



The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

inside

President's Message

- 4 | Moving Forward for Children and Adolescents: The Division 16 2013 Agenda**
Vincent C. Alfonso

Division 16 Executive Committee Nominee Statements

President-Elect

- 7 |** *James C. DiPerna*

Treasurer

- 8 |** *Mark D. Terjesen*
9 | *Shirley A. Vickery*

Vice President for Convention Affairs and Public Relations

- 10 |** *Scott A. Methé*

Vice President for Education, Training & Scientific Affairs

- 12 |** *Catherine A. Fiorello*
14 | *Janay B. Sander*

Division Representative to APA Council

- 15 |** *Tammy L. Hughes*
17 | *Bonnie K. Nastasi*

Professional Development

- 19 | Contributing to the Future of School Psychology**
Shane R. Jimerson

Professional Development

- 20 | ABPP Board Certification in School Psychology**
Michael E. Tansy

Professional Development

- 23 | Work-life Balance in Academic Careers**
Bryn Harris and Amanda L. Sullivan

- 27 | 2013 APA Div 16 Convention Update Honolulu, Hawaii July 31-Aug 4, 2013**
Shannon Suldo

- 29 | APA Council Representatives' Report**
Beth Doll and Frank Worrell

- 32 | School Based Microaggressions: Implications for Socially Just School Psychology Practice**
Jennifer Durham

- 35 | A Missing Piece in the Investigation of Anti-Bullying Efforts within Schools: The Role of Ethnicity**
Stephanie Grunewald

- 40 | A Call for More Effective Prevention of Violence**
Ron Avi Astor, Dewey G. Cornell, Dorothy L. Espelage, Michael J. Furlong, Shane R. Jimerson, Matthew J. Mayer, Amanda B. Nickerson, David Osher and George Sugai

SASP Corner

- 44 | Beyond the Classroom: Extra Curricular Training for Graduate Students**
David O. L. Cheng & Jennifer M. Cooper

- 48 | People & Places**
Ara J. Schmitt

- 49 | Announcements**

The School Psychologist Advertising & Submission Info

Moving or missing your newsletter? More information about Division 16

For questions regarding your Division 16 membership including address changes and subscription inquiries for *The School Psychology Quarterly* and *The School Psychologist*, write the Division 16 Administrative Office, Division Services Office, American Psychological Association, 750 First St., N.E., Washington, D.C. 20002-4242, call (202) 336-6013 or send your inquiry via facsimile machine to (202) 336-5919.

For change of address: APA/Division 16 Members need only send one change of address notification to the APA Directory Office at the APA address listed above. Division 16 Student Affiliate Members should send notification to the APA Division Services Office.

Classified Rates

As a courtesy, Division 16 members will not be charged for employment notices or professional announcements (e.g., upcoming meetings, scholarship opportunities, grant opportunities, calls for proposals). All others will be charged 75 cents per word for employment notices and commercial announcements. A minimum order is 50 words and no frequency or agency discounts apply. An invoice will be sent after publication. For information regarding display ads, contact:

Rosemary Flanagan, Ph.D., ABPP
Touro College
Graduate School of Psychology
43 West 23 Street
New York, NY 10010
(212) 242-4668 ext. 6074 (w)
(212) 627-3692 (f)
rosemary.flanagan@touro.edu

Requirements

The *School Psychologist* is published three times (Winter, Spring, and Fall). The three regular issues are electronic. Employment notices, announcements, and advertisements (including display ads) are due on the 1st of November (Winter issue), March (Spring issue), and July (Fall issue). Display ads should be submitted in a high-resolution PDF format.

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

Display Ad Rates*

Ad Size	Rate
Full page (6.625" x 9.25")	\$625
Half page (horizontal 6.625" x 4.5")	\$475
Half page (vertical 3.25" x 9.25")	\$475
Quarter page (3.25" x 4.5")	\$275

Multiple Insertion Discounts¹

Full page (2-4 insertions)	\$525
Full page (5-8 insertions)	\$475
Half page (2-4 insertions)	\$425
Half page (5-8 insertions)	\$375
Quarter page (2-4 insertions)	\$175
Quarter page (5-8 insertions)	\$125

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

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

¹Rate is cost per insertion.

Advertising Policy

Advertising and announcements appearing in *The School Psychologist* (TSP) do not necessarily indicate official sanction, promotion, or endorsement on the part of TSP or Division 16 of the American Psychological Association. Division 16 is not responsible for any claims made in an advertisement or announcement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in TSP. Division 16 reserves the right to edit all copies and to refuse advertisements and announcements based upon legal, social, professional, and ethical considerations. All advertising and announcements must be in keeping with the generally scholarly and/or professional nature of TSP. Division 16 retains the right to unilaterally reject or cancel advertising and announcements. Advertising and announcements submitted with the purpose of airing either side of controversial social, political, or professional issues will not be accepted for publication in TSP. Classified, display ads, and announcements should be submitted to the Editor.

Author's Instructions and Publication Schedule

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

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

Articles are reviewed and accepted on a rolling basis. For information about submissions and/or advertising rates please e-mail or write to:

Rosemary Flanagan, Ph.D., ABPP
Touro College
Graduate School of Psychology
43 West 23 Street
New York, NY 10010
(212) 242-4668 ext. 6074 (w)
(212) 627-3692 (f)
rosemary.flanagan@touro.edu

Publication Schedule

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

All issues are archived electronically and can be read in their entirety at: http://www.indiana.edu/~div16/publications_psychologist.html



Division 16 Executive Committee

President

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

President-Elect

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

Past 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

Secretary

Amanda Sullivan, Ph.D.
The University of Minnesota
Department of Educational Psychology
350C Education Sciences Building
56 E. River Rd.
Minneapolis, MN 55455
(612) 626-7221
asulliva@umn.edu

Treasurer

Cathy Fiorello, Ph.D.
Temple University
1301 Cecil B. Moore Ave., RA-269
School Psychology Program, PSE
Philadelphia, PA 19122-6091
(215) 204-6251 (w)
(215) 204-6013 (f)
catherine.fiorello@temple.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

Vice President of Membership

Jessica A. Hoffman, Ph.D., 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

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

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

James (Jim) DiPerna, Ph.D.
Educational Psychology,
Counseling & Special Education
105 Cedar
University Park, PA 16802
(814) 863-2405 (w)
(814) 865-7066 (f)
jcd12@psu.edu

Vice President of Publications & Communications (VP-PC)

David Shriberg, Ph.D.
Loyola University Chicago
School of Education
820 N. Michigan Ave
Lewis Towers 11th Floor, #1116
Chicago, IL 60611
(312) 915-7087
dshribe@luc.edu

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

Amanda VanDerHeyden, Ph.D.
Amanda VanDerHeyden
Vice-President for Social, Ethical, and
Ethnic Minority Affairs
(VP-SEREMA)
Education Research & Consulting, Inc.
102 Ashton Ct.
Fairhope, AL 36532
(251) 300-0690 (w)
(251) 210-4661 (h)
amandavande@gmail.com

Council Representative

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

Council Representative

Frank C. Worrell, Ph.D.
Council Representative
University of California, Berkeley
Cognition and Development
Graduate School of Education
4511 Tolman Hall
Berkeley, CA 94720-1670
(510) 643-4891 (w)
(510) 223-5313 (h)
(510) 642-3555 (f)
frankc@berkeley.edu

SASP Representative

Jennifer Cooper (SASP President)
The Ohio State University
A 418 PAES Building
305 West 17th Avenue
Columbus, OH 43210
(646) 446-9577
cooper.1858@osu.edu

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

Editor

School Psychology Quarterly
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



PRESIDENT'S MESSAGE

Moving Forward for Children and Adolescents: The Division 16 2013 Agenda

Vincent C. Alfonso
Fordham University, Graduate School of Education
New York City



Vincent C. Alfonso



I am honored and proud to lead Division 16 in 2013. From my perspective, the division has made many significant strides towards being one of the more active and influential divisions within the American Psychological Association (APA) thanks to many who have preceded me in this position including Tammy Hughes, Cecil Reynolds, Bonnie Nastasi, Karen Stoiber, and Elaine Clark. I would like to express special thanks and recognition to Shane Jimerson for his guidance, tutelage, and patience in working with me and preparing me for this undertaking. He has been an engine powering the division forward and for that I and all of us are very grateful.

I would like to acknowledge those Executive Committee (EC) members who completed their service in 2012 including Karen Stoiber and Sue Swearer. At the same time please allow me to welcome David Shriberg and Amanda Sullivan to the EC of the division. These individuals along with the returning EC members

are committed to working diligently and tenaciously for all members of the division and for the best interests of children and adolescents. In addition, I would like to acknowledge Rosemary Flanagan as editor of *The School Psychologist* (TSP) and Jennifer Cooper as president of the Student Affiliates of School Psychology (SASP).

In thinking about the goals for the division in 2013, I knew that I wanted to continue the good work that my predecessors had done rather than create a brand new agenda that could derail us from the strategic plan that was put in place several years ago. Enumerated below are the goals that I discussed with the EC at our mid-winter meeting that took place in Washington, DC on January 24-25, 2013 at APA headquarters:

Continue the strategic plan that was developed several years ago to advance science, practice, and policy for school psychology.

CONTINUED FROM PAGE 4

President's Message:**Moving Forward for Children and Adolescents: The Division 16 2013 Agenda**

One of the major initiatives of the division with respect to advancing science, practice, and policy was the creation of working groups. The original three groups, Globalization of School Psychology, Social Justice and Child Rights, and Translation of Science to Practice and Policy, continue to forge forward under the leadership of Sissy Hatzichristou, Stuart Hart, and Susan Forman, respectively. The EC voted unanimously at the mid-winter meeting to add a fourth working group, Mental Health in the Schools, that will be led by Jim DiPerna (Vice President for Convention Affairs and Public Relations) and Stacy Overstreet (Vice President for Education, Training, and Scientific Affairs). The EC was fortunate to meet with Chief Executive Officer of APA, Norman Anderson and his staff to discuss the White House's proposals regarding gun control and mental health. In fact, the EC provided written feedback to APA and the division is committed to working with APA in the future to ensure that we are having a positive impact on children and adolescents.

Continue to become more integral participants in APA via elections to boards and committees (APA governance).

The EC recently reached out to the division membership requesting volunteers

to be nominated for various APA boards and committees. This effort has been led by president-elect Linda Reddy as chair of the division's Governance Committee. I am delighted to report that many members responded to Linda's outreach and will appear on the nominations ballot for various APA boards and committees. I invite others to e-mail Linda (lreddy@rci.rutgers.edu) of their interest in becoming active members of the division and APA. In addition, the division will have a third council representative in 2013 thanks to all the votes in support of the division! There is no better way to influence the governance of APA than having multiple council representatives and we will be fortunate to have three in the months ahead. Finally, three division members attended the annual Division Leadership Conference that took place in Washington, DC in late January. I would like to thank Robin Coddington, David Shriberg, and Amanda Sullivan for their time and energy in representing us at the meeting.

Increase membership.

It is no secret that membership in many organizations has been decreasing and our division is no different. Therefore, in the near future we will begin a membership campaign under the leadership of Vice President for Membership, Jessica Hoffman. The

division will be reaching out to past members via e-mails, letters, and phone calls to encourage former members to consider rejoining the division and taking advantage of all that the division has to offer.

Increase communication within the EC and within the division.

The mantra of the division for 2013 is communication! I have no doubt that with increased communication within the EC and the division, we are stronger, better, and more productive. More than a year ago, we began the President's Committee which consists of the president, past-president, and president-elect. The members of this committee speak bi-weekly to discuss issues, concerns, initiatives, and strategies. When we have a president-elect-elect in a few months, that person will join the committee. In addition, I have requested that Shane, Linda, and I communicate with specific EC members on a monthly basis to ensure regular contact within the EC. Finally, we hope to begin regular announce-only e-mail blasts to inform all division members of the good work that is happening in the division.

Continue to develop our excellent Web site and what we can offer members via the site.

CONTINUED ON PAGE 6

CONTINUED FROM PAGE 5

President's Message:

Moving Forward for Children and Adolescents: The Division 16 2013 Agenda

The division Web site is simply the best source of information about what is happening in the division. If you have not visited the Web site, I strongly encourage you to take a look and learn! David Shriberg is our Vice President for Publications and Communications and this year Shane Jimerson is the chair of the Technology Committee. They are always open to new ideas so please send them e-mails with your thoughts (dshribe@luc.edu and jimerson@education.ucsb.edu, respectively).



President Shane Jimerson passes the gavel to the incoming president Vincent Alfonso at the January Executive Committee Meeting.

Continue to involve and integrate students in the division via SASP.

During the past two years, SASP has become more involved in the division's activities and we have integrated students in the division more so than ever before. Most recently, several students volunteered to become members of the division's working groups. The participation of students in the division is vital to the continuation and growth of the division. Clearly, students are our future and we should do as much as possible to encourage them to become active regular members after they graduate. I would like to thank Jennifer Cooper for her leadership of SASP and for involving more students in the division.

Maintain presence on the School Psychology Leadership Roundtable (SPLR).

I have been attending meetings of the SPLR on a regular basis. This "roundtable" includes several other school psychology groups whose primary focus at this time is the Affordable Care Act. All of us are eager to see and hear how this act will affect school psychologists and of course the children and adolescents we serve. In future issues of TSP, I am sure we will provide you with updates and important information on this landmark act.

Communicate with future leaders of the division the strategic plan and initiatives that have been in place for the past 5-7 years and plan for the future.

The EC is making concerted efforts to ensure that future leaders are aware of the initiatives that have been in place for several years. For example, the past presidents of the division have communicated the strategic plan with members via e-mails, the Web site, and TSP. EC members are encouraged to run for different elected positions in the division and in APA for continuity and consistency. Our Governance Committee has been communicating regularly with interested individuals about the direction of the division. Finally, the EC is thinking about revisiting and modifying our strategic plan in the next year or two.

As we begin a time of perhaps unprecedented attention to children and adolescents, please take some time to learn about the division and think about becoming more active. I am available to answer your questions and assist you in navigating through the myriad activities of the division and offer you a genuine and heartfelt welcome!

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President

James C. DiPerna, Ph.D.

Nominee
2013 DIVISION 16 ELECTION

Position Statement

I would like to thank the Executive Committee for my nomination as a candidate for Division 16 President. During the past two years, I have served as the division's Vice President for Convention Affairs and Public Relations (VP-CAPR). As a result of this experience, I have gained an even greater understanding of, and appreciation for, the critical role that Division 16 plays in representing the interests of our profession within the American Psychological Association (APA). I also have been impressed by the enthusiasm and commitment of our Executive Committee members to advancing science, policy, and practice in our field. If elected, my primary goal will be to further support the key divisional initiatives launched during the past 5 years (e.g., implementing working groups to address critical areas of need, strengthening communication within the division, facilitating opportunities for collaboration with other APA divisions and other relevant professional associations). In addition, I will identify opportunities for our division to meaningfully contribute

to APA initiatives related to students, schools, and families. Finally, I will look for ways to broadly disseminate our science and practice to key stakeholders (students, practitioners, parents, and policymakers). Thank you for taking the time to consider my candidacy, and I welcome the opportunity to serve the division in this capacity.

Background

James C. DiPerna, PhD, is Associate Professor and Director of Training for the School Psychology program at The Pennsylvania State University. During the past decade, he has served the field through a variety of roles. He completed a 5-year term as Associate Editor for *School Psychology Review*, and he currently is the Editor for the annual *Directory of Internships for Doctoral Students in School Psychology*, which is jointly sponsored by APA Division 16, the National Association of School Psychologists, and the Council of Directors of School Psychology Programs. In 2010, Jim was elected to a 3-year term as the Division 16 Vice President for

Conference Affairs and Public Relations (VP-CAPR), and he served as the chair (or co-chair) for an annual statewide school psychology conference in Pennsylvania from 2004-2007. In 2005, Jim received the Lightner Witmer Award for early career scholarship from Division 16, and his professional interests focus on the promotion of academic, social, and emotional competence in youth.



