



The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

inside

President's Message

- 4 | In the Service of Others**
Vincent C. Alfonso, Ph.D.
- 5 | 2013 Division 16 Election Results**
- 6 | Division Overview: Convention Program**
Shannon Suldo
- 7 | APA division 16 Conference Highlights**
Shannon Suldo
- 8 | Lessons Learned from the State Leadership Conference: Engaging the Media**
Amanda Clinton, Ph.D.

Research Forum

- 10 | Stand Up or Stay Out of It: How Do Parents Teach Their Children to Respond in Bullying Situations?**
Courtney S. Banks, Jamilia J. Blake, Amanda K. Joslin

Practice Forum

- 16 | Supporting the School Success of Children from Military Families: The Role of School Psychologists**
Pamela Fenning, Abigail Harris and Lindsay Viellieu

Professional Development

- 25 | Optimizing Your APA Conference Experience as an Early Career Professional: More than Presentations**
Bryn Harris & Amanda L. Sullivan

SASP Corner

- 28 | Getting the Most Out of Our Convention Experience**
David O. L. Cheng & Jennifer M. Cooper

Obituary

- 32 | Remembering Arthur Bindman**
Tom Fagan & Isaac Woods

People & Places

Ara J. Schmitt

Announcements

The School Psychologist Advertising & Submission Info

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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

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

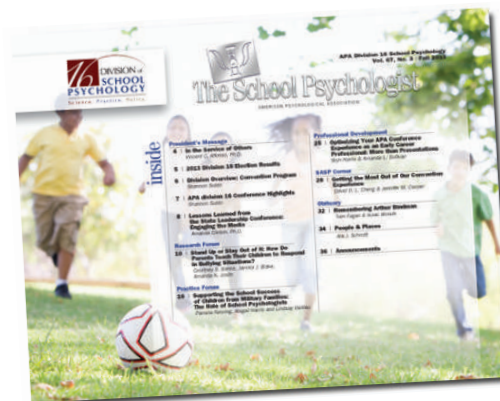
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Rosemary Flanagan, Ph.D., ABPP
Touro College
Graduate School of Psychology
43 West 23 Street
New York, NY 10010
(212) 242-4668 ext. 6074 (w)
(212) 627-3692 (f)
rosemary.flanagan@touro.edu

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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

In the Service of Others

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



Vincent C. Alfonso

As I was writing this column for *The School Psychologist*, I realized that it was the 6-month anniversary the tragic mass shooting in Newtown, Connecticut. Although that day will never be forgotten, it is uncanny how that event and all those directly affected by it slip our minds from time to time.

In the past 8 months we have witnessed severe natural disasters across the country including Superstorm Sandy in the northeast and devastating tornadoes in the midwest. Around the world there are multiple wars taking place where innocent lives are lost including those of very young children. Families are being uprooted each day as civil wars in the Middle East and the African continent continue with almost no end in sight.

There are days and nights when I

wonder what is next. What will the next controllable and uncontrollable disasters be and who will be affected? How will I respond personally and professionally? What is my responsibility to my city, region, country, and the international community? I am sure that many, if not all of you, reflect on these and other questions on a regular basis.

I am sure that with all these negative events surrounding us and perhaps directly affecting us, it is, at times, very difficult to remain positive. However, perhaps now more than ever we are needed to provide services to children, adolescents, and their families. Our training programs have prepared us well to provide individuals in schools and other settings with a variety of services including, but not limited to, assessment, counseling, consultation, and crisis intervention. I have no doubt that well-trained, self-reflecting, and compassionate school psychologists can make a difference in the lives of those who suffer

greatly from tragic events such as those mentioned above to those who struggle on a day-to-day basis with whatever compromises their learning and personal development.

In some ways, these are the worst of times and the best of times for school psychologists. We are faced with daunting problems each day and yet this is the perfect time for us to shine a beacon of light when none seems to be in sight. The



CONTINUED FROM PAGE 4

**President's Message:
In the Service of Others**

effect that our presence and assistance can have on children, adolescents, and families is limitless.

And although we should be proud of what we do and who we serve, we must not forget to care for ourselves. I believe that self-care among professionals is critically important in order for us to continue to be helpful in our society. All too often we read or hear about “burn out” or decreasing motivation because our fuel tanks are on “E.” Self-care, professional consultation with colleagues, engaging in hobbies, and spending time with friends and family members are some activities that can refuel us and prepare us to provide the services that are needed more and more.

