive and Overactive Behavior in General Education Classrooms**

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## 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!!!

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- **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
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- **I.Q. Testing: The Past or the Future? The Sattler-Reschly Debate**
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- **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

## ANNOUNCEMENTS

### Division 16 Executive Committee Election Results

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University of Minnesota**

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and Ethnic Minority Affairs (SEREMA):*

**Amanda Vanderheyden,  
Education Research and Consulting**

*Vice President of Publications and Communication:*

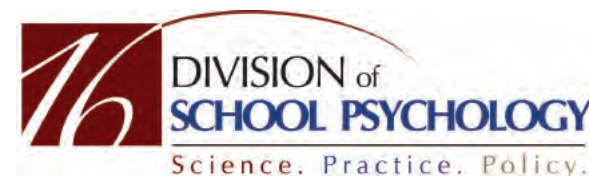
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## ANNOUNCEMENTS



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

### REQUEST FOR PROPOSALS

### ELIZABETH MUNSTERBERG KOPPITZ FELLOWSHIP PROGRAM

#### About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

#### About the Elizabeth Munsterberg Koppitz Fellowship Program

The Elizabeth Munsterberg Koppitz Fellowship Program provides fellowships and scholarships for graduate student research in the area of child psychology.

APF supports original, innovative research and projects. Although APF favors unique, independent work, the Foundation does fund derivative projects that are part of larger studies.

#### Program Goals

The Elizabeth Munsterberg Koppitz Fellowship Program

- Nurtures excellent young scholars for careers in areas of psychology, such as child-clinical, pediatric, school, educational, and developmental psychopathology
- Supports scholarly work contributing to the advancement of knowledge in these areas

#### Funding Specifics

- Several fellowships of up to \$25,000 each
- Support for one year only
- Only one application accepted from any one institution in any given year
- Tuition waiver/coverage from home institution

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

#### Eligibility Requirements

Applicants must:

- Have completed doctoral candidacy (documentation required)
- Have demonstrated research competence and commitment in the area of child psychology
- Receive IRB approval from host institution before funding can be awarded if human participants are involved

#### Evaluation Criteria

Proposals will be evaluated on:

- Conformance with stated program goals
- Magnitude of incremental contribution
- Quality of proposed work
- Applicant's demonstrated scholarship and research competence

#### Proposal Requirements

- Description of proposed project to include goal, relevant background, target population, methods, and anticipated outcomes
- Format: not to exceed 5 pages
- 1 inch margins, 12 point Times New Roman font;
- Relevant background, literature review, specific aims, significance;
- Methods section (The method section must be detailed enough so that the design, assessments, and procedures can be evaluated.);
- Implications section
- Timeline for execution
- Full budget and justification
- Current CV
- Two letters of recommendation (one from a graduate advisor and the other from the department chair or Director of Graduate Studies)

#### Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> by **November 15, 2012**. Please be advised that APF does not provide feedback to applicants on their proposals.

Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).



## ANNOUNCEMENTS



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

CALL FOR  
NOMINATIONS

# CHARLES L. BREWER

## DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD

### About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Charles L. Brewer Distinguished Teaching of Psychology Award

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

### Amount

- \$2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

### Eligibility Requirements & Evaluation Criteria

Nominees should demonstrate and will be rated on the following dimensions:

- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials
- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

### Nomination Requirements

- Nomination cover letter outlining the nominee's contributions to the teaching of psychology
- Current CV and bibliography
- Up to ten supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee
- (All nomination materials should be submitted or forwarded to APF in one package)

### Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> or mail to the American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC 20002-4242 by **December 1, 2012**.

Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).

## **American Psychological Association**

Division 16, School Psychology  
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University of Puerto Rico  
Mayaguez, PR 00680  
(787) 832-4040 (w)  
(787) 245-9615 (c)  
(787) 265-5440 (f)  
[amanda.clinton@gmail.com](mailto:amanda.clinton@gmail.com)

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Rosemary Flanagan, Ph.D.,  
ABPP  
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43 West 23 Street  
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(212) 242-4668 ext. 6074 (w)  
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