James C. DiPerna
Pennsylvania State
University

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Treasurer

Mark D. Terjesen, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



*Mark D. Terjesen
St. John's University*

I am honored to be nominated for treasurer of Division 16. Through this position I would aim to sustain the long-term well being of the division and its initiatives to benefit the education and training of school psychologists and the practice of school psychology. Having been a school psychologist since 1994 and a full-time trainer since 1999, I continue to recognize the importance of having a strong executive committee to be the voice of school psychologists not just within APA but within our schools and to benefit the education and mental well-being of the children we serve. Our schools, like many other areas within the public sector worldwide, have faced a number of harsh economic realities that require fiscal management and wise decision making. At the same time, our professional organizations have also faced these challenges and have had to make similar, difficult decisions. As treasurer, my aim would be to work with the Executive Committee to promote fiscal health through management of the budget in a responsible manner, to collaborate with the executive committee to develop

mechanisms through which Division 16 initiatives may be worked towards in a fiscally sound manner, and be responsible for processing financial transactions and provide communication and accountability for Division 16 funds to the APA and Division 16 Executive Committee and the Division members.

Background

I am an Associate Professor and Director of the Graduate programs in School Psychology at St. John's University (STJ). I earned both my masters and doctoral degrees from the combined program in Clinical and School Psychology at Hofstra University. My experience in the schools includes working as a School Psychologist in New York and primarily with a preschool-aged population. I joined the psychology department at STJ in 1999 and began serving the first of my two terms as program director of both the doctoral and specialist level programs in school psychology in 2002. At STJ, the majority my duties are focused on managing the graduate programs, teaching, developing and

maintaining a program of research related to the field of school psychology and international school psychology, directing community-intervention/education projects, and writing manuscripts related to such work. I have mentored over 50 doctoral dissertation projects and have regularly presented and published in the aforementioned areas. I have also conducted numerous international trainings as a faculty member in areas related to school psychology and evidence based interventions. I regularly consult with international colleagues on developing intervention-based programming at their universities/facilities and helped develop the profession of school psychology in Vietnam. I have also served as a trainer in cognitive-behavioral therapy at the Albert Ellis Institute since 1997 with my primary focus being on clinical work with children and consultative works with parents and teachers. I have served as the President of the Trainers of School Psychologists (2009-2010) and have been a board member since 2007. I have twice been the School Division President of the New

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Treasurer

Shirley A. Vickery, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



Shirley A. Vickery

I am pleased to be nominated for Treasurer of Division 16. I am a certified school psychologist and licensed psychologist in South Carolina, and for the past 32 years, I have practiced as a School Psychologist in Richland School District Two in Columbia, South Carolina. My professional identity is as a School Psychology practitioner, supervisor, and advocate, and I believe that perspective will allow me to have a positive voice within Division 16.

For many years in my position as a School Psychologist, I worked primarily with programs for students with Emotional Disabilities in the schools - developing and supervising school programs, evaluating and identifying students in need of services, training teachers in appropriate strategies, working with parents on strategy development, and interfacing with community providers. In my current role as Director of Psychological Services, I supervise psychologists and other school mental health professionals, and coordinate a non-APA approved internship site. I have trained school psychology interns

and practicum students for almost 30 years, and I have worked closely with the University faculty in supporting research-funded grants and student placements. I am also currently Project Director of a federally-funded grant providing additional mental health and counseling professionals in our schools. As such, I promote evidence-based practice, direct provision of services, and supervision of the staff members.

I have been an active leader in psychology in South Carolina, having served as President of the SC Psychological Association, the SC Association of Practicing Psychologists, and the SC Association of School Psychologists. I served five years on the Board of Examiners in Psychology, with two years as Chair. I served for several years as Member and Chair of the Legislative Committee for SCPA, monitoring legislation in the state, testifying at numerous committee meetings, and advocating for psychology practice and clients. I am currently in my sixth and final year as South Carolina's APA Council Representative.

I am professionally committed to the improvement of mental health and educational outcomes for all students in schools and communities. I see daily the impact of school psychologists, special educators, school administrators, school counselors, and general education teachers on educational and mental health outcomes of students. Schools are backbones of our communities and their influence is on every family in the community, not just those with children in school. In our district, I have served as the After-Crisis coordinator for several years and have been involved in our district's response to the increased anxiety and concern brought on by the Sandy Hook tragedy. I am very interested in the role psychology plays in helping our country deal with issues of violence, and I support APA's recent response to translate our research into community practice and policy. As leaders and policy-makers react to the tragic events, I see limitless opportunities for those in school psychology to impact mental health services to students in schools and communities. Division 16 is an essential

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Vice President of Convention Affairs and Public Relations

Scott A. Methe, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



*Scott A. Methe, Ph.D.
University of
Massachusetts*

Background

My career as a school psychologist began in 1999, and was formalized in 2005 after being granted a Ph.D. in School Psychology from the University of Massachusetts at Amherst. The years I spent learning school psychology at UMass count among the best years of my life, mostly because of the vibrant professional engagement with passionate and productive student colleagues and faculty. The breadth of my experience was enormous, and my immersion into a scientist-practitioner training model was enhanced by the program's focus on child advocacy and change agency. My first research project and publication was intended to solve a vexing problem facing a teacher who I met during my second year practicum. This experience - like most others throughout my training - taught me how to use authentic problems as a context to motivate inquiry and improve conditions for children, teachers, and families. This project, and the time I spent learning to practice and teach school psychology also taught me about the immense privilege of working

in a research and development role for our most venerable of institutions: the American school system.

It is not a stretch to say that my experience as a school psychologist began in the fall of 1999 as a student, when I took on a 2-year full time assistantship working under a seasoned teacher-turned-school-psychologist (informally nicknamed "the bulldog" by the local teachers due to her intensity and follow-through). This intensive early exposure to the profession began focusing my interests in early intervention and prevention; specifically, I became interested in how to help younger children - as well as their teachers and parents - access the curriculum and learn academic skills for successful participation in society. Using these experiences, I charged on with practicum, internship, and took my first position as a school psychologist and special education director in 2004. Directing special education solidified my interest in becoming a trainer of school psychologists. I felt that I needed to do more to reach children who were experiencing early academic failure and

"checking out" of school as young adults. Sharing my message with future school psychologists and researching vexing problems would be my future.

I worked as a school psychologist, school consultant, and home-based behavioral consultant through the summer of 2006, and in the fall of 2006, my former advisor and mentor once again came through and recommended me for a teaching assistant professor position at UMass at Amherst. Reuniting with former faculty and students was exciting, and although I was imbued with teaching responsibilities, I also tried to remain engaged in research. This experience enabled me to attain my first tenure-track assistant professorship at East Carolina University (ECU). At ECU, I began to deepen my commitment to research, teaching, and university and professional service. Throughout my time at ECU, I supervised a number of research projects and theses, received two awards for service, attained close to \$100,000 in grant funding, published the majority of my professional work, and prepared a number of well-reviewed graduate-

CONTINUED FROM PAGE 10

Nominee for Division 16 Vice President of Convention Affairs and Public Relations
Scott A. Methe, Ph.D.

level courses in school psychology in addition to maintaining a national profile through frequent presentations of research projects. Due to my record as a productive manuscript reviewer, in 2010, I was offered two interim associate editorships with two respected journals and maintained editorial board membership with two others. I also served as chair of the 2012 Division 16 Convention Program and worked closely with Division 16 personnel as part of this experience. Although I did not attend the 2012 APA convention due to its coinciding with my move from North Carolina to Massachusetts, I was ably backed by the enthusiastic leadership team, comprised of the VP-CAPR at the time and the Program co-chair. Despite a limited role to date with Division 16 prior to assuming the role of Program Chair, I have greatly enjoyed my experience interacting with junior, mid-career, and senior faculty colleagues and students, as well as the experience reviewing cutting-edge scholarship deepened my interest in further work with Division 16, and I began to inquire about the potential for future work.

Position Statement

My position statement focuses on how the VP-CAPR should uphold the mission of the American Psychological Association and the Division of School Psychology.

For me to explain how I intend to do this if elected as VP-CAPR, I must first put this mission into my own words. I believe that these organizations exist to promote excellence in the professional service to others and the first step in promoting excellence is learning about what already exists through outreach and interaction within Division 16 and across other divisions. Fundamentally, we are helping professionals and the services of school psychologists are focused toward enhancing the lives of children and adolescents through simultaneously enhancing the context of schooling. Although a multifaceted profession, ours is the applied arm of the basic social sciences, and if elected, I will strive to identify new knowledge and work within my role to learn how this knowledge can be used to help children and adolescents in schools. Although this goal is simply stated, it is not simply attained. Therefore, my first and most primary job as VP-CAPR is to see to it that the convention showcases the existing and innovative work of scholars and practitioners, as well as promotes outreach with colleagues, across APA divisions, and with the public. In this role, I will continue the singular focus on the idea that binds us together within and across APA divisions: that our job is to help others and invest ourselves deeply in learning how to improve what we do.

Although I am relatively new to Division 16, I am familiar with its convention infrastructure, goals, and its mission in public relations and convention planning. In addition, my background and professional experiences have rooted me in school psychology. I believe this fundamental idea – the idea that all aspects of Division 16 – should serve the profession of school psychology and the lives of students in schools. Because the VP-CAPR position demands social outreach, anyone who knows me also knows that I like to make friends and engage in networking. Because I spend so much time immersed in school psychology, many of my friends are colleagues and former students, and this social aspect of my work has allowed me to build and nurture networks of collaboration among scholars, school personnel, students, and many others. This collaboration have resulted in innovative studies as well as book chapters, grant projects, and more on the horizon for the future. Building and nurturing a wide professional and social presence is important to me, and something that I will carry on if I am so privileged to receive the votes for Vice President of Convention Affairs and Public Relations.

EXECUTIVE COMMITTEE ELECTION

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

Catherine A. Fiorello, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



Catherine A. Fiorello,
Ph.D.
University

Statement:

I am honored to have been nominated for the position of Vice President of Education, Training, and Scientific Affairs. Questions about the training of school psychologists are once again paramount. APA is poised to fight for the inclusion of professional psychologists as health care providers under the Affordable Care Act, and Division 16 must push to ensure that doctoral level licensed school psychologists are not overlooked in this effort. Especially as the move toward school-based health clinics advances, acknowledgement of our particular expertise in prevention and systems-level intervention will be increasingly important. We need to get the word out that there are many highly-trained mental health professionals already present in schools!

As APA continues to struggle with the internship match imbalance, Division 16 needs to ensure that the unique needs of school psychologists are included in this effort as well. As professional psychology moves toward requiring an APA-accredited internship for licensure, the relative

lack of school sites will become more problematic. Division 16 must advocate for seed money for schools, and consortia including schools, to develop appropriate internships.

We are beginning to discuss the next IDEA reauthorization even as our colleagues in psychiatry revise the DSM. Putting diagnosis and identification on a strong scientific footing, rather than basing decisions on political and financial exigencies alone, should be a major goal for our profession. Our influence has typically been strong considering our relatively small size, and we need to continue this trend.

The relationship of research to practice has never been more critical. The needs and experiences of practice should feed into research, just as translational research moves empirical findings into practice. As schools embrace student outcomes as important accountability measures, school psychologists are uniquely positioned to ensure that measures of outcomes are broad, encompassing more than just test scores in a few academic areas, and

psychometrically strong. Our training in assessment, treatment fidelity, and intervention evaluation will prepare us to lead in this area.

My goal as VP-ETSA would be to represent the profession of school psychology as trainers of psychologists with unique skills to contribute to both professional psychology and education.

Background:

I earned my Ph.D. in school psychology at the University of Kentucky. While completing my dissertation, I worked as a certified school psychologist in rural Kentucky. Since that time, my career has combined research with practice, as I have combined private practice and clinical supervision with research and teaching. I recently earned Board Certification in school psychology through the American Board of Professional Psychology, and was named a Fellow of Division 16 of APA. I also earned the rank of Professor at Temple University, where I have taught for over 16 years and directed both the EdS and PhD programs for nearly 10 years.

CONTINUED FROM PAGE 8

Nominee for Division 16 Treasurer
Mark D. Terjesen, Ph.D.

York State psychological Association (NYSPA) and have been a board member of the New York Association of School Psychologists (NYASP) since 2010. I have served as the convention chairperson for Division 1 (General Psychology) of APA and have served as co-chair and chair for the Division 52 (International) conference planning. I currently serve as the membership chair for Division 1 for APA. In 2001, I received the Academic Division of the New York State Psychological Association, Virginia Staudt Sexton Early Career Award.

I believe that I would be well-suited to assume this important role within the division. I have been an active member of several APA and professional organizations with many positions related to the field of school psychology and would welcome the opportunity to further serve the division that I consider my home. Thank you for considering my nomination for Treasurer.

CONTINUED FROM PAGE 9

Nominee for Division 16 Treasurer
Shirley A. Vickery, Ph.D.

leader as these efforts move forward, and I very much plan to be a part of it.

As a candidate for Treasurer of Division 16, I bring a perspective as a long-time practitioner, supervisor, and state leader. I am particularly concerned about the issues that affect school psychology practice, both in public and private settings. I believe in the strengths of school psychology training and practice, and I am committed to seeing those become stronger and more important in mental health and educational planning. In addition, I am concerned professionally about the psychological services available to children and their families, especially to those who have serious emotional disturbance. I have seen the difficulties these families face and the scarcity or nonexistence of resources, and I will continue to support ways in which they can more easily access appropriate psychological and educational interventions.

Thank you for your consideration of my candidacy. I believe I have much to contribute as Treasurer and as member of the Division 16 Executive Board.

CONTINUED FROM PAGE 12

Nominee for Division 16
Vice President of Education,
Training and Scientific Affairs
Catherine A. Fiorello, Ph.D.

I have reached a point in my career where I see involvement in governance as a way to have an influence on psychology and education writ large. Working with the APA Board of Educational Affairs and Board of Scientific Affairs provides a venue to reinforce the influence and unique viewpoint of school psychology on professional psychology.

I have volunteered for a number of professional organizations, serving on the executive boards of the Trainers of School Psychologists (including as president), the Council of Directors of School Psychology Programs (including as secretary), and Division 16 (currently as treasurer). My experience working with a wide range of colleagues across many professional organizations will be invaluable as we unite to ensure a strong future for school psychology.

EXECUTIVE COMMITTEE ELECTION

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

Janay B. Sander, Ph.D., HSPP

Nominee
2013 DIVISION 16 ELECTION



*Janay B. Sander,
Ph.D.*

I am honored to be considered for this Division 16 office. I am concerned about the availability of high quality internships in school psychology and how national and state laws and policies have an impact on school psychology training. I work well with colleagues across disciplines, and I am interested in representing our profession to other boards that shape and monitor training in psychology. I truly value good training in general, but my home is in school psychology. It would be a pleasure to organize a committee in order to honor school psychologists who have made significant contributions to this field as part of this office.

My own training was broad and heavily influenced by research-practitioners, which I believe would be a strength as a liaison to other psychology training groups. As an undergraduate, I was a summer counselor for the ADHD Summer Day Treatment Program at Western Psychiatric Institute in Pittsburgh, PA. I graduated in 2001 from the APA accredited program in school psychology at The University of Texas at Austin. My internship was at Children's National

Medical Center in Washington, DC. After a post-doc in child clinical psychology at Virginia Polytechnic Institute and State University, I returned to Austin for a second post-doc to coordinate a school-based intervention study. Then in 2004 I started in a tenure track position at UT-Austin, where I stayed until 2012. This past fall, I started a new job as associate professor at Ball State University in school psychology. I work closely with the Youth Opportunity Center, a residential facility that takes referrals from the community, juvenile courts, and Department of Child and Family Services in Indiana. This facility is also an APA accredited internship site, and I assist with the training program for the interns. My own research is in the broad area of juvenile delinquency, namely the combined emotional, behavioral, and learning challenges that are common in this population. In the profession of school psychology, I have been an active editorial board member for *School Psychology Quarterly* and the *Journal of School Psychology*, and I am associate editor of the *Journal of Educational and*

Psychological Consultation. I have also served to facilitate conference groups at the Trainers of School Psychologists meeting (2010) and at the School Psychology Research Collaboration Conference (2007). I give frequent talks about managing a work-life balance in academia. I maintain an active license to practice psychology in Texas and Indiana, and I provide supervision to students providing school psychology services.

In general, I am interested in using my broad psychology training, collaboration skills, and experiences to give back to the profession of school psychology at this point in my career. It would be an honor to serve, and I appreciate your consideration for the Vice President for Education and Training and Scientific Affairs office in Division 16.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative

Tammy L. Hughes, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



*Tammy L. Hughes
University*

The Division has made significant strides over the last three years in communicating how evidence-based practices are viable in a variety of contexts worldwide. The Division's commitment to the global context has ultimately extended the application of the Specialty of School Psychology to new venues. This foundation has prepared us well for the new opportunities anticipated in the *Affordable Care Act (ACA)* implementation starting to come on-line in 2014. Indeed, as communities all across the country are reaching consensus that we need to address the health and mental health needs of children on a large-scale basis, school psychology is situated to design high yield context specific services to meet these new opportunities – it is an exciting time to serve in schools.