A good friend of mine reminds me often of what flight attendants tell us prior to taking off. I am sure you have heard many times that if oxygen masks should be released during a flight, first put on your own mask before you put on the masks of children and the elderly. Indeed, we are no good to anyone else if we do not take care of ourselves first.

I certainly hope to see many of you in Hawaii for the annual convention where we can take a break from our work, share some positive moments, and refuel. May you remain positive, view the glass half full, and continue the good work that you do each day!

Mahalo!

2013 DIVISION 16 *Election Results*

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Division 16 Events at the Upcoming 2013 APA Convention

Shannon Suldo
Division 16 2013 Convention Chair

This year, Division 16 will feature a versatile exchange of research-informed and practical professional development at the 2013 APA Convention in Honolulu, HI, July 31st through August 4th. I would like to thank Co-Chair Robin Coddling, Vice President for Convention Affairs Jim DiPerna, and 24 teams of diligent reviewers for dedicating their time and expertise to produce an excellent selection of convention events, selected with practitioners, university faculty, and graduate students in mind. Division 16 will present twelve symposia on a range of 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 talks geared towards students (e.g., non-school internships, insights on faculty careers from early career trainers). Six poster sessions will give attendees the opportunity to talk face-to-face with experts on numerous topics, including mental health, evidence-based practice, consultation, professional issues, students with disabilities, and data-based decision making.

On Friday, August 2nd, participants are encouraged to attend the Presidential Symposium (“Division 16 Initiatives: Current Status & Future Directions”) at 8:00 am, the Division 16 Business Meeting at 12:00 pm, and the Division 16 Social Hour at 2:00 pm. On Saturday,

August 3rd at 10 am, Stephen Kilgus, Lisa Sanetti, Christopher Skinner, and Beth Doll will deliver invited addresses about their awarding-winning lines of research. Numerous exhibitors will be disseminating professional resources throughout the convention, thus attendees in need of expanding their library and tool-kit are encouraged to visit the exhibit hall. Most days, convention events end by noon or 2:00 pm to permit attendees abundant time to enjoy the various attractions offered on the island of Oahu.

Thank you again to all of the reviewers for their efforts in preparing the convention schedule. On behalf of the Division 16 Executive Committee and the all who have contributed to the convention events, we look forward to seeing you in Honolulu from July 31st-August 4th.



APA Division 16 Highlights of 2013 Annual Convention in Honolulu, Hawaii

WEDNESDAY, JULY 31, 2013

8 AM Symposium: *Universal Screening for Behavioral and Emotional Risk- Theory, Research, and Practice* (Chair: Tara Raines)

8 AM Symposium: *Perspectives on School Psychology Students in Nonschool Internships- A 360-Degree View* (Chairs: Emery Mahoney and Michelle Perfect)

8 AM Symposium: (co-sponsored with Div 52): *Bridging Science to Practice: International Data and Considerations in Conducting Research in Schools* (Chair: Mark Terjesen)

10 AM Poster Session: *Assessment and Data-Based Decision Making*

11 AM Poster Session: *Consultation and Students with Disabilities*

12 PM Symposium: *Practice and Training in Evidence-Based Assessment and Intervention in the Schools* (Chair: Mark Terjesen)

THURSDAY, AUGUST 1, 2013

8 AM Poster Session: *Science to Practice - Prevention and Intervention*

9 AM Symposium: *Student Affiliates in School Psychology- Student Research Forum* (Chairs: Jennifer Cooper and Kayla Nichols)

9 AM Executive Committee Meeting (Chair: Vincent Alfonso)

10 AM Symposium (co-sponsored with Div 44): *How Are We Preventing the Bullying of LGBT Kids? Psychologists Address the Public Interest* (Chair: Richard Sprott)

11 AM Poster Session: *Professional Issues and Methodological Advances*

FRIDAY, AUGUST 2, 2013

8 AM Symposium: *Straight Talk about Faculty Careers- Perspectives from Early Career Trainers* (Chair: Jamie Zibulsky)

8 AM Presidential Symposium: *Division 16 Initiatives: Current Status & Future Directions* (Chair: Vincent Alfonso; Invited Speakers: Chryse Hatzichristou, Susan Forman, and Stuart Hart)