From my current position on APA's *Board of Educational Affairs (BEA)* I have chaired the Task Force that developed and will now confer the annual *Golden Psi Award*. The *Golden Psi Award* recognizes pre-k-12 schools for their use of psychological science to promote effective and innovative

environments for student learning and development. Further, I am active in supporting *Teachers of Psychology in Secondary Schools (TOPSS)* and the working group addressing *Restrictions Affecting Diversity Training in Graduate Education*; this group addresses how programs should prepare and respond when graduate students assert their personal beliefs preclude the competency considerations required for training professional psychologists to serve a diverse public.

As a past president of the Division along with my experiences in the APA governance structure (2009 APA presidential Task Force on the *Future of Psychology Practice* & now at *BEA*) has informed my thinking about how best the Division can position itself for the new realities developing within APA around changes being made to improve the policy making processes within the organization. Specifically, as data from the *Good Governance* project – an initiative that began in 2011 to “[assure] APA's governance practices, processes and structures are optimized and aligned

with what is needed to thrive in a rapidly changing and increasingly complex environment” – has been considered there has been a good deal of recognition that the traditional processes of Board and Committee reviews that ultimately end in a vote by the APA policy making body the Council of Representatives is long, indirect and often far from timely. As such, I anticipate that the traditional role of the Division Representative(s) to the Council will change. It is critical that that our next Representative(s) to the Council are prepared to not only to adjust to a new process but also to be able to negotiate the unfolding uncertainty in a way that productively supports the Division's efforts toward positive outcomes for children and the systems that serve them. Further, advancing the School Psychology Specialty within APA will also continue to support all of the Division's efforts.

Over the years, each of my roles within the Division (Past-President, VP-PCCA & Convention Chair) as well as others I have held in various organizations in the field has allowed me to visit with many of you along with other

CONTINUED FROM PAGE 15

Nominee for Division 16 Council Representative
Tammy L. Hughes, Ph.D.

APA colleagues. I recognize how others interpret and react to Division initiatives, I am experienced at negotiating difficult (e.g., MLA) and courageous (e.g., ACA) conversations and I am committed to interagency collaboration (NASP, CDSPP, SPLR, ABPP, ABSP, SSSP, ISPA, TSP, and the other child coalition divisions) as primary driver for success. I will remain highly engaged in these efforts. I feel confident I am prepared to support the Division through this transition.

If elected, I would work with the executive committee and experienced colleagues to define the steps that further articulate who we are, where we are going, and how School Psychology can affect children and youth positively over the long-term. As always, our main goal should be to reliably impact children in a manner that promotes healthy academic and social life experiences. In closing, I am honored to be nominated for the Division Representative to the Council. I look forward to serving the Division and welcome your support.

Tammy L. Hughes, Ph.D. is the Martin A. Hehir Endowed Chair for Scholarly Excellence, Professor and Chair of the Department of Counseling, Psychology and Special Education at Duquesne University. Active at the national level she currently serves on the American Psychological Association's (APA) Board of Educational Affairs

(BEA) She is the Past President of the Division of School Psychology (16) of APA, Past President of Trainers of School Psychologists (TSP), and served on the 2009 APA Presidential Task Force on the *Future of Psychology Practice*. Dr. Hughes is an Associate Editor for *Psychology in the Schools* and serves on the editorial boards of the *Journal of School Violence* and *International Journal of Offender Therapy and Comparative Criminology*. Her writing is in the area of childhood aggression including: differentiating emotional disturbance and social maladjustment, identify the treatment needs of youth with autism in detention facilities (specifically those who are incarcerated for sexual offenses) and understanding the relationship between emotional dysregulation and conduct problems in children. Her clinical experience includes assessment, counseling and consultation services in alternative education and juvenile justice settings focusing on parent-school-interagency treatment planning and integrity monitoring.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Council Representative

Bonnie K. Nastasi, Ph.D.

Nominee
2013 DIVISION 16 ELECTION



Bonnie K. Nastasi,
Ph.D.

Personal Statement:

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

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

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

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

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

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

Background Information:

Bonnie Kaul Nastasi, PhD (Kent State University, 1986), is a Professor in the Department of Psychology, School of Science and Engineering, at

CONTINUED FROM PAGE 17

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

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

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

Dr. Nastasi is committed to applying

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

PROFESSIONAL DEVELOPMENT

Contributing to the Future of School Psychology

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

Have you considered becoming an active participant in the governance of Division 16 of the American Psychological Association (APA)?

Contributing to Division 16 leadership is an excellent networking opportunity; great colleagues, fascinating conversations, opportunities to advocate for policies and practices to support and enhance the lives of children, and a chance to put School Psychology at the epicenter of American Psychology.

The Division 16 Executive Committee continues to seek and identify Division 16 members who would like to get further involved with a committee or elected leadership position in the Division or within the larger context of the American Psychological Association (APA). Nominations and recommendations are requested throughout the calendar year, with several opportunities opening up in January (Division 16) and February (APA Boards and Committees). Early and mid-career members are particularly

encouraged to participate, as these colleagues represent the future of the profession. All members are welcome to contribute.

Please visit the Division 16 website (<http://www.apadivisions.org/division-16>) to learn more about current executive committee members, activities, workgroups, and bylaws.

Elected Executive Committee positions include:

- President (Elect, Present, and Past)
- Secretary
- Treasurer
- Vice President for Education and Training, and Scientific Affairs
- Vice President for Professional Affairs
- Vice President for Social and Ethical Responsibility, and Ethnic Minority Affairs
- Vice President for Publications and Communications (VP-PC)
- Vice President for Convention Affairs and Public Relations
- Vice President for Membership
- Divisional Representatives to Council

Current Working Groups include;
Globalization of School Psychology

- Social Justice & Child Rights
- Translation of Science to Practice & Policy
- Mental Health in the Schools

Also, please take a few minutes to review the candidates for Division 16 Executive Committee positions, and submit your vote online via the APA website. This year, elections include President-Elect, Treasurer, Vice-President for Convention Affairs & Public Relations (VP-CAPR), and Vice-President for Education, Training, & Scientific Affairs (VP-ETSA).

The active participation of Division 16 members is essential for the future vitality of the division, representation within APA, and contributions to the future of school psychology.

If you would like to be an active member of Division 16 member, please send Dr. Linda Reddy (lreddy@rci.rutgers.edu) an email describing your special expertise, and attach a copy of your most recent professional vita.

The Division 16 Executive Committee welcomes the further involvement of division members.

PROFESSIONAL DEVELOPMENT

ABPP Board Certification in School Psychology

By Michael E. Tansy

The American Board of Professional Psychology (ABPP) was incorporated in 1947, with the support of the American Psychological Association, as the primary organization for specialty board certification in psychology. Its mission includes consumer protection through the examination and certification of psychologists who demonstrate competence in approved specialty areas in professional psychology. ABPP is comprised of 14 specialty areas of professional psychology, including school psychology, each with its respective examining board. ABPP's school specialty board is the American Board of School Psychology (ABSP). ABPP certification in school psychology occurs at the doctoral level through an examination by the ABSP. Successful completion of the ABSP examination allows a school psychologist to be recognized as a fellow of the American Academy of School Psychology (AASP).

What Is the Value of Achieving ABPP Certification in School Psychology?

Over the years, AASP fellows have been polled several times regarding

the value of becoming ABPP-certified.

Responses include:

- The attainment of an independent, rigorous verification that the standards and competencies required in a specialty area of psychology have been achieved.
- Possession of a credential that is increasingly valuable for its recognition by universities, hospitals, health service systems, agencies, and the public.
- Listing as a board certified specialist in the online directory and in a number of ABPP academy directories available as guides to the public, third parties, and colleagues.
- Supporting qualification as an expert witness.
- Inclusion in a directory of certified specialists with easy, online, public access (by geographic area) to certified specialists in psychology.
- Verification as currently maintaining the certification requirements of the school specialty.
- Additional recognition in the APA membership directory and the National Register of Health Service Providers in Psychology as being board certified.
- Fellowship in the Academy of School Psychology (AASP), which provides continuing education, advocacy activities, recruitment, improvement in the quality and accessibility of specialty services, participation in specialty board examination, and the election of specialty board members.
- Receipt of , and opportunity to publish in The ABPP Specialist, the online newsletter of the ABPP.
- Receipt of and recognition in the Journal of Applied School Psychology, the official journal of the American Academy of School Psychology.
- Invitation to attend and participate in the ABPP's national convocation held during the APA national convention.
- Recognition by most licensing jurisdictions of ABPP board certification as an endorsement for reciprocity of licensure.
- Growing recognition by employers such as the U.S. Public Health Service and the U.S. Department of Defense for salary bonus benefits.
- Eligibility for significant reduction of liability practice insurance through the American Professional Agency.

CONTINUED FROM PAGE 20

Contributing to the Future of School Psychology

- An opportunity to support and participate in the advancement of the specialty practice of psychology at the local, state, and national levels through the governance of the ABPP and the AASP.
- Automatic receipt of 10 APA-approved CE credits from ABPP for completion of the process.
- The satisfaction of demonstrating that you have met this professional standard when offering specialty services to the public.

Once you are board certified, you are encouraged to participate in the AASP, a group of broadly trained and experienced school psychologists who are dedicated to the application of the science and profession of psychology to issues related to the protection and promotion of children and youth. Participation in the AASP provides school psychologists the opportunity to work closely with other fellows on the promotion of the specialty practice of school psychology at its highest level.

How Does a Licensed Psychologist Become Board Certified by ABPP?

ABPP certification in school psychology is accomplished by application to ABPP, with subsequent examination by the ABSP. ABPP recognizes three types

of applicants—early entry, regular, and senior candidates—each with slightly different examination processes. The early entry program allows qualified students and other pre-licensure individuals to begin the steps toward board certification in professional psychology early in one's career, and starts the process of mentoring and progression toward board certification through ABPP at a reduced fee.

Submission of the early entry application starts the process and ABPP banks your credentials as you complete your training and experience, allowing the candidate to avoid the need to gather materials over the years.

Senior-option candidates are applicants with 15 or more years of experience following licensure. Typically, these applicants are distinguished practitioners and have a more developed portfolio of practice in school psychology. As such, the ABSP offers a more flexible application and examination process.

For all applicants (early entry, regular, and senior), the ABPP board certification process includes three major phases: a credential review, a peer-reviewed portfolio, and an oral examination conducted by board certified school psychologists. The application form, which may be obtained at abpp.org, is the primary information base upon which eligibility for candidacy is determined. When you complete your application,

you must verify that you possess general and specialty-specific academic training, supervised experience, and professional standing requirements. Following a review of your application, you are notified of the results. Applicants meeting generic and specialty requirements become candidates, and are eligible to progress to the specialty examination process.

After being admitted to candidacy you are asked to develop a portfolio that includes your C.V., a personal statement describing your practice, two practice samples, and narratives discussing your practice samples for review by an examination team. You are provided a mentor from among the AASP to assist in the development of your portfolio. After you have completed your portfolio and it has been approved by the ABSP, a 3-hour oral examination is scheduled and conducted by an examination team of three trained AASP fellows. The examination is a collegial discussion of your practice, evidenced by the portfolio, that seeks evidence of the presence of specific competencies adopted by ABPP (Fouad, et al., 2009; Kaslow et al., 2009).

What Competencies Are Assessed During Your ABPP Examination?

During your examination, the examination team is seeking evidence that you possess foundational (cutting across specialties) and functional

CONTINUED FROM PAGE 21

Contributing to the Future of School Psychology

(specialty and practitioner-specific) competencies. Foundational competencies are assessed in all candidates for ABPP certification, and include professionalism, reflective practice/self-assessment/self-care, scientific knowledge and methods, relationships, individual and cultural diversity, ethical and legal standards and policy, and interdisciplinary systems. Functional competencies (those competencies that may be specific to the individual and influenced by your practice as a school psychologist) include assessment, intervention, consultation, research/evaluation, supervision, management, and advocacy.

How Do I Get Started?

To be eligible for board certification by ABPP, you need to be a doctoral-level psychologist licensed by a state psychology board and have 1 year of post-licensure experience as a practicing psychologist. To get started, you need to complete and submit an application (available at abpp.org) accompanied by two letters of endorsement and your doctoral transcripts. These documents are sent to the ABPP central office. After your application is submitted, reviewed, and approved, the AASP Director of Mentoring assigns you a mentor to assist you through each step of the examination process. Your mentor is a helpful AASP fellow

who can explain each step of the process, answer questions along the way, review your portfolio, and provide advice on the oral examination.

The steps to becoming board certified in school psychology are not unrealistically time consuming. Completing the required practice samples is straightforward, as they come directly from your practice and require additional effort only to prepare a rubric-guided interpretation of them, along with a self-statement about your practice as a school psychologist. The oral examination is a personally rewarding, collegial experience in which you explain your own perspectives on the field of school psychology. The whole process is confidential and applicants find the process professionally stimulating. To learn more about becoming an ABPP Board Certified Specialist in School Psychology go to the ABPP website (www.abpp.org).

References

- Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J., Hutchings, P.S., Madson, M.B., ... Crossman, R.E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5–S26.
- Kaslow, N.J., Grus, C.L., Campbell, L.F., Fouad, N.A., Hatcher, R.L., & Rodolfa, E.R. (2009). Competency assessment toolkit for professional psychology. *Training and Education in Professional Psychology*, 3, S27–S45.

Correspondence concerning this review should be addressed to Michael E. Tansy, Ph.D., NCSP, ABPP 4140 E. Baseline Road, Suite 101 Mesa, Arizona 85206; Office Phone: 480-966-9337; Fax: 480-704-4181; E-mail: drtansy@michaeltansy.com

Note: This article was also published in the Jan/Feb 2013 issue of the NASP Communique.

PROFESSIONAL DEVELOPMENT

Work-life Balance in Academic Careers

By Bryn Harris, Ph.D. and Amanda L. Sullivan, Ph.D.

As professionals, we all strive for work-life balance, or perhaps more accurately, a sense of mutual fulfillment or overall contentment. Here, we conceptualize balance as an alignment between one's use of time and her personal and professional goals and priorities. Formal definitions of work-life balance vary but generally converge around the idea that this balance is not about equivalent distribution of time between professional and personal activities, but rather general satisfaction with one's life (Berry, 2010). Others have offered the notion of work-life integration, since balance seems too simplistic and fails to reflect increasingly blurry boundaries in the digital age (Ashkenas, 2012). Regardless of the term used, achieving this elusive state of contentment—as opposed to guilt, resentment, or regret—can be challenging because of its dynamic, highly personal nature. While academics may have more flexible schedules than other professions, this positive aspect of our positions can complicate efforts to achieve some semblance of balance because of the

seemingly fluid (or absent) boundaries between work and home, particularly when one adopts non-traditional schedules or telecommutes. Faculty commonly work long hours, including nights and weekends, and desire greater separation between their work and personal lives (Kinman & Jones, 2008).

Although research on this topic is limited, work-life balance issues appear to be especially salient for early career scholars, particularly those in tenure-track positions who feel pressured to “publish or perish” (Allen, Taylor, & Bedeian, 2011). In school psychology, junior faculty also juggle teaching, supervision, service, and practice responsibilities. These pressures can be exacerbated when faculty struggle to find ways to rationalize and create time away from professional activities because of the concern that they should work all the time and always be doing more (Solomon, 2011). Not surprisingly, early career faculty are especially at risk of burnout. Given these constraints, many scholars will find it beneficial to engage in purposeful activities to foster well-being and satisfactory sense of balance in one's

professional and personal lives. Research suggests that the happiest faculty are those who have a sense of control over their work and schedules, and support within their institutions (Kinman & Jones, 2008). With this in mind, we describe potential strategies that may assist scholars at all career stages in improving work-life balance.

Engage in Self-Reflection

Self-reflection is essential to self-care and one's sense of balance. Berry (2010) emphasized the importance of regularly assessing one's values and priorities to identify professional and personal goals and to guide decisions about responsibilities, activities, and time management. This may occur at annual, semesterly, monthly, or even weekly intervals. Schultheiss (2006) provided a series of questions one may periodically consider and discuss with mentors or peers when assessing one's conceptualization of their professional roles. She recommended recording and reviewing one's responses to the following questions at regular intervals:

CONTINUED FROM PAGE 23

Work-life Balance in Academic Careers

- What does work mean to you?
- What roles does work play in your life?
- What supports and barriers are evident? What may be possible?
- What implicit messages might there be about gender, race/ethnicity and privilege within work and family relationships?
- Do you connect with coworkers and share common interests, values, and goals?
- Do you have a sense of alienation and isolation at work?