12 PM Business Meeting (Chair: Vincent Alfonso)

2 PM Social Hour

Saturday, August 3, 2013

8 AM Poster Session: *Mental Health and School Success*

9 AM Poster Session: *Science to Practice - Prevention and Intervention*



10 AM Symposium: *Social-Emotional Universal Screening- Implications for Practice in Low-Resource, High-Risk Contexts* (Chairs: Stacy Overstreet and Bonnie Nastasi)

10 AM Invited Address: *Contemporary and Future Directions in School Psychology, 2012 Award Recipients* (Speakers: Stephen Kilgus, Christopher Skinner, Beth Doll, and Lisa Sanetti)

SUNDAY, AUGUST 4, 2013

8 AM Symposium: *Partnering to Implement Evidence-Based Practices- Illustrations from School Psychology Programs* (Chairs: Perna Arora and Courtney Baker)

10 AM Symposium: *School Psychology Research- Leading Researchers Weigh in on Our Past, Present, and Future* (Chair: Kent McIntosh)

12 PM Symposium: *Clinical Usefulness of Cultural Linguistic Interpretive Matrix with English Language Learners* (Chair: Beverly Vandiver)

Lessons Learned from the State Leadership Conference: Engaging the Media

Amanda Clinton, Ph.D.

Each year, the American Psychological Association's Practice Organization (APAPO) sponsors the State Leadership Conference (SLC) in Washington, D.C. The SLC is a leadership and advocacy training that invites leaders from the State, Provincial, and Territorial Associations (SPTAs), Division representatives, Diversity Delegates, Early Career Psychologist Delegates, APA Governance Representatives and American Psychological Association Graduate Student (APAGS) Representatives to attend.

SLC attendees receive tutelage regarding effective means of interacting with politicians so that they may subsequently meet with law makers on Capitol Hill and help further the practice of psychology. In 2013, the APAPO identified three critical advocacy issues that were discussed with senators and representatives:

- Halt plummeting psychologist Medicare payment
 - Fix the payment formula
 - Replace the Sustainable Growth Rate



- Stop Medicare's 2% sequester cut
- Add psychologists to the Medicare "physician" definition

- Make psychologists eligible for electronic health records incentives

In addition to advocacy on Capitol Hill, several advocacy workshops were offered during the SLC meeting. These addressed broader themes and contexts where psychologists can impact systemic change. The workshop titled, "Getting Psychology's Perspective in News Coverage," provided information and insights that offer potential for promoting the field of school psychology.

The workshop, co-sponsored by APAPO and the Council Executive of State Provincial Territorial (CESPPA), was hosted by Luana Bossolo, APAPO Assistant Executive Director of Public Relations. Two journalists – Kelly Bothum, Health Reporter for The News Journal in Wilmington, Delaware, and Amanada Iacone, Web Editor and Journalist for WTOP Radio in Washington, D.C. – presented together with Dr. June Ching, the Public Education Coordinator for the Committee for the Advancement of Professional Practice (CAPP).

Ms. Bothum and Ms. Iacone shared that a psychologist's perspective is an important and valuable one that they welcome when reporting. This "mental health" voice is one that both journalists perceived as relevant to numerous journalist pieces – ranging from physical health and medical treatment to child development and parenting issues to social problems. In this vein, school psychologists certainly have much to contribute in relation to the topics that

CONTINUED FROM PAGE 8

Lessons Learned from the State Leadership Conference: Engaging the Media

journalists frequently cover regarding health, learning and development, behavior and education, to name a few. Our voices should be heard!

This begs the question: How can we actively promote school psychology and school psychologists in the media?

Tips for promoting school psychology in the media include:

- **Be the “loudest voice”** – often the person or organization that is first to speak up and speak the loudest is the one that gets print/electronic/tv/radio coverage. Be sure to actively advocate on behalf of the field and initiate contact should a school psychologist’s voice be relevant.
- **How does one actively advocate?** Read/watch/listen to your local media, for starters. Know the names of the reporters who cover health, education and other relevant issues and contact them when you have a story or if you can offer an expert opinion on an event in your area. According to Ms. Bothum, “local stories are the bread and butter” of most news organizations. They are interested in what you have to share.
- **Feel free to pitch ideas to your local newspaper.** Both Ms. Bothum and Ms. Iacone indicated that journalists are always looking for

story ideas. Sometimes they may not be able to integrate an idea into an upcoming publication or broadcast or an idea may not be appropriate. This, they said, should not deter you. Have another idea that is important for your community about school psychology? Contact your local media again.

- o **Keep in mind the issues do not need to be complicated ones.** As an example: One of the journalists on the panel mentioned she was uncertain about the specific differences between psychiatry and psychology and therapy, for example, and a story addressing the contributions of respective professionals in the field could be helpful to many readers who were uncertain how to navigate options for support.
- **Both journalists mentioned the importance of being persistent.** One should not give up if a journalist is not readily available since they are often in the field. Suggestions: Try and try again, and try in new places – look for them on Twitter, Facebook, email, office phone, etc.
- **Journalists are always looking for individuals with expertise to comment on stories and events.** Develop a list of local school psychologists and share

this with your health and education editors. When a related story comes up, they will contact you. As the journalists mentioned, their tight timelines and pressures to publish mean they often “cling to the low-hanging fruit.” So, make yourself accessible like low-hanging fruit, as it were.

- **Establishing relationships is key.** Get in contact with your local journalists on your own accord or through your local association so they know you and other school psychologists. Always refer a journalist to a colleague if you yourself cannot comment on an issue in order to continue to facilitate development of a professional network willing to talk to the media.

In conclusion, school psychologists possess expertise in many areas that are relevant to topics frequently covered by the media. We must make an effort to establish relationships with the media, suggest ideas for coverage related to school psychology, and be available to promote the field to the greatest degree possible.



RESEARCH FORUM

Stand Up or Stay Out of It: How Do Parents Teach Their Children to Respond in Bullying Situations?

Courtney S. Banks
Jamilia J. Blake
Amanda K. Joslin
Texas A&M University



Bullying continues to be a behavior of concern for school and parents alike due to the negative outcomes faced by youth involved in bullying (Lemstra, Nielsen, Rogers, Thompson, & Moraros, 2012). Recently, much attention has been given to the social dynamics of bullying based on research indicating that bullying behaviors are in part maintained by the responses of bystanders, students who witness bullying behavior (Salmivalli, Voeten, & Poskiparta, 2011). Bystanders are present for 80% of bully incidents, and therefore can influence the bullying situation by promoting or reducing bullying (O'Connell, Pepler, & Craig, 1999).

The literature is replete with studies examining the differing roles that bystanders can assume when witnessing bullying (Rivers & Noret, 2010; Rivers, 2012; Twemlow, Fonagy, & Sacco, 2004).

Salmivalli, Lagerspetz, Bjorkqvist, and Osterman (1996) identified bystanders as assuming five different roles: bullies, assistants, reinforcers, defenders, or outsiders. In their work, they identify bullies as individuals that take initiative and are active in the bullying; assistants as those who follow the bully and help provide additional aggressive tactics; reinforcers as individuals that increase the occurrence of bullying by coming to observe; and defenders as those individuals who support and console the victim and try to stop the bullying. Outsiders are those students that stay out of the bullying incident and do nothing.

Bystanders that defend victims have the greatest likelihood of decreasing current and future bullying occurrences (Salmivalli, et al., 2011). Defending behaviors include reporting bullying to

an adult such as a parent or teacher or confronting the bully and telling him or her to stop (Kanetsuna, Smith, & Morita, 2006; Salmivalli, et al., 2011). However, there are a number of reasons that influence whether a bystander will act as defender or maintain their outsider role in bullying situations. Many students may choose not to defend for fear of stigmatization or rejection by peers (Wilson-Simmons, Dash, Tehranifar, O'Donnell, & Stueve, 2006), whereas others may defend intermittently because the bully is their friend or simply because they assume someone else will speak up first on behalf of the victim (Lodge & Frydenberg, 2005). Due to the variance and rate of bystander responses, it is critical to understand what factors influence bystander's decisions to intervene.