The goal is to identify what is needed to feel fulfilled generally. Informally, we have found that faculty report greater overall satisfaction when they are have a sense of fit between their goals their position, and when they find their research and teaching meaningful. The questions above can be used to identify needed changes in thoughts and behavior to foster greater professional satisfaction. Others also note the importance of avoiding absolutist or perfectionistic thinking about personal and professional roles and activities (Cavendar, 2010). Accepting that we do not have to excel or be perfect at everything all of the time can be very liberating. That is, adopting an orientation of continuous improvement rather than immediate perfection can relieve internally-driven pressure.

Set Boundaries

Some scholars have argued that balance is unattainable—indeed, a myth—citing research that most faculty think it unrealistic, while recognizing the importance of healthy boundaries in fostering professional satisfaction (Jones, 2011). Setting clear boundaries about one's time and attention may alleviate the sense that one's professional activities are all-encompassing since there always seems to be something on which we could be working. In our own experience, colleagues have reported or demonstrated a number of strategies for establishing boundaries such as checking emails only at designated intervals or times; developing an email communication policy; protecting specific personal/family times (e.g., family dinner, daughter's volleyball games, yoga class) when scheduling meetings or classes; maintaining a "traditional" work schedule to ensure time with non-academic partners; scheduling non-negotiable writing time; maintaining rigid office hours; scheduling work time around child-care activities; delaying responses to requests for new projects or service activities at least 24 hours to allow careful deliberation (e.g., allowing oneself to say no); and working behind closed doors or from home to minimize potential interruptions and maximize on-task

time. Such boundaries are dynamic and may shift as professional and personal priorities change.

Communicating these boundaries to colleagues and students (e.g., developing an electronic communication policy for inclusion in syllabi) can also shape their expectations about how they use your time and reduce ongoing confrontations or intrusions. At the same time, it is important to remember that people do not need to know what you are doing at all times or why you are not available; often it is fine to simply say, "Sorry, I am not available then" (Jones, 2011). Having a sense of control over one's schedule has been shown to be the strongest predictor of work-life balance (Berry, 2010).

Work Smarter

For faculty, especially early career faculty, time management—or the sense that there simply isn't enough time to accomplish everything that must be done—may be one of the greatest hindrances to a sense of balance or satisfaction. Finding ways to work more efficiently and increase productivity and organization are critical to success. Faculty should assess ways they could be more productive by documenting and reviewing their work tasks, monitoring time on-task and progress toward goals, and eliminating time spent on tasks that

CONTINUED ON PAGE 25

CONTINUED FROM PAGE 24

Work-life Balance in Academic Careers

do not align with goals (e.g., web surfing, spending hours a day on emails). Others suggest making daily or weekly lists of action items organized by type of work (e.g., reading, writing, class, emails, calls, errands), rather than on relying on to-do lists of general tasks (Cavendar, 2010). At the same time, creating—and reviewing regularly—lists of short and long-term goals can be important to keeping track of the bigger picture.

Some early career scholars have reporting tracking and charting time spent writing, words or pages written per day, and other key behaviors. A simple web search for “productivity tools” or “time management tools” yields numerous free applications that can be used to self-monitor (Note: Amanda likes the free app from rescuetime.com because it does all the monitoring for her, allows for categorization of specific applications and websites, permits goals settings, and automatically generates weekly reports on productivity). Such resources can be used to determine how you actually use your time and where potential inefficiencies lie so that you can begin to identify ways to be use time wisely. Faculty members should share resources on these topics and provide support to each other in an effort to improve work-life balance within the professional community.

Prioritize Self-Care

It is important to make self-care a priority by designating time for sleep, exercise, hobbies, relaxation, and other activities essential to mental and physical well-being, such as seeking medical or mental health services (Berry, 2010). Making time for social activities with family or friends, and having someone with whom you can share your frustrations are essential. Some people may even benefit from scheduling self-care time as it were an official work task. If you identify specific activities as critical to your overall life satisfaction, commit to making time for them (Cavendar, 2010). Berry (2010) also noted importance of avoiding a cycle of constant *delayed gratification* in thinking “I’ll finally be happy when ...” or “I can finally slow down when ...,” particularly when using tenure and promotion as critical hurdles to healthy behaviors, happiness or personal growth (including family expansion). This type of thought pattern signifies that one is not living in the present, and is not completely focused on their current joys and needs.

Make Use of and Advocate for Institutional Supports

Faculty members may also seek work-life balance support at the institutional level. Mentorship programs are one

way that faculty members can receive guidance in this area. Both formal university mentorship programs as well as informal mentorship experiences within the college are beneficial when trying to understand professional expectations, set priorities, and implement strategies to foster productivity and satisfaction (Eddy & Gaston-Gayles, 2008). Some people may find it helpful to identify a mentor or role model who can give advice on career development, time management and priority setting. Early career scholars should seek out these mentorship opportunities early on in an effort to best navigate the academic culture. This is especially important given that research suggests issues related to expectations and overload, role conflicts, and interacting with colleagues contribute most to work stress (Hendel & Horn, 2008). In addition, institutional policies allowing flexible work arrangements (i.e., telecommuting to meetings); part-time options for tenure-track faculty; standard stoppage or pausing of the tenure clock in cases of births, adoptions and medical and mental health problems; and tenure extensions should be used as necessary (Philipsen & Bostic, 2010). Where these supports are not in place, faculty—particularly tenured professors and administrators—can advocate for their development.

CONTINUED ON PAGE 26

CONTINUED FROM PAGE 25

Work-life Balance in Academic Careers

Conclusions

Once one reflects and understands his current situation regarding work-life balance, change may begin. Faculty members may choose to focus on improving one aspect of their situation at a time, or to increase the positive aspects of their job to increase their sense of satisfaction. It is important to note that this process is not simple or quick. This is an evolving process that continues throughout one's career. However, faculty members are better teachers, researchers, and administrators when perceptions of work-life balance are positive.

References

- Ashkenas, R. (2012, October 19). Forget work-life balance: It's time for work-life blend. *Forbes*.
- Berry, E. (2010). Achieving work-life balance: More than just a juggling act. *American Medical News*. Retrieved from <http://ama-assn.org/amednews/2010/01/04/bisa0104.htm>
- Cavendar, A. (2010, February 5). The balancing act. *Chronicle of Higher Education*.
- Eddy, P. L., & Gaston-Gayles, J. L. (2008). New faculty on the block: Issues of stress and support. *Journal of Human Behavior in the Social Environment*, 17, 89-106.
- Hendel, D. D., & Horn, A. S. (2008). The relationship between academic life conditions and perceived sources of faculty stress over time. *Journal of Human Behavior in the Social Environment*, 17, 61-88.
- Jones, J. B. (2011, May 27). Expecting balance. *Chronicle of Higher Education*.
- Kinman, G., & Jones, F. (2008). A life beyond work: Job demands, work-life balances, and wellbeing in UK academics. *Journal of Human Behavior in the Social Environment*, 17, 41-60.
- Miller, A., Taylor, S., & Bedeian, A. (2011). Publish or perish: Academic life as management faculty live it. *Career Development International*, 16, 422-445.
- Philipsen, M., & Bostic, T. (2010). *Helping faculty find work-life balance: The path toward family-friendly institutions*. San Francisco: John Wiley.
- Schultheiss, D. (2006). The interface of work and family life. *Professional Psychology: Research and Practice*, 37, 334-341.
- Solomon, C. R. (2011). "Sacrificing at the altar of tenure": Assistant professors' work/life management. *The Social Science Journal*, 48, 335-344.

2013 Division 16 Convention Update

**Shannon Suldo,
University of South Florida,
Division 16 Program Chair**



honolulu, hawaii
july 31 - aug 4

Mark your calendars - the 2013 APA Annual Convention spans from Wednesday, July 31st through Sunday, August 4th in Honolulu, Hawaii. The Division 16 program includes 35 hours of sessions specific to school psychology, and contains many excellent presentations for trainers, practitioners, and students alike. The program was developed by the Convention Co-Chairs (Shannon Suldo and Robin Coddington) in collaboration with the VP of Convention Affairs and Public Relations (Jim DiPerna). Of note, each division incurred a 10% reduction in

programming time because of the limited convention space and conference hours in Hawaii.

Program Highlights

- In lieu of invited speakers, we will provide a Presidential Symposium to share the work of the Division 16 task forces. Presenters for this session include: Vincent Alfonso (Chair), Sissy Hatzichristou (Globalization), Susan Forman (Translation of Science to Practice), and tentatively Stuart Hart (Social Justice & Child Rights).

- This year's Awards Address will include the following four speakers: Chris Skinner (Senior Scientist), Beth Doll (Jack Bardon Distinguished Service), Lisa Sanetti (Lightner Witmer), and Steve Kilgus (Outstanding Dissertation).
- We provided the Student Affiliates in School Psychology (SASP) with 2 hours of our substantive programming hours, which they will use to provide a student research forum.
- We donated 1 hour to the Presidential Programming on Services for military personnel, veterans and their families.

CONTINUED FROM PAGE 27

2013 Division 16 Convention Update

- We co-sponsored two symposia with other Divisions, specifically presentations on prevention of bullying in LGBT students (with Division 44) and international school-based research (with Division 52)

Process of Peer Review of Unsolicited Proposals

Division 16 recruited proposals through multiple school psychology listservs throughout the fall of 2012. We ultimately reviewed a total of 294 submissions, which included proposals for 275 individual (poster) and 19 group (symposia) presentations. The total number of submissions represents a substantial increase from the number of proposals received for the 2012 (185 total; 170 posters and 15 symposia), 2011 (238 total; 216 posters and 22 symposia) and 2010 conventions (226 total; 210 poster and 16 symposia).

We appreciate the assistance of the 72 reviewers who rated each proposal summary. The reviewers included 52 faculty/post-dos, 17 graduate students, and 3 practitioners. Reviewers were divided into 24 teams of three individuals (with a max of one graduate student per team). Each team reviewed 12 to 13 proposals, and submitted reviewed electronically in early January. Proposals were rated from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*) on five criteria: presentation relevance to

school psychology research, training or practice; likelihood the presentation will make a substantive contribution; scientific rigor (i.e., foundation, logic, & methods); organization and clarity; and global assessment that the presentation should be accepted. After removal of outlier ratings, the 225 individual proposals that were rated, on average, more favorable than unfavorable (mean score > 2.5) were accepted for presentation in one of the six poster sessions to be sponsored by Division 16. This 81.81% poster acceptance rate is similar to that of recent years (74% in 2012 and 87% in 2011).

The aforementioned reduction in programming time limited us to accepting only 8 symposia. The mean score for virtually all symposium exceeded 3, indicating an excellent pool of symposia that were viewed as highly meritorious. We accepted the 8 with the highest mean scores (3.53 to 4). This symposium acceptance rate of 42.11% is substantially lower than in recent years. Chairs/first authors of all proposals submitted for individual or group presentation were notified via email of their presentation status (accept or reject) in mid-January.

Summary of 2013 Division 16 APA Convention Program

Our six 1-hour poster sessions include up to 40 presentations per session grouped by common topic: Assessment and Data-

Based Decision Making; Consultation and Students with Disabilities; Professional Issues and Methodological Advances; Mental Health and School Success; and Science to Practice- Prevention and Intervention (2 separate sessions). The symposia range in topics from assessment (e.g., universal screening for behavioral and emotional disorders, usefulness of specific methods for English Language Learners) to professional issues (e.g., current status of school psychology research, increasing evidenced-based practices in the schools) to topics geared towards students (e.g., non-school internships, insights on faculty careers from early career trainers).

The APA Convention Office is still finalizing the schedule, and aims to notify presenters directly regarding the time of their specific poster(s) or symposium in late March. Presentation slots are generally 8AM – 2PM each day of the convention, with the exceptions of convention days that end at noon on Thursday and Saturday to allow more time to enjoy the surroundings in Hawaii.

APA Council Representatives' Report to Division 16

Beth Doll and Frank Worrell
Feb 21-24, 2013

We attended the February 2013 Council of Representatives meeting in Washington D.C.; the following report describes issues and actions that were discussed at that meeting. You should feel free to contact either or both of us for additional information on any of these issues, or to express your opinions about how we should represent you.

APA Center of Psychology and Health. This is a new initiative of APA to strengthen psychology in the new era of health care. The initiative will address four challenges: 1) a workforce challenge (ensuring that we have sufficient numbers of well trained psychologists); 2) a challenge being included and being paid; 3) an image challenge - because others see psychologists as skilled mental health workers but do not see psychologists as part of the primary care team; and 4) a self-image challenge: many psychologists do not see themselves as part of the health care system, and primary care in particular.

Gun violence. Immediately following the Newtown school shootings, APA quickly realized that it had no up-to-date policy on the prediction and prevention of gun violence. The last policy was approved in 1994. At this Council meeting, a Task Force on Gun Violence was approved, and will be given a charge of developing an updated policy. We expect to receive a request for nominations to this task force very soon, and will be forwarding the names of several Division 16 members for possible appointment to the Task Force. Finally, on Saturday, Mary Sherlach was honored posthumously with a presidential citation for her actions to protect the children in Sandy Hook Elementary. Mary was the school psychologist who died in the Sandy Hook shootings, and her two adult daughters attended Council to accept the citation.

Clinical Practice Guidelines. APA is developing guidelines to define the effective intervention practices

that have good scientific evidence for their use. Guidelines will be developed within topical areas, with the earliest guidelines being developed for 'depressive disorders,' 'post traumatic stress disorders,' and 'obesity'. This effort will use a rigorous review of the research evidence as the basis for the guidelines. Several steps are planned. First, a panel of knowledgeable APA members for a specific domain will identify the critical questions in that domain and help to locate existing research. Then, there will be a contract with a research vendor who will systematically analyze the existing evidence using analytic procedures that are appropriate to that knowledge base with guidance and comment by the panel. While there will be opportunities for comment and input, the guidelines will only include statements based on research evidence and will not include statements reflecting individual opinions that are not supported by evidence. The additional topical areas will be determined based on the following criteria: 1)

CONTINUED FROM PAGE 29

APA Council Representatives' Report to Division 16

the appropriateness of the disorder for psychological treatment, 2) the prevalence of the disorder or condition, 3) its severity, 4) the burden it presents to people having the disorder, 5) the value of the psychological interventions used in treating the disorder, and 6) the availability of evidence on the treatment of the disorder. In the ensuing discussion, there were some concerns expressed that it be ensured that the panels include practicing psychologists and that the guidelines allow for professional judgment of the practitioners. The chair responded that, in some cases, professional judgment could emerge as a strong predictor in the meta-analyses of the available evidence. You can follow regular updates on this process in the regular newsletters of the Science Directorate and the Education Directorate.

Governance. Council representatives again discussed proposals for alternative governance strategies for the association. Important issues are: 1) whether the council or assembly should be elected by vote of general membership or should continue to be elected through divisions and state associations; 2) what the role should be of votes from general membership in electing officers (current practice is that membership only elects the President-elect); 3) how should nominations for office be vetted and

approved for the ballot; 4) which issues should council be voting on, and 5) which issues ought to be delegated to a Board of Governors or Board of Directors. This conversation is continuing and we will keep you informed.

Internship stimulus project.

APA is dedicating a total of \$3 million from 2012 through 2015 to stimulate the development of new internships in professional psychology. Some of these funds will need to be pulled from APA's assets, but the organization believes that the internship shortage is a sufficiently important crisis to merit this extraordinary decision. In the past year, 82 programs applied for some of these funds and 32 programs were funded. Also, as part of the larger effort to facilitate internship development, changes were made in status for internship program accreditation to include categories for "eligibility" and "accredited on contingency" for internship and post-doctoral residency programs. You can find more information on the internship imbalance in *Education and Training in Psychology, Vol 5, No. 4*, pp. 193-201.

Accreditation issues. APA is now seeking public comment regarding the guidelines and principles for accreditation. You can comment at <http://apaoutside.apa.org/AccredSurvey/Public>.

Publications. We received a report on the Publications investment plan about a marketing and technology upgrade initiative that is intended to maintain and strengthen the revenue from publications into the APA budget. (Keeping your dues lower!) New products that are coming out include a database of videos called *PsycTHERAPY*, eight handbooks as new references, *PsycTEST* which is a data base of over 11K tests related to psychology, a mobile version of *PsycNET*, and a Research Alert System that will alert you when research in your designated areas is published. Usage of *PsycNET* has increased substantially in response to the upgrades.

Finances. We reviewed the APA's budget and financial status. The association has approximately 120 million dollars of equity in real estate on Capitol Hill, and the real estate contributes significant support to the APA operating budget (including funding for the internship stimulus project). APA also has an investment portfolio that has been carefully monitored and shows stable growth. The association does not rely on the performance of this portfolio to support operations. The association has net assets that represent more than four months of operating expenses of the association, uses conservative estimates

CONTINUED FROM PAGE 30

APA Council Representatives' Report to Division 16

of the fair market value of the real estate, and maintains a Standard & Poors Bond Rating of BBB+ which is quite high for a non-profit. The Internship Stimulus Plan is funded in 2012 through \$600,000 from the operations budget; for 2013 and 2014, the association will draw funds from its net assets and additional cash from the real estate portfolio, for a total of \$3 million for the 3 years of the project. The Council has an approved budget of approximately \$125 million for 2013.

A lengthy discussion occurred about the limited reimbursement of Council Representatives for attending the Council meeting that occurs at the annual convention. Current policy is that most council representatives are reimbursed for 2 nights of lodging, and cover all other expenses from their divisions or at their own cost. The convention in Hawaii is substantially more costly for representatives, and the motion was made to supplement this with an additional \$500 of expense reimbursement. To ensure that rules on conflict of interest were honored, voting on this motion occurred by voice vote, and all council members who would benefit from the action recused themselves from the vote. The remaining council members passed the motion. This issue will probably return to council as a motion to fully reimburse council members for the expenses of attending the August Council meeting, but worded

to take effect after the terms of all current council members have ended.

Council reviewed the evaluation and compensation of Dr. Norman Anderson in his role as APA's CEO. His salary compensation is established based on evaluations of his performance and comparisons with a set of designated non-profit groups and through comparison with Quatt Associates figures, an independent management firm that presents data for salaries of CEOs with similar size not for profit organizations.

Changes in APA Convention in 2014: The rationale for changes in the APA Convention was that we would be strengthened by more integration across divisions. There will be a gradual increase in interdivisional programming starting with the 2014 convention. Every division will be able to complement and enhance its program beyond its guaranteed minimum hours by collaborating with other divisions. Interdivisional sessions will need to be sponsored by at least 2 divisions, and governance groups can join with two divisions to sponsor an interdivisional program. Themes for the 2014 conference were proposed by the division convention chairs, and work is now ongoing to identify themes that are cross cutting and that are inclusive of division input. Because the number of convention hours will be fewer, and

more of these hours are being allocated to interdivisional efforts, Division 16 will have fewer guaranteed convention hours.

Other Business. Council honored Senator Daniel K. Inouye, the former Senator from Hawaii who was a psychologist and was a strong supporter for human rights and psychological services.

School Based Microaggressions: Implications for Socially Just School Psychology Practice

Jennifer Durham, Adelphi University

Microaggressions

Microaggressions have been defined as “everyday verbal, nonverbal, and environmental slights, snubs or insults whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based on their marginalized group membership” (Sue, 2007). Although many may view microaggressions as minor annoyances, there is research indicating that they have a profound impact on the psychological functioning of marginalized groups (Brandolo et al., 2003; Swim, Hyers, Cohen & Ferguson, 2001; Szymanski, Kashubeck-West & Meyer, 2008) and create disparities with respect to education (Bell, 2002). Such negative impacts include hostile educational environments, deteriorating social group identities, endorsing stereotypes, and diminishing overall mental health of certain individuals (Sue, 2007). Microaggressive acts are not uncommon in schools. During the 2011-2012 academic year, several incidents related to microaggressions emerged within the national discourse about education. In an elementary school in

Georgia, it was reported that a teacher regularly incorporated references to slavery in math word problems. One question allegedly read, “If Frederick received two beatings per day, how many did he get per week?” (Golgowski, 2012). In Falls Church Virginia, a fourteen-year-old African American boy who was reading aloud in class was reportedly told by his teacher, using a derogatory and insulting tone, to read a Langston Hughes poem, “blacker” (Taylor, 2012). It was also reported that a teacher in Connecticut called an African American student the wrong name. When he pointed out her mistake she responded, “How about Black boy? Go sit down Black boy” (Yablonski, 2012). All of these incidents are being investigated, and whether they happened exactly as reported is not germane to this article. What is noteworthy is that as race and difference continue to present challenges within our society. Similar incidents could be happening in schools where a few or many students are members of marginalized identity groups. School psychologists can play an important role in addressing school based

microaggressive acts.

Impact of Microaggressions and Social Justice

There is significant research documenting the negative impact of microaggressions on the psychological well-being and academic functioning of members of marginalized groups (Brandolo et al., 2003; Swim, Hyers, Cohen & Ferguson, 2001; Szymanski, Kashubeck-West & Meyer 2008). Research revealed that exposure to racial microaggressions resulted in poorer mental health in African American adolescents (Sellars, Copeland-Linder, Martin & L’Heureux Lewis, 2006). Another example is a study that examined the influence of subtle prejudicial statements. Salvatore and Shelton (2007) found that there was significant interference with the task performance, attention, and concentration of participants. These findings on microaggressions suggest that students who are exposed to them in school experience an altered disparate learning environment. Microaggressions create a socially unjust environment and can

CONTINUED FROM PAGE 32

School Based Microaggressions: Implications for Socially Just School Psychology Practice

negatively impact student performance. Although much has been written about the nature of social justice within the profession of school psychology (Nastasi, 2007; Rogers, 2005; Shriberg, Bonner, Sarr, Marks, Hyland & Ring, 2008), many practitioners still may find it an elusive aspiration that is hard to conceptualize with respect to their daily roles within schools. As upheld by the American Psychological Association code of ethics (APA, 2010), such unjust practices present an ethical obligation for practitioners to protect and advocate for every individual's rights, dignity, and sense of integrity.

School based social justice is rooted in the concepts of fairness, equity and respect for groups that may be marginalized due to some aspects of their identity (North, 2006; Shriberg, Bonner, Sarr, Marks, Hyland & Ring, 2008). Since it has been established that microaggressive statements can be harmful to a subset of students based on their identity groups, our ethical guidelines compel us to intervene.

"In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic

status, primary language, gender, sexual orientation, gender identification, gender expression, disability or any other distinguishing characteristics" (NASP, 2011).

Interventions

The literature indicates two basic intervention strategies for addressing microaggressions. The first involves social supports from both peers and mentors (Watkins, Labarrie & Applo 2010). This approach includes forming positive and supportive relationships with other students of similar race, ethnicity, and culture, learning to reframe maladaptive microaggressive experiences into a collective group identity, and teaching self-regulation strategies. The second intervention is related to active coping (Tyler, 1991; Torres, 2010), which ultimately reduces stress and promotes a sense of agency and purpose.

The school psychology three-tiered model of professional practice provides a framework for incorporating these two strategies into daily practice (NASP, 2011). A needs assessment, led by the school psychologist, can determine whether the climate within the school may be uncomfortable for certain students and incorporate interventions into any or all of the tiers within the practice model.

Tier One

The first tier of the professional practice model involves providing universal school wide services that address the entire population of the school. School psychologists can advocate for the implementation of psycho-educational activities about the nature and impact of microaggressive statements such as hall displays, speakers, assemblies and other school wide events. The psycho-education could be incorporated into other prevention initiatives that address popular issues such as bullying, raising awareness about autism, and other special needs. Tier one interventions could also involve advocating for the designation of microaggressive acts as infractions in the school's code of conduct.

Tier Two

Through work on collaborative teams, school psychologists can address microaggression on the second tier. Creating new, as well as utilizing pre-existing groups and clubs that have students who are members of marginalized groups, can provide a venue for open discussion about their experiences with microaggression as well as mentor and peer supports. Group meetings could provide a safe place for validation of the impact of microaggressive acts and opportunities to discuss coping strategies. Facilitating these activities could be

CONTINUED ON PAGE 34

CONTINUED FROM PAGE 33

School Based Microaggressions: Implications for Socially Just School Psychology Practice

incorporated into the daily practice of the school psychologist.

Tier Three

Similar processes with respect to acknowledgement, validation, and the development of active coping strategies could be replicated for individuals at the third tier with counseling, consultation, and psycho-education groups. Depending on the age and maturity level of the student, it may be appropriate to share with them and/or the parents that microaggressions should not be dismissed as being insignificant. Instead, discussions as to how such incidents may have affected their perceptions and their experiences in school would take place. Microaggressive incidents may come up during a teacher consultation about the underperformance of a student. Although it is important to maintain a working relationship with teachers, it is possible to do so while raising awareness about the possible consequences of microaggressive statements on learning. School psychologists have significant experience communicating data based information that is unwelcome and or unpopular in a non-judgmental, supportive, and professional manner. This expertise can be applied when microaggressive acts occur in schools.

Conclusions. As race, difference, and multiculturalism continue to be salient

issues within society, the challenges that accompany them will be reflected in schools. One such challenge is microaggression and its disparate negative impact on the learning experiences of students who are members of marginalized groups. Ethical guidelines of the profession compel school psychologists to act when fairness, equity, and respect are threatened. Research has provided school psychologists with options to intervene that are rooted in evidenced based practices and related to social supports and active coping strategies.

References

- American Psychological Association (APA). (2010). *Ethical principals of psychologists and code of conduct*. Washington, DC: American Psychological Association.
- Bell, L.A. (2002). Sincere fictions. The pedagogical challenges of preparing White teachers for multicultural classrooms. *Equity and Excellence in Education*, 35, 236-244.
- Brandolo E., Rieppi R., Kelly, K.P., & Gerin, K. W. (2003). Perceived racism and blood pressure: a review of the literature and conceptual and methodological critique. *Annals of Behavioral Medicine*, 25, 55-65.
- Golgowski, N (Ed) (2012). 'If eight slaves pick 56 oranges...' Georgia school under fire for racist, violent math homework. Retrieved January 7, 2012 from <http://www.dailymail.co.uk/news/article-2083734/If-slaves-pick-56-oranges-Georgia-school-racist-violent-math-homework.html>
- Nastasi, B.K.(Ed.) (2007). *Multicultural issues in school psychology*. New York: Haworth Press.
- National Association of School Psychologists (NASP). (2011). *Principles for Professional Ethics*. Available at <http://www.nasponline.org>
- National Association of School Psychologists (NASP). (2011). *Service delivery Model*. Bethesda, MD: Author.
- North, C.E. (2006). More than words? Delving into the substantive meaning(s) of "social justice" in education. *Review of educational Research*, 76, 507-537.
- Salvatore, J., & Shelton, J.N. (20007). Cognitive costs of exposure to racial prejudice. *Psychological science*, 18, 810-815.
- Sellers, R.M., Copeland-Linder, N., Martin, P.P., & L'Heureux, Lewis, R. (2006). Racial Identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence*, 16, 187-216.
- Shriberg, D., Bonner, M., Sarr, B.J., Marks, A., Hyland, M., & Ring, C. (2008). Social Justice through a school psychology lens: definitions and applications. *School Psychology Review*, 37, 453-468.
- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.
- Swim, J.K., Hyers, L.L., Cohen, L.L., & Ferguson, M.J (2001). Everyday sexism: Evidence for its incidence, nature, and psychological impact from three daily diary studies. *Journal of Social Issues*, 57, 31-53.
- Szymanski, D.M., Kashubeck-West, S., & Meyer, J. (2008). Internalized Heterosexism: Measurement, Psychosocial Correlates, and Research Directions. *The Counseling Psychologist*, 36, 510-524.
- Taylor, A (Ed.) (2012). FCPS Investigating Alleged Racial Remarks by Marshall Teacher. (African American student allegedly told to read a poem 'blackier.'). Retrieved March 18, 2012 from <http://vienna.patch.com/articles/fcps-investigating-alleged-racial-remarks-by-marshall-teacher>.
- Torres, L., Driscoll, M.W., & Burrow, A. (2010). Racial microaggressions and psychological functioning among highly achieving African Americans: A mixed methods approach. *Journal of Clinical and Social Psychology*, 29, 10 1074-1089.
- Tyler, F.B., Brome, D.R., & Williams, S.E. (1991). *Ethnic validity, ecology, and psychotherapy: A psychological competence model*. New York. Plenum Press.
- Watkins, N.L., Labarrie, T.L., & Apio, L.M. (2010). Black undergraduates' experience With perceived racial microaggressions in predominantly white colleges and universities. In D.Sue(ed.), *Microaggressions and marginality: Manifestation, dynamics and impact*. New Jersey: John Wiley and Sons.
- Yablonski, S (Ed) (2012) Parents angered over Waterbury teacher's alleged racist remark. Retrieved June 6, 2012 from <http://www.wfsb.com/story/18727866/waterbury-teacher-allegedly-calls-student-black-boy>.

Contact: Jennifer Durham, Psy.D., Adelphi University,
1 South Avenue, Garden City, NY 11530.
Email: jdurham@adelphi.edu

PRACTICE FORUM

A Missing Piece in the Investigation of Anti-Bullying Efforts Within Schools: The Role of Ethnicity

Stephanie Grunewald
Loyola University Chicago



Bullying is a global issue that has been gripping headlines in recent years and school psychologists are left to grapple with the challenges related to combating this devastating behavior. A national survey of 15,686 students in grades six through 10 revealed that 29.9% of respondents were moderately or frequently involved in bullying behaviors (Nansel et al., 2001). Unfortunately, that statistic cannot demonstrate the variability of each individual student's experiences with bullying. In recent years, there has been a surge of research dedicated to the topic of bullying and how to combat the issue within schools (e.g., Bradshaw, Sawyer, & O'Brennan, 2007; Cook, Williams, Guerra, & Kim, 2010). Still, a shift in the way we explore and conceptualize bullying is needed. Despite the increase in the exploration of bullying behaviors, its various forms, and the consequences associated with these acts, a major oversight remains—the role of

ethnicity influencing students' experiences with bullying. Taking into account the disparity that may exist among ethnically diverse students will prove to be vital in future prevention and intervention efforts. Current research (Hanish & Guerra, 2000; Varjas, Meyers, Bellmoff, Lopp, Birckbichler, & Marshall, 2008) does suggest that there are different rates of bullying behaviors across ethnic groups. Therefore, there is a need to examine current anti-bullying practices and the potential role of ethnicity as a critical variable in this process.

What Is Bullying?

The most commonly used definition of bullying states “a student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more students...a *negative action* [is] when someone intentionally inflicts, or attempts to inflict, injury or discomfort

CONTINUED FROM PAGE 35

A Missing Piece in the Investigation of Anti-Bullying Efforts within Schools: The Role of Ethnicity

upon another...” (Olweus, 1993, p. 9). Many researchers have taken on the task of expanding on this general definition and have also worked to define the various forms of bullying. Unfortunately, ethnic implications are often not explored or incorporated into revised definitions of the term.



Regardless of definitions and types of bullying, there is ample evidence showing the negative implications these behaviors have on the bullies, the victims, and even the bystanders. As Aluedse (2006) plainly stated, “the most extreme consequence of bullying for victims and the society is violence including suicide and murder” (p. 41). This is an unfortunate reality seen in a recent surge of youth committing suicide due to relentless bullying and in-school shootings fueled by a need to avenge bullies. In fact, a study on safe schools

investigating school shootings between 1974 and 2000 identified bullying as a motive:

In several cases, individual attackers had experienced bullying and harassment that was long-standing and severe. In some of these cases the experience of being bullied seemed to have a significant impact on the attacker and appeared to have been a factor in his decision to mount an attack at the school. (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002, p. 21)

The National Association of School Psychologists (NASP) has also included chronic bullying and relational aggression as forms of school violence, which must be addressed in order to promote safe schools (National Association of School Psychologists [NASP], 2006). Additionally, the American Psychological Association (APA) has created a variety of resources for parents, teachers, and students alike to provide information related to various forms of bullying. Such efforts highlight the need to better understand bullying in an attempt to be able to intervene. Thus, gaining greater insight into the various experiences students have and the factors that may influence experiences with bullying is vital for practitioners to begin combatting this issue; one suggested variable is ethnicity.

What Is Ethnicity?