Although peers play a critical role

CONTINUED FROM PAGE 10

Stand Up or Stay Out of It: How Do Parents Teach Their Children to Respond in Bullying Situations?

in whether students intervene, the messages that parents teach their children about responding to bullying might also influence bystanders' intervention decisions (Salmivalli, et al., 2011). Ttofi and Farrington (2011) found in their meta-analysis of anti-bullying interventions that parent trainings were associated with a reduction in both school bullying and victimization. However, minimal research is present indicating how often parents are aware of and participate in school anti-bullying interventions. Thus, the question arises regarding how parent messages about bystander behaviors independent of their involvement in school anti-bullying interventions influence children's bystander behavior.

According to the social-ecological model, bullying is driven by not only the individual characteristics of a child or adolescent, but other environmental factors such as family practices (Swearer & Doll, 2001). For example, bullying behaviors can be encouraged at home by parental attitudes that minimize bullying, parents providing an atmosphere of coercion and hostility, or parents teaching their children to respond to bullying in adverse ways (Olweus, 1993). Parents provide numerous messages to their children which in turn can influence children's behavior both inside and outside the home (Parkin, & Kuczynski, 2012). Morrongiello, Corbett, and Bellissimo

(2008) found that parent teachings and expectations about safety and risk behavior predicted children's current and future practices in this domain. Given this finding, it is likely that parent messages about bystander behaviors can also impact how children respond when witnessing bullying at school.

In order to better understand the role of parents in influencing children's responses to witnessing bullying, this study examined what parents tell their children to do when they observe bullying and if parents' teachings about bystander behavior influence the likelihood their child will respond consistent with that teaching.

Methods Participants

Sixty-six 3rd and 4th grade children (58% males) and nine after-school counselors in the southwestern United States participated in this study from a larger scale study that assessed children's bystander responses and efficacy to intervene when witnessing bullying scenarios. Child participants from the larger study participated if their parents consented to complete a survey regarding the bystander responses they teach their children. Out of the total 141 children who participated in the larger study, 66 parents agreed to complete the survey, resulting in 66 parent-child dyads. Sixty-

six point seven percent of the children self-reported as White, 7.6% African American, 4.5% Asian, 16.7% Hispanic, 3% Multi-racial, and 1.5% Bi-racial. Regarding parent relationships, 84.8% of participating parents identified as the child participants' mother, 9.1% as the father, 3% as the stepparent, 1.5% as a guardian, and 1.5% as a grandparent.

Procedures

Students were eligible to participate if they attended an after-school program conducted at their school. Consent forms were given to the students by the after-school counselors and students returned them signed by their parents in order to participate. To assess students' bystander behavior, students completed the Bystander Social Cognitive Assessment Measure (BSCAM; Blake, Hughes, & Stephenson, 2011). The BSCAM involved having participants watch six short videos of bystanders responding in a variety ways to bullying situations and then answering questions regarding the likelihood and efficacy of responding in the same manner. Students completed the BSCAM individually with an assigned evaluator and were able to choose a small toy as an incentive when all items were answered.

After-school supervisors divided the list of participating students and selected one after-school counselor at each school to complete the forms about participating

CONTINUED FROM PAGE 11

Stand Up or Stay Out of It: How Do Parents Teach Their Children to Respond in Bullying Situations?

students' typically observed bystander role in bullying situations. Each counselor completed forms for participating students they reported knowing well. A separate consenting procedure was conducted for parents. For this process, parents who consented their children to be a part of the larger study later received an envelope with a parent consent form and parent survey upon arriving to take their children home from the after school program. In order to increase parental response rate, \$5.00 was included with the parent survey regardless of parent consent to participate. Parents who consented to partake in the study were asked to complete the survey about their teachings of bystander behavior and mail the survey back to the primary investigators using an enclosed self-addressed envelope.

Measures

Parent socialization to bystander behavior. The Parental Perceptions of Bystander Behavior Survey is a 7 item research-based survey measuring the types of bullying and typical bystander responses that students exhibit (Rock & Baird, 2012; Trach, Hymel, Waterhouse, & Neale, 2010). Parents were presented with a definition of bullying as well as a description of the four types of bullying (e.g., relational, physical, cyber, and verbal) and asked how they

would respond to their child's report of witnessing relational, physical, cyber, and verbal bullying. Parents reported the frequency in which they tell their child to engage in the following behaviors on a 5-point Likert scale: tell an adult, stay out of it and do not get involved, participate in the bullying, stand up for the victim or confront the bully, comfort or befriend the victim, or walk away and not watch the bullying occur. Alpha coefficients were calculated for each parent teaching and resulted in coefficients in the acceptable range, between .79 and .87.