Although a comprehensive explanation of term *ethnicity* is beyond the scope of this article, it is important to note some of the debate surrounding this term. For many years, researchers have questioned whether race and ethnicity are the same thing and whether these terms can be used synonymously. Many studies often use only demographic characteristics to examine the implications of ethnicity, which would imply that race alone can be used to explore ethnicity. However, race and ethnicity have also been described as very different terms. Specifically, race is a term distinguishing skin color, facial features, hair color, and other observable genetic differences (Thomas & Schwarzbaum, 2006). On the other hand, “ethnicity includes three components: cultural values, attitudes, and behaviors” (Thomas & Schwarzbaum, p. 8). In relation to understanding bullying, a point at which race and ethnicity overlap is that both help to explain individual and societal behaviors and attitudes (Thomas & Schwarzbaum).

Does Bullying Differ Among Ethnically Diverse Groups?

In addition to Olweus’ widely used definition of bullying, another definition was created to address one specific form of bullying—ethnic bullying:

CONTINUED ON PAGE 37

A Missing Piece in the Investigation of Anti-Bullying Efforts within Schools: The Role of Ethnicity

This form of bullying may include direct forms of aggression such as racial taunts and slurs, derogatory references to culturally-specific customs, foods, and costumes, as well as indirect forms of aggression, such as exclusion from a mainstream group of peers because of ethnic differences. (McKenney, Pepler, Craig, & Connolly, 2006, p. 242)

Furthermore, the reported 29.9% prevalence rate of bullying among youth in the United States (Nansel et al., 2001) was further broken down by ethnicity and revealed that 8.5% of Caucasian children, 8.3% of African American children, and 10.4% of Hispanic children reported being bullied weekly (Nansel et al.). While this does not indicate extreme disparity in reporting rates among ethnically diverse students, it does suggest that differences do exist. Other studies have delved deeper into whether ethnicity impacts an individual's experiences with bullying. For example, a study in California reported that 26% of Hispanic students, 22% of Asian students, 18% of multiethnic students, and 7% of African American students reported being bullied because of race, ethnicity, or national origin (Lai & Tov, 2004 as cited in Scherr & Larson). This study suggests that not only do students experience bullying due to their ethnicity but their experiences with bullying may also vary due to their

ethnicity.

However, it is important to note that the groups of students used to explore bullying experiences may vary and, as such, impact the findings. A Canadian study found that 17% of all elementary students and 17% of all high school students reported that they experienced ethnic bullying (Scherr & Larson, 2010). Another study in London revealed that 65% of elementary students reported ethnic teasing (Scherr & Larson, 2010). While both of these studies highlight that ethnic bullying is occurring, the specifics of the populations were not provided, which makes it difficult to compare these findings to related studies. Furthermore, there may be differences reported among students based on the numerical majority/minority population within the school. Taken together, this demonstrates that there is a complexity of issues that must be carefully considered when exploring the implications of ethnicity on bullying experiences.

In addition to investigating the role of ethnicity in reporting rates, trends have also begun to emerge regarding the characteristics of students most likely identified as bullies, victims, and bully-victims. Evidence suggests that African American youth were most likely to be classified as bullies, victims, and bully-victims when compared to Hispanic students (Peskin, Tortolero, & Markham,

2006; Juvonen, Graham, & Schuster 2003). Other findings have indicated that Caucasian students are more likely to be classified as victims than Hispanic students (Hanish & Guerra, 2000; Juvonen et al.) whereas African American students and Caucasian students did not differ in rates of victimization (Hanish & Guerra). However, it was found that African American adolescents reported lower prevalence of victimization than Caucasian and Hispanic adolescents (Spriggs, Iannotti, Nansel, & Haynie, 2007). Despite these discrepancies among findings on Caucasian, African American and Hispanic students, Asian students reported consistent ratings of the prevalence of bullying. In fact, Asian students were the least likely to be classified as bullies (Juvonen et al.), yet were disproportionately victims of bullying (Moultapa, Valente, Gallaher, Rohrbach, & Unger, 2004). Regardless of the differing reports on the extent of bullying among ethnically diverse students, one thing was consistent—bullying was experienced in some capacity by all students of all ethnicities.

Implications for Research and Practice

Given the importance of this topic and the high occurrence within the school, the school psychologist is in an ideal

CONTINUED FROM PAGE 37

A Missing Piece in the Investigation of Anti-Bullying Efforts within Schools: The Role of Ethnicity

position to help combat this behavior by taking a leadership role in prevention and intervention efforts. However, there is currently a gap in the research available regarding how to best address bullying and the practice of applying such techniques in diverse schools all across the United States. Therefore, a call for additional research is evident.

To date, increased time and attention has been dedicated to studying the impact of bullying on the bullies, the victims, the bully-victims, and more recently the bystanders. Bullying is a major cause of fear that keeps children from perceiving school as a safe place—an estimated 160,000 students miss school each day due to the fear of violence (Lee, 1993). Furthermore, evidence suggests that bullying negatively impacts students' perception of the psychosocial environment of the school, which may in turn lead to the students reacting aggressively or with avoidance (Meyer-Adams & Conner, 2008). Whether students miss school due to bullying or are in fear all day, they are missing the opportunity to fully engage in the academic time that school was created to provide.

School psychologists and researchers have several avenues from which to explore the potential impact of ethnicity on bullying experiences. The composition of the student body within a school is one factor that must be considered

when investigating bullying. If there is any one group that holds majority status in the school that may lead to a power differential and thus lead to bullying based on a minority/majority status within a school. Even schools with a relatively equal distribution of ethnically diverse students may encounter issues based on perceived social status of groups within the schools. Both possibilities merit additional research.

In considering the way students group together, it is important to not only consider how there may be bullying between groups but also within each group. Certain customs and values are important and if a member of a group does not uphold those traditions, they are as likely to be ostracized by ethnically similar peers. Thus, it is important to keep in mind that bullying based on ethnicity does not solely imply that bullying is happening between various ethnic groups, but also calls of the exploration of how bullying may occur within an ethnic group.

Not only is it important to investigate whether differences exist in experiences with bullying, but also with what students perceive to be bullying. Often, schools have a definition in mind regarding what constitutes bullying but this may not be in line with what the students perceive to be bullying. By taking the time to actively explore student perspectives, and implement practices based on the findings,

schools will increase their likelihood of having a real impact with anti-bullying efforts.

While many researchers have started to explore ways of investigating the presence of bullying and responding to it, it is necessary to not only look at the data collected to determine the frequency of the behavior, but whether or not it differs among the groups present within the school. As with all facets of school psychology, the hope is to bridge the gap between practice and research in a manner that will allow for culturally responsive practice. In thinking of bullying in terms of factors that may influence the likelihood of its occurrence, with ethnicity serving as one of many such factors, researchers need to consider ways of exploring what is happening and be prepared to consider ways of addressing it.

Summary

Although the current evidence suggests a need for additional investigation into the role ethnicity may play in regard to students' experiences with bullying, that alone will not help alleviate the problem. School psychologists are in a unique position in that they hold the capacity to advocate for all students by taking an active role leading the way toward implementing

CONTINUED ON PAGE 39

CONTINUED FROM PAGE 38

A Missing Piece in the Investigation of Anti-Bullying Efforts within Schools: The Role of Ethnicity

bullying prevention and intervention efforts. Given that research highlights the numerous negative short- and long-term efforts of being involved in bullying, in any capacity, the school psychologist must be informed of the steps necessary to address this pervasive problem. Bullying continues to be a national imperative needing attention. School psychologists are ideally situated in a position that allows them to influence decisions on a school-wide level in order to enhance the quality of student's experiences in school. However, without consideration being given to the role of ethnicity, the potential impact of any practice will likely continue to be hampered. While considering how to best address bullying, ethnic differences must be considered in order to gain a better understanding of what constitutes bullying behavior across subgroups.

References

- Aluedse, O. (2006). Bullying in schools: A form of child abuse in schools. *Educational Research Quarterly*, 30(1), 37-49.
- Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 36(3), 361-382.
- Cook, R.C., Williams, K.R., Guerra, N.G., & Kim, T.E. (2010). Variability in the prevalence of bullying and victimization: A cross-national and methodological analysis. In S. Jimerson, S. Swearer, & D. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (347-362). New York, NY: Routledge.
- Hanish, L.D., Guerra, N.G. (2000). The roles of ethnicity and school context in predicting children's victimization by peers. *American Journal of Community Psychology*, 28(2), 201-223.
- Juvonen, J., Graham, S., & Schuster, M.A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112(6), 1231-1237.
- Lee, F. R. (1993). Disrespect rules. *New York Times*, p. 16.
- McKenney, K.S., Pepler, D., Craig, W., & Connolly, J. (2006). Peer victimization and psychosocial adjustment: The experiences of Canadian immigrant youth. *Electronic Journal of Research in Educational Psychology*, 9(4), 239-264.
- Meyer-Adams, N., & Conner, B.T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children & Schools*, 30(4), 211-221.
- Mouttapa, M., Valente, T., Gallaher, P., Rohrbach, L.A., & Unger, J.B. (2004). Social network predictors of bullying and victimization. *Adolescence*, 39(154), 315-335.
- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *JAMA*, 285(16), 2094-2100.
- National Association of School Psychologists. (2006). Position Statement on School Violence. Retrieved from http://www.nasponline.org/about_nasp/pospaper_violence.aspx
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford, England: Blackwell.
- Peskin, M.F., Tortolero, S.R., & Markham, C.M. (2006). Bullying and victimization among Black and Hispanic adolescents. *Adolescence*, 41(163), 467-484.
- Scherr, T.G., & Larson, J. (2010). Bullying dynamics associated with race, ethnicity, and immigration status. In S. Jimerson, S. Swearer, & D. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (223-234). New York, NY: Routledge.
- Spriggs, A.L., Iannotti, R.J., Nansel, T.R., & Haynie, D.L. (2007). Adolescent bullying involvement and perceived family, peer, and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health* 41(3), 283-293.
- Thomas, A.J., & Schwarzbach, S. (2006). *Culture and identity: Life stories for counselors and therapists*. Thousand Oaks: Sage.
- Varjas, K., Meyers, J., Bellmoff, L., Lopp, E., Birckbichler, L., & Marshall, M. (2008). Missing voices: Fourth through eighth grade urban students' perceptions of bullying. *Journal of School Violence*, 7(4), 97-118.
- Vossekuil, B., Fein, R.A., Reddy, M., Borum, R., & Modzeleski, W. (2002). *The final report and findings of the safe school initiative: Implications for the prevention of school attacks in the United States*. Washington, D.C.: U.S. Secret Service, U.S. Department of Education, Safe and Drug Free Schools Program, and National Threat Assessment Center.

Contact:

Stephanie Grunewald
Loyola University Chicago
1567 Ridge Ave. – APT 405
Evanston, IL 60201
(phone) 920-918-3773
(email) sgrunewald@luc.edu

A Call for More Effective Prevention of Violence

Ron Avi Astor, Ph.D., University of Southern California

Dewey G. Cornell, Ph.D., University of Virginia

Dorothy L. Espelage, Ph.D., University of Illinois, Urbana-Champaign

Michael J. Furlong, Ph.D., University of California, Santa Barbara

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

Matthew J. Mayer, Ph.D., Rutgers, the State University of New Jersey

Amanda B. Nickerson, Ph.D., University at Buffalo, State University of New York

David Osher, Ph.D., American Institutes for Research

George Sugai, Ph.D., University of Connecticut

Co-authors of this document are listed in alphabetical order

In response to the killing of 20 children and 6 adults at Sandy Hook Elementary school on December 17, 2012, this position statement developed by the Interdisciplinary Group on Preventing School and Community Violence argues that research supports a thoughtful approach to safer schools, guided by four

key elements — balance, communication, connectedness, and support — along with strengthened attention to mental health needs in the community, structured threat assessment approaches, revised policies on youth exposure to violent media, and improved policies and practices related to common-sense gun

safety.

The undersigned (see Interdisciplinary Group on Preventing School and Community Violence, 2013 for the complete list of endorsements) school violence prevention researchers and practitioners and associated organizations wish to comment on the tragic acts of



CONTINUED FROM PAGE 41

A Call for More Effective Prevention of Violence

violence at Sandy Hook Elementary School, which have shaken the nation, and express our deepest condolences to families and loved ones of the victims and the entire Newtown community. We all share a common priority: Keeping our children safe. We need to come together in our communities to share our grief and talk about how we can move forward in light of this tragic event. This document updates the School Shootings Position Statement that was disseminated nationally following the tragic school-related shootings of 2006.

It is important to emphasize that our concern is not limited to schools. The Connecticut tragedy is referred to as a school shooting, but it is better described as a shooting that took place in a school. It is also relevant to consider the hundreds of multiple casualty shootings that occur in communities throughout the United States every year. Few of them occur in schools, but of course are especially tragic when they occur. Yet children are safer in schools than in almost any other place, including for some, their own homes.

While schools are of paramount concern, the location of a shooting is not its most important feature, although it is the most visible. From the standpoint of prevention, what matters more is the motivation behind a shooting. It is too soon to draw conclusions about this case, but in every mass shooting we must

consider two keys to prevention: (1) the presence of severe mental illness and/or (2) an intense interpersonal conflict that the person could not resolve or tolerate.

Inclinations to intensify security in schools should be reconsidered. We cannot and should not turn our schools into fortresses. Effective prevention cannot wait until there is a gunman in a school parking lot. We need resources such as mental health supports and threat assessment teams in every school and community so that people can seek assistance when they recognize that someone is troubled and requires help. For communities, this speaks to a need for increased access to well integrated service structures across mental health, law enforcement, and related agencies. We must encourage people to seek help when they see that someone is embroiled in an intense, persistent conflict or is deeply troubled. If we can recognize and ameliorate these kinds of situations, then we will be more able to prevent violence.

These issues require attention at the school and community levels. We believe that research supports a thoughtful approach to safer schools, guided by four key elements: Balance, Communication, Connectedness, and Support, along with strengthened attention to mental health needs in the community, structured threat assessment approaches, revised policies on youth exposure to violent media, and

increased efforts to limit inappropriate access to guns and especially, assault type weapons.

Balance – Communication – Connectedness – Support

A balanced approach implies well-integrated programs that make sense and are effective. Although it may be logical to control public entrances to a school, reliance on metal detectors, security cameras, guards, and entry check points is unlikely to provide protection against all school-related shootings, including the shooting at Sandy Hook Elementary. Indeed, shootings have occurred in schools with strict security measures already in place. A balanced approach to preventing violence and protecting students includes a variety of efforts addressing physical safety, educational practices, and programs that support the social, emotional, and behavioral needs of students.

Communication is critical. Comprehensive analyses by the U. S. Secret Service, the FBI, and numerous researchers have concluded that the most effective way to prevent many acts of violence targeted at schools is by maintaining close communication and trust with students and others in the community, so that threats will be reported and can be investigated by responsible authorities. Attempts to detect

CONTINUED FROM PAGE 41

A Call for More Effective Prevention of Violence

imminently violent individuals based on profiles or checklists of characteristics are ineffective and are most likely to result in false identification of innocent students or other individuals as being dangerous when they actually pose little or no threat. Instead, school authorities should concentrate their efforts on improving communication and training a team of staff members to use principles of threat assessment to take reasonable steps to resolve the problems and conflicts revealed through a threat investigation.

Concerned students, parents, educators, and stakeholders in the community should attend to troubling behaviors that signal something is amiss. For example, if a person utters threats to engage in a violent act or displays a pronounced change of mood and related social behavior, or is engaged in a severe conflict with family members or coworkers, it makes sense to communicate concerns to others who might provide assistance. Early identification is important not only to prevent violence, but to provide troubled individuals the support, treatment, and help they need.

Schools and communities must find effective means to overcome any reluctance to break unwritten rules against “tattling” or “snitching” by communicating to all community members that their lives or the lives of their friends might depend

on seeking help for troubled individuals before problems escalate. Channels of efficient, user-friendly communication need to be established and maintained, and can be facilitated when community members, students and staff members feel comfortable bringing concerns regarding safety to the attention of school administrators.

Connectedness refers to what binds us together as families, friends, and communities. All students need to feel that they belong at their school and that others care for them. Similarly, local neighborhoods and communities are better and safer places when neighbors look out for one another, are involved in community activities, and care about the welfare of each other. Research indicates that those students most at risk for delinquency and violence are often those who are most alienated from the school community. Schools need to reach out to build positive connections to marginalized students, showing concern, and fostering avenues of meaningful involvement.

Support is critical for effective prevention. Many students and family members experience life stresses and difficulties. Depression, anxiety, bullying, incivility, and various forms of conflict need to be taken seriously. Every school should create environments where students and adults feel emotionally safe and have the capacity to support

one another. Schools must also have the resources to maintain evidence-based programs designed to address bullying and other forms of student conflict. Research-based violence prevention and related comprehensive support programs should be offered, following a three-tier approach, operating at universal (school-wide), targeted (for students who are at risk), and intensive (for students who are at the highest levels of risk and need) levels.

Mental Health, Integrated Threat Assessment, Media Effects, and Access to Guns

Nationally, the mental health needs of youth and adults are often shortchanged or neglected. That needs to change. Using much-needed federal and state funding, community-based mental health organizations should work in cooperation with local law enforcement, schools, and other key community stakeholders to create a system of community-based mental health response and threat assessment. These efforts should promote wellness as well as address mental health needs of all community members while simultaneously responding to potential threats to community safety. This initiative should include a large scale public education and awareness campaign, along with newly created channels of communication to help get services to those in need.

CONTINUED ON PAGE 43

CONTINUED FROM PAGE 42

A Call for More Effective Prevention of Violence

Research has established that continued exposure to media violence (e.g., TV, movies, video games) can increase the likelihood of physically and verbally aggressive behavior, aggressive thoughts, and aggressive emotions. Exposure to violence in the media can lead to (1) displacement of healthy activities, (2) modeling inappropriate behaviors, (3) disinhibition of socially proscribed behaviors, (4) desensitization to the harmful effects of violence, (5) aggressive arousal, and (6) association with a constellation of risk-taking behaviors. Taken together, this research speaks to a strong need to revise policies on youth exposure to violence in the media.

Finally, it is also important to acknowledge that access to guns plays an important role in many acts of serious violence in the United States. Multiple lines of research have demonstrated a clear connection between local availability of guns and gun-related violent behaviors, with estimates of close to 2 million children and adolescents having access at home to loaded, unlocked guns. Although guns are never the simple cause of a violent act, the availability of lethal weapons including assault type weapons to youth and adults with emotional disturbance and antisocial behavior poses a serious public health problem. Our

political leaders need to find a reasonable and constitutional way to limit the widespread availability of guns to persons who are unwilling or unable to use them in a responsible, lawful manner.

In summary, we ask for a renewed nationwide effort to address the problem of mass shootings that have occurred repeatedly in our schools and communities. Now is the time for our political leaders to take meaningful action to address the need for improved mental health services and protection from gun violence. At the same time, concerned citizens in every community should engage in comprehensive planning and coordination to prevent violence in our schools and communities. These plans should include access to mental health services for youth and adults who are showing signs of psychological distress, including depression, anxiety, withdrawal, anger, and aggression as well as assistance for the families that support them. The bottom line is that we must all work together toward the common goal of keeping our schools and communities safe.

Reprinted with permission,
original citation:

Interdisciplinary Group on Preventing School and Community Violence. (2013). *December 2012 Connecticut School Shooting Position Statement*. *Journal of School Violence*, 12, 109-124. doi:10.1080/15388220.2012.762488

SASP CORNER

Beyond the Classroom: Extra Curricular Training for Graduate Students

David O. L. Cheng & Jennifer M. Cooper

Introduction

There is no doubt that as graduate students we are busy. Whether just beginning, or in the process of finishing, your program, we often find ourselves spread thin during the months of September to May. When looking at our calendars for winter and summer breaks, students may benefit from adding in non-traditional enrichment experiences within the field of psychology. It's no secret that time management is a vital skill that graduate students often must master in order to be successful (Mayrath, 2008). While time management is essential for students to successfully get from September to May in one healthy piece, time management skills can also be applied to the times students do not have course requirements.

As graduate students, our academic curricula provide us with the essentials to succeed as future school psychologists. However, excellent opportunities that lie outside of our academic programs often go unnoticed. While students are understandably protective of their

vacation time, many opportunities are offered during these times, which can add value to a student's skills and knowledge base. Following in the footsteps of our professors, graduate students may seek to utilize our winter and summer breaks

as opportunities to make progress on research and/or expand our competencies. Some of our most successful professors rely on these break periods to take steps forward on their research projects, manuscripts, book chapters, and research grants. As students, we can use this time to be just as productive in our own capacities. Research fellowships and training programs serve as excellent ways to make the most of our "down time" and are discussed in more detail below to highlight some of the professional development opportunities currently available for graduate students in school psychology.

Research Fellowships

Whether helping professors and/or mentors with existing projects, or developing one's own study, intersessions may serve as excellent opportunities for students to get research experience in a more manageable time schedule. Rather than potentially overloading ourselves with a research project during a semester, students should look to budget time



CONTINUED FROM PAGE 44

SASP - The Student Corner**Beyond the Classroom: Extra Curricular Training for Graduate Students**

during breaks in order to make progress on these projects. While many research fellowships are year-long commitments, some opportunities may exist during academic breaks.

Check with your department.

Students should first inquire with their faculty regarding the possibility of research fellowships. Some programs may allot additional funding for research fellowships for graduate students to help faculty on existing projects. If this is a possibility for you, it represents an excellent chance to not only get great experience working on a research project, but for you to familiarize yourself with your faculty and explore potential interests in a similar topic. If your university offers summer courses for graduate students, faculty members may be able to provide tuition waivers in exchange for your work as a research fellow.

Apply for established research fellowships. Academic departments are not the only institutions that see the value of graduate students being involved in research. Large research labs/organizations often seek graduate students for summer opportunities (i.e., Children's Summer Treatment Program). These opportunities are especially advantageous for students who have established research experience. If you are aware of faculty members that publish frequently

within your area of interest, you should inquire with these individuals/groups regarding potential research opportunities.

Go Independent. Although students should first explore options for fellowships, these opportunities are not always available or realistic. If that is the case, take it upon yourself to pursue independent study of the topic of your interest. Whether it be background research for a thesis or dissertation, or designing a completely new study, staying active and focused over intersessions will help progress your academic career and allow for more time to be devoted to your academic courses once the semester is under way.

Training Programs

Academic breaks during the winter and summer months offer an ideal time for graduate students to engage in a variety of training programs. Excellent opportunities lie in expanding a student's experience with a specific population and/or increasing one's cultural competence (e.g., long-standing international programs exist in Ecuador, India, and Mexico to name a few). Improving one's cultural competence has numerous benefits for both students and practitioners, allowing each to break down potential barriers and reach their full potential in working with one another (Whaley & Davis, 2007; Zhou, Siu, & Xin, 2009). Training programs that

include both educational and experiential components can serve as invaluable experiences for graduate students interested in professional growth and development. One of the most difficult obstacles regarding these summer training programs is successfully locating them in order to meet deadlines. Therefore, this article is intended to highlight several training programs and share resources to raise awareness within the school psychology graduate student community.

University sponsored/limited programs. One potential barrier in identifying exemplary summer programs is the fact that some are coordinated through university departments, and therefore limited only to the matriculated students of that university (i.e., Chapman University's travel courses to Guatemala, Cambodia, and Vietnam, University of Nebraska-Lincoln's study abroad program in Costa Rica, or St. John's University's Vietnam Initiative). These experiences combine immersion experiences in different cultures with academic courses for credit, further enhancing their tangible value to students. Whether it takes the form of a study abroad program or a research/training opportunity, these university-sponsored programs are likely to act as springboards for graduate students to build on their own research and professional interests.

CONTINUED ON PAGE 46

CONTINUED FROM PAGE 45

SASP - The Student Corner**Beyond the Classroom: Extra Curricular Training for Graduate Students*****Programs open to the public.***

If you are not so fortunate to have an intercession training program offered through your university, fear not, there are programs that are open to the public. These programs offer a wide range of wonderful training experiences and allow students to connect and network with other graduate students from different parts of the United States or from around the world.

Stay Informed. Join listservs.

Finding training programs that would be advantageous for school psychology students is not always an easy task, which is why it is important to stay connected to the field. Joining local and national-level organizations and staying up-to-date on the opportunities available is of critical importance for graduate students. Staying connected during winter and summer months is no different. Just as these times offer students an ideal time period to conduct research and hone their professional knowledge and skills, they also can be used to research and apply to various training programs.

A Selected Listing of Training Opportunities (in alphabetical order)

The information below should serve only as a sample of the myriad of experiences available to students. These programs were selected given their relevance for graduate students in school psychology. While some of the application

deadlines have passed for the current year, the authors' intent was to share this information now to help interested students to plan for upcoming years. We encourage students to continue searching for opportunities to remain active in the field and to discover the extra-curricular training programs that may offer the type of experiences best suited to your individual skill-sets and personalized training and research aspirations.

Children's Summer Treatment Program (STP)

(www.wings.buffalo.edu/psychology/people/faculty/pelham.html)

The Children's Summer Treatment Program (STP) for children with ADHD and related impairments has been in existence for more than 30 years, most recently through the Center for Children and Families at Florida International University since 2010. Positions are available for students who are interested in working with children in Pre-Kindergarten, elementary, and adolescent age groups. Positions are available for lead counselors, counselors, teachers, and classroom aides.

Application Deadline: Rolling admissions

Ecuador Professional Preparation Program (EPPP)

(www.ecuadorppp.com)

Offering both a Four-Week Cultural Immersion Experience and a 10-day Cultural Boost, EPPP is offered to practicing psychologists, as well as graduate students in psychology and education. Located primarily in Quito, Ecuador, participants work in either a school or public agency setting providing psychological services to the surrounding community. The program also offers the opportunity to live with a traditional host family, individual language instruction, as well as weekly group supervision and academic lectures. Participants also engage in a community service project in collaboration with a local school that serves children working to provide support for their families while pursuing their education.

Application Deadline: March 15, 2013

India Cultural Immersion Program

(www.alliant.edu/cspp/programs-degrees/spanish-language-cultural/india-cult-immersion.php).

Offered by Alliant International University, this opportunity takes students on a ten-day trip to India in the beginning of January. Along with taking their "Mental Health Perspectives in India" course, participants visit multiple communities in and surrounding Chennai, India. Aside

CONTINUED FROM PAGE 47

SASP - The Student Corner

Beyond the Classroom: Extra Curricular Training for Graduate Students

from gaining introductory Tamil language skills, participants attend both cultural and professional lectures.

Application Deadline: September 1, 2012

Latino Mental Health Research Training Program through USC

(www.dornsife.usc.edu/latino-mental-health)

Dr. Steven Lopez at USC's Department of Psychology, Dr. Carmen Lara at the Benemérita Universidad Autónoma de Puebla (BUAP) in México, and colleagues at the Instituto Nacional de Psiquiatria (INP), USC, UCLA, University of Oregon and California State University at San Bernardino have established an 11-week summer research training program designed to prepare undergraduate and graduate level researchers to address disparities in mental health care of U.S. Latinos with serious mental illness. The program includes a one-week training seminar at USC, and a 10-week training program at the BUAP Medical School in Puebla México or at the INP.

Application Deadline: February 1, 2013

Mexico City Immersion Program

(<http://www.alliant.edu/cspp/programs-degrees/spanish-language-cultural/mexico-immersion-program.php>)

The Counseling Psychology Program at Alliant International University's Mexico City campus invites undergraduate psychology students, graduate students in a mental health training program, or graduates of a mental health training program. This program runs from the end of June to beginning of August and is designed and implemented on five educational pillars: Critical Pedagogy; Liberation Psychology; A Self of the Therapist Focus; A Pointillism Approach to Culture; and Spanish Language Training for Mental Health Workers. Academic courses are also offered in combination with a 5-week online coursework component.

Application Deadline: March 15, 2013

References

- Mayrath, M. C. (2008). Attributions of productive authors in educational psychology journals. *Educational Psychology Review*, 20(1), 41-56.
- Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62(6), 563-574.
- Zhou, Z., Siu, C. R., & Xin, T. (2009). Promoting cultural competence in counseling Asian American children and adolescents. *Psychology In The Schools*, 46(3), 290-298.

People & Places

- **Dr. C. Rick Ellis, Ed.D.** has been appointed to the Board of Directors of the Elizabeth Birt Center for Autism Law and Advocacy

- **Dr. Paul Bueno de Mesquita**, Professor of School Psychology and Director of the Center for Nonviolence & Peace Studies at the University of Rhode Island, will be leading a group of 20 students and faculty on a 10-day alternative spring break service mission trip to Kathmandu Nepal to conduct a joint nonviolence and peace training program in collaboration with Tribhuvan University's Conflict Peace and Development Studies program, Collective Campaign for Peace, and several other peace and human rights NGOs. This is the third year of an on-going international nonviolence partnership.

- **Dr. Susan Swearer Napolitano** is the chair of the Research Advisory Board for the Born this Way Foundation (www.bornthiswayfoundation.org) and was on tour with Lady Gaga and the Born Brave Bus for the first month of her tour before her hip injury: <http://www.rollingstone.com/music/news/lady-gaga-changing-lives-with-touring-youth-services-20130122>



From left to right: Adam Collins, doctoral student in School Psychology, Dr. Merilee McCurdy, Associate Professor of School Psychology, Amber Reeble, educational specialist student in School Psychology, Jenna Strawhun, doctoral student in School Psychology, Dr. Susan Swearer, Professor of School Psychology

She is also the coordinator of the Behavioral Health Pod on the Born Brave Bus Experience that was staffed by volunteers from the National Association of School Psychologists and the National Council for Community Behavioral Healthcare. Four therapists were present on the Bus in each of the tour cities. *See photo above.*

- **Leandra Parris**, soon to be a Georgia State University graduate, has accepted a position as an Assistant Professor of Psychology within the School Psychology Program at Illinois State University.

- **Dave Miller**, Associate Professor of School Psychology at the University at Albany, SUNY, was recently elected President of the American Association of Suicidology (AAS), the leading organization in the U.S. devoted to understanding and preventing suicide. Dave will serve two years as President-Elect (2013-2015) and two years as President (2015-2017) of AAS. He will be the third school psychologist to serve as AAS President, following the late **John Kalafat** of Rutgers University and **Jim Mazza** of the University of Washington.

ANNOUNCEMENTS

CALL FOR NOMINATIONS

IRWIN HYMAN AND NADINE LAMBERT MEMORIAL SCHOLARSHIPS

A limited number of scholarships will be awarded by the American Academy of School Psychology to deserving doctoral students in school psychology in 2013. The scholarships are named in honor of two professionals who have contributed significantly to the AASP: Irwin Hyman and Nadine Lambert.

The scholarships will be in the amount of \$1,000 each, and may be used by students to help defray the costs of tuition, books, etc. or to subsidize attendance at the convention of the American Psychological Association or the National Association of School Psychologists.

Since 2008 scholarships have been awarded annually outstanding doctoral students. The number of scholarships is based on the available funds. To date, this year's scholarships are funded by contributions from AASP Fellows, the Council of Directors of School Psychology Programs (CDSPP), Psychological Assessment Resources (PAR), the Woodcock-Munoz Foundation, and Multi-Health Systems (MHS).

Each scholarship applicant should submit three copies of:

- 1) A letter of recommendation from his/her advisor,
- 2) A graduate school transcript,
- 3) A copy of his/her curriculum vitae,
- 4) A letter detailing present and future professional interests in school psychology and indicating how the scholarship will be used, and
- 5) Copies of convention papers or publications.

A committee consisting of three Academy Fellows will select scholarship recipients.

Awards will be announced/presented at the annual meeting of the AASP at the convention of the American Psychological Association in Hawaii.

Applicants are required to submit all materials by mail to the AASP President at the address below by **May 15, 2013**.

Shelley Pelletier, PhD, ABPP
President
954 Middlesex Tpk., A2
Old Saybrook, CT 06475
Email: spns@spns.cc

ANNOUNCEMENTS

Journal of School Psychology #21: Announcement Editor, Subject: [DIV16] JSP Editor Position Announcement

The Society for the Study of School Psychology (SSSP) is searching for an Editor-Elect of the *Journal of School Psychology*, the oldest journal in school psychology. The appointment will be made in September 2013. The selected individual will serve as Editor-Elect from January-December 2014 and a five-year non-renewable term as Editor from January 2015-December 2019. The Editor-Elect, in coordination with the current Editor of the *Journal of School Psychology*, will begin processing manuscripts in conjunction with the Editor as of July 1, 2014.

Responsibilities of the Editor of the *Journal of School Psychology* include the following:

- Identifying and promoting a vision for the journal, implementing journal policies, and maintaining the high status and quality of the journal
- Processing and evaluating manuscripts through an online system, maintaining overall control and selection of content for the journal to include topics for special issues, and ensuring fair and unbiased consideration of the diversity of manuscripts submitted
- Developing and implementing policies and procedures, selecting and coordinating the work of Associate Editor(s), selecting Editorial Board members, and coordinating the nominations and selection for the Reviewer of the Year Award and the Article of the Year Award

- Finalizing each issue for publication, communication and collaboration with the Elsevier as publisher of *Journal of School Psychology*, and contributing to Elsevier's *Journal of School Psychology* website
- Record-keeping and other administrative activities, as well as regular communication with and reporting to the SSSP Executive Board in the capacity of an ex officio member

Complete application materials for the Editor-Elect position, as listed below, must be submitted electronically by the applicant no later than May 31, 2013. Applications should be sent to Cynthia Riccio (SSSP President-Elect, and Search Committee Chair) at criccio@tamu.edu.

1. A comprehensive statement of (a) the applicant's vision for the future of the *Journal of School Psychology* and (b) the applicant's proposed means for enacting this vision
2. Description of relevant previous experiences
3. Description of other professional responsibilities that may impact the applicant's role as Editor
4. Information about the level of commitment that can be made to the responsibilities of the Editor, as well as any administrative supports that may be made available to the applicant at his/her institution (e.g., course buyouts, graduate assistant, or clerical support)

5. A current curriculum vitae
6. Five letters of recommendation attesting to the applicant's professional and personal qualifications for the position of Editor, sent via e-mail from the references to Cynthia Riccio

Applications will be screened by a search committee consisting of select members of SSSP and the *Journal of School Psychology* editorial board, as well as past JSP editors. The search committee will interview selected applicants via conference calls in July-August 2013. The SSSP President (Bill Erchul), will appointment the Editor-Elect with approval of the Executive Board in September 2013.

ANNOUNCEMENTS

Diversity Challenge: Intersections of Race, Culture, and Health or Mental Health

Call for Proposals Deadline: April 12, 2013

The Institute for the Study and Promotion of Race and Culture is pleased to present the 13th annual Diversity Challenge: Intersections of Race, Culture, and Health or Mental Health. We seek proposals that focus on research, assessment, interventions, health policies that move beyond merely comparing racial/ethnic groups to more fully considering the complexity of race and culture as effects on mental and physical health. We welcome proposals that address such issues across the lifespan and focus on specific age groups, such as children and adolescents and adults of all ages. Also, we encourage proposals outlining systemic approaches to these concerns, which may include preventive strategies, school interventions, and agency collaborations that focus on racial life experiences, such as racism and discrimination, and/or cultural attributes such as resilience and health beliefs.

We envision an interdisciplinary forum in which a variety of perspectives are explored and scientists, practitioners, educators, and social activists can interact with each other in order to

address mutual concerns related to this important theme. Proposals are welcome from researchers, practitioners, educators, community organizations, advocacy and activist groups, medical service providers, employee assistance personnel, government agencies, spiritual healers, and providers of community services. Work groups focused on health disparities are also encouraged to submit. Finally, we welcome critical perspectives and creative ideas concerning the role of race and culture in fostering health and mental health in the lives of individuals regardless of their race or cultural origins.

Please visit our website www.bc.edu/isprc for more about this year's conference focus by viewing our Call for Proposals for our 13th Annual Diversity Challenge.

Call for Nominations: Lightner Witmer Award

Each year the Division of School Psychology presents the Lightner Witmer Award to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition. Continuing scholarship, rather than a thesis or dissertation alone, is the primary consideration in making the award and a person does not need a doctoral degree to be eligible. Nominees must be: (a) within seven years of receiving their education specialist or doctoral degree as of September 1, 2013 (degree conferral December 2006 or later); and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16. The winner of the award will be invited to submit a manuscript for the annual Awards Issue of *The School Psychologist* and to give a presentation at the 2014 meeting of the American Psychological Association.

Materials should be forwarded on each nominee including a vita, supporting letter(s), reprints, and other evidence of scholarship. All nominations and related materials must be submitted electronically to the Chair of the Committee, Shannon Suldo, Ph.D. at: suldo@usf.edu. The deadline is **May 1, 2013**.

ANNOUNCEMENTS



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

REQUEST FOR PROPOSALS APF KENNETH B. AND MAMIE P. CLARK GRANT

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 Kenneth B. and Mamie P. Clark Grant

- The Kenneth B. and Mamie P. Clark Fund supports research and demonstration activities that promote the understanding of the relationship between self-identity and academic achievement with an emphasis on children in grade levels K-8. This grant will alternate every other year between an early career psychologist and a graduate student. The 2013 grant will support a graduate student
- Familiarity with the Clarks' work is essential:
 - Markowitz, G. & Rosner, D. (1996). *Children, Race, and Power: Kenneth and Mamie Clark's Northside Center*. Charlottesville: University Press of Virginia.
 - Kenneth Bancroft Clark, Library of Congress, Manuscript Division, Washington, D.C.
 - Mamie Phipps Clark, Manuscripts Division, New York Public Library, New York.

Program Goals

The Kenneth B. and Mamie P. Clark Grant

- Stimulates and continues the line of inquiry that Kenneth and Mamie Clark pioneered regarding the impact of race and power on the personal and psychological development of children in the United States.

- Encourages early career psychologists to implement research that builds upon the early professional work of Kenneth and Mamie Clark by addressing some of the unanswered questions raised by the Clark's early investigations.

Funding Specifics

One \$10,000 grant

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

Evaluation Criteria

Proposals will be evaluated on:

- Conformance with stated program goals and qualifications
- Quality and potential impact of proposed work
- Originality, innovation and contribution to the field with proposed project
- Applicant's demonstrated competence and capability to execute the proposed work

Proposal Requirements

- Detailed proposal that makes a case for the need to be addressed; describes the proposed project, methodology and the applicant's qualifications; and includes a detailed budget and justification
- Current CV
- Two letters of support

Submission Process and Deadline:

Submit a completed application online at <http://forms.apa.org/apf/grants/> by June 15, 2013.

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.

ANNOUNCEMENTS

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of **Janet Shibley Hyde**, Ph.D., who donates the royalties from her book, *Half the Human Experience*, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by September 15th (for the fall deadline) or March 15th (for the spring deadline):

Dr. Olivia Moorehead-Slaughter, oms@parkschool.org and Dr. Mindy J. Erchull, merchull@umw.edu

Requirements:

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract
3. A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose. [References are not included in this 5-page limit.]
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The

- project timeline should not exceed two years.
6. A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be **attached to the e-mail with the application materials**. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources). Funds cannot be used for tuition, living expenses, or travel to present research at a conference.
9. The applicant's curriculum vitae

All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font).

Applicants should submit no more than 2 files (i.e., one with the letter of recommendation and one with all the other required materials).

Proposals that fail to meet the guidelines described above will not be reviewed.

Review Process

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the

submission requirements should choose the project that best fits the evaluation criteria (see "Review Process").

Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a complete and final copy of the research document (e.g., a copy of the thesis, dissertation or journal manuscript based on the sponsored research), along with a 500-word abstract for publication in Division 35 newsletter. In addition, grant recipients shall acknowledge the funding source in the author's notes in all publications. Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde award winners may also be posted in Division 35 newsletter as well as on Division 35 web page and listserv.

Request for Abstracts from previous Hyde Award Winners

Brief abstracts of the work conducted by previous award recipients are printed in the newsletters. Previous award winners are highly encouraged to contact Dr. Olivia Moorehead-Slaughter, Hyde Award Co-chair, at oms@parkschool.org to submit a 500 word summary of their Hyde grant-funded research for consideration of publication in the Feminist Psychologist.

Questions and other communications may be sent to the committee co-chair:

Olivia Moorehead-Slaughter, Ph.D. Co-Chair,
Phone: 617-414-4646, E-mail: oms@parkschool.org

ANNOUNCEMENTS

The Yale Center for Emotional Intelligence

The Yale Center for Emotional Intelligence plans to hire up to three postdoctoral associates to begin on or before July 1, 2013. Each will be assigned to work with an investigative team on a specific project to meet the team's research objectives. The three projects include: 1) Emotion, Creativity, and the Arts, 2) Assessing Emotional Development in Schools, and 3) Emotionally Intelligent Parenting. All positions are one-year appointments with renewal contingent upon satisfactory performance and availability of funding.

Interested applicants should submit via email a cover letter and CV, one or more writing samples, and a minimum of two letters of reference to: Marina Ebert at marina.ebert@yale.edu. Applications will be reviewed upon receipt. Please make "2013 Postdoctoral Application" the subject line of your email and identify the project(s) for which you wish to be considered in your cover letter. Details and requirements of each project and position follow.

Applications will be reviewed upon receipt, and considered until the positions are filled.

Project 1: Emotion, Creativity, and the Arts

PIs: Zorana Ivcevic Pringle, PhD & Marc Brackett, PhD

This project will study the role of emotional skills (e.g., understanding emotions, managing emotions) in the creative process, examine how the arts can be used to develop emotional skills, and test the effects of art involvement and education on creativity in everyday and professional life. Results from the research, to be conducted in the US and in Spain, will inform art education programming for children and professional adults.

The postdoctoral associate will be responsible for: (1) designing and conducting studies examining how involvement in the arts can increase emotional skills, (2) designing and conducting studies testing the effects of participation in the arts on creativity in everyday and professional life, (3) creating activities and workshop materials to be used as art education for both children and adults, and (4) reporting the findings of the project in research publications and scholarly presentations.

The postdoctoral associate will contribute expertise on psychology and the arts. Ideal candidates will have a Ph.D. in psychology, education, or a related field, as well as training and expertise in emotion, creativity and the arts, and interest in working with different populations, from children to professional adults. Excellent written and oral communication skills and the ability to work on a team are essential. This position requires some travel to Spain. Fluency in speaking and writing in Spanish is a plus.

Project 2: Assessing Emotional Skill Development in Schools

PIs: Susan Rivers, PhD & Marc Brackett, PhD

The focus of this project will be to develop, test, and implement a formative and summative assessment protocol to evaluate the impact of a social and emotional learning program. The tool will be used in research and in practice (i.e., by educators) to inform how to better differentiate instruction and track progress over time.

Specific responsibilities for the postdoctoral associate on this project will include (1) developing and testing formative and summative assessments of a social and emotional learning curricula, (2) making recommendations about how assessment data can be used to inform teaching practices as well as social and emotional learning programming, (3) producing school-friendly data reports that help schools understand how students are progressing through their social and emotional skill development, and (4) showcasing the findings of the project in research publications and scholarly presentations.

This postdoctoral associate will contribute social and emotional development expertise while working with a team of experts in school-based assessments and social and emotional learning. Ideal candidates will have a Ph.D. in developmental psychology, or a related field, as well as training and expertise in children's social and emotional development, and interests in social and emotional learning, education, and assessment. Superb written and oral communication skills, and ability to work on a team are essential.

ANNOUNCEMENTS

CONTINUED FROM PAGE 54

The Yale Center for Emotional Intelligence

Project 3: Emotionally Intelligent Parenting

**PIs: Robin Stern, PhD, Susan Rivers, PhD,
& Marc Brackett, PhD**

The objective of this project is to create effective pathways and programs for schools to fully engage parents in the education of their children's social and emotional skills. The project will expand our current school-based efforts by developing and implementing a comprehensive program to promote parental involvement. Projects goals will be to both enhance parents' social and emotional skills and increase their involvement in their children's social and emotional education.

Specific responsibilities of this position will include working with the project team to develop and evaluate the effectiveness of: (1) a parent-focused curriculum that is accessible through print and electronic resource guides, multimedia presentations, online parenting communities, blogs, and phone applications, and (2) a needs and resources assessment tool for schools to evaluate the strengths and weaknesses of their current parental outreach, communication efforts, and programming as well as guide the creation of an effective action plan to ensure that the content and format of selected topics and strategies reflect family needs, interests, and characteristics.

The postdoctoral associate will serve as the project director, overseeing all pieces of the project and ensuring all project goals are met. This individual will work with the project team to (a) conduct interviews, focus groups, and surveys with parents and key school personnel, (b) compile and analyze this data to inform the content of the curriculum and assessment tool, (c) develop, disseminate, and evaluate the impact of the curriculum and tool, and (d) communicate the progress and findings of this work to schools, researchers, and scholars in papers and presentations. Ideal candidates will have a Ph.D. in psychology or a related field and experience working in educational settings with students and parents. This individual will be knowledgeable of parenting and parental involvement in learning and possess excellent written and oral communication skills.

About the Yale Center for Emotional Intelligence

As psychologists and practitioners at the Yale Center for Emotional Intelligence (formerly the Health, Emotion, and Behavior Laboratory), we are dedicated to transforming education through programs that develop the social and emotional skills of children and adults. For over 25 years, Center researchers have developed and tested theories showing that the skills individuals have for recognizing, understanding and managing their emotions and behavior matter across the domains of their lives. Through our core activities of research and dissemination, program development, and educator training, we give students, teachers, school leaders, and family members a repertoire of social and emotional skills that enhance self- and social awareness, build empathy, and improve decision-making abilities in ways consistent with creating mutually supportive and compassionate relationships. Every day we teach people of all ages -- from preschoolers to CEOs -- the skills they need to build healthy relationships, make sound decisions, and perform at their best. This work provides a blueprint for schools to make emotions central to all aspects of learning in ways that help children to achieve more academically, establish supportive relationships, resolve conflict productively, adopt behaviors that promote their well-being, and thrive in an increasingly complex and competitive society. For more information on the Center, please visit www.yale-ei.org.

Postdoctoral associates at the Yale Center for Emotional Intelligence engage in a program of structured mentoring activities with the goal of developing the skills, knowledge, and experience to excel in their independent research and academic careers. The mentoring program includes an orientation and weekly one-on-one meetings with one or more of the Center's directors to discuss mutual expectations; project-related questions, successes, and challenges; progress in relation to career goals; as well as career options and opportunities for networking with various colleagues, collaborators, and former students of the PI and co-PIs. Yale's Psychology Department offers colloquia, seminars, and workshops on cutting-edge research, career paths in academia, identifying funding opportunities, writing competitive proposals, and other relevant topics. Postdocs have the opportunity to gain valuable scientific writing experience in the Center by contributing to and receiving guidance and training on preparing grant proposals, manuscripts to scientific journals, and presentations at conferences. Yale also offers several courses to faculty and staff in project management roles, covering topics such as conducting interviews, communicating clearly and assertively, and dealing with conflict and confrontation.

American Psychological Association

Division 16, School Psychology
c/o Division Service
750 First Street N.E.
Washington, D.C. 20002-4242

NEWSLETTER EDITORIAL STAFF

EDITOR

Rosemary Flanagan, Ph.D.,
ABPP
Touro College
Graduate School of Psychology
43 West 23 Street
New York, NY 10010
(212) 242-4668 ext. 6074 (w)
(212) 627-3692 (f)
rosemary.flanagan@touro.edu

ASSOCIATE EDITOR

Greg Machek, Ph.D.,
School Psychology Training
Program
Dept. Of Psychology
University of Montana
Missoula, MT 59812-1584
(406) 243-5546 (w)
greg.machek@umontana.edu

ADVISORY EDITORS

- Angeleque Akin-Little, Ph.D.,
Walden University
- Vincent Alfonso, Ph.D.,
Fordham University
- Michelle S. Athanasiou, Ph.D.,
University of Northern Colorado
- Amanda Clinton, Ph.D.,
University of Puerto Rico
- Jennifer Durham, Ph.D.,
Adelphi University
- Pam Guess, Ph.D.,
University of Tennessee
at Chattanooga
- Janet Mentore-Lee, Ph.D.,
Private Practice

- Amanda Nickerson, Ph.D.,
State University of New York
at Albany
- Linda A. Reddy, Ph.D.,
Rutgers University
- Carol Robinson-Zañartu, Ph.D.,
San Diego State University
- Tracey Scherr, Ph.D.,
University of
Wisconsin-Whitewater
- Ara Schmitt, Ph.D.,
Duquesne University
- Esther Stavrou, Ph.D.,
Yeshiva University

DIVISION 16 ONLINE

Check out the Division 16 home page at:

[http://www.apadivisions.org/
division-16/index.aspx](http://www.apadivisions.org/division-16/index.aspx)



PRINTED IN THE U.S.A.