Counselor perception of bystander behavior. After school counselors completed an adapted version of the Participant Role Questionnaire (21 items from the original 48 items) (PRQ, Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996; Salmivalli, Lappalainen, & Lagerspetz, 1998; Salmivalli & Voeten, 2004). The 21 item PRQ was designed for after-school counselors to identify the roles students typically assume during bullying incidents (Bully, Assistant, Reinforcer, Defender, and Outsider). After-school counselors reported how true statements were for each child on a scale of "Never", "Sometimes", "Often".

The "Bully" group was described as direct and active in the bullying behaviors (e.g., "Starts Bullying" or "Tells others not to be friends with the victim"). The

"Assistant" group was also described in active terms but displayed less leadership and initiative taking than the Bully group (e.g., "Joins the bullying when someone else starts it" or "Assists the bully"). The "Reinforcer" group is classified as indirect support for the bullying (e.g. "Giggles or laughs about the situation" or "Stays near and watches"). The "Defender" group was described as active assistance towards the victim (e.g. "Comforts the victim and encourages them to tell the teacher" or "Tells the others to stop bullying"). Finally, the "Outsider" group was described as presenting more avoidant behavior that keeps them out of the situation altogether (e.g. "Stays outside the situation" or "Doesn't do anything"). For the current study, the majority of the alphas were in the acceptable or moderate range for each bystander role: Bully ($\alpha=.88$), Assistant ($\alpha=.80$), Reinforcer ($\alpha=.88$), Defender ($\alpha=.66$), and Outsider ($\alpha=.87$) for the current sample.

Children's perception of bystander behavior. The Bystander Social Cognitive Assessment Measure (BSCAM) is designed to assess children's social information processing when directly witnessing a bullying situation. The measure is comprised of six video vignettes with four possible responses to each bullying situation (join the bully, defend the victim, tell the teacher, or do nothing). All videos were developed by the research

CONTINUED FROM PAGE 12

Stand Up or Stay Out of It:**How Do Parents Teach Their Children to Respond in Bullying Situations?**

team based on the literature of bystander responses and performed by a local middle school acting troupe. In order to control for possible gender bias, two sets of videos, were created that matched the gender of the respondent. Thus, a total of twelve videos were developed in which males or females were the targeted bully, victim, or bystander in each scenario.

Trained research assistants individually administered the assessment to student participants during the after-school program. After watching the possible bystander responses, students were asked how likely they would act in the same manner as the bystander depicted in the video (i.e., “How likely is it that you would do what the [bystander] did?”) on a four-point Likert scale. Overall, administration time took approximately one hour. Graphic representations of all response scales were provided to students in order to control for differences in children’s receptive and expressive language. Likelihood composites were created across vignettes for each of the four possible responses to assess participant’s likelihood scores (Tell the teacher $\alpha=.88$, Do nothing $\alpha=.70$, Defend victim $\alpha=.84$, Join in bullying $\alpha=.67$) for the present sample.

Results**Analyses**

The frequency and percentage of

bystanders in the current study were determined using the Participant Role Questionnaire reported by each counselor to determine the whether the sample of participants was representative of all students involved in bullying. Within the sample, after-school counselors identified 7 students in the sample as bullies, 28 students as reinforcers, 24 as defenders, 34 as outsiders, and 9 as assistants. It should be noted that the bullying role classifications were not mutually exclusive, and some students were reported to take on more than one role. In order to compare responses of children and parents, parent teaching for each bullying type were combined and a mean score for each teaching was calculated.

Pearson correlations were conducted to determine the presence of statistically significant relationships between parent teachings and the child’s likelihood of performing that bystander response.

Parent Teachings and Correlations

Parent teachings and frequencies of each bystander response are in Table 1. Most parents in the study reported teaching their child to “always” tell an adult and “sometimes” defend the victim. Although few parents consistently taught their child to do nothing, 48.2% of the parents endorsed telling their children to “sometimes” stay out of bullying situations. It should be noted that none of the parents taught their child to

Table 1**Parent Teachings of Child’s Bystander to Bullying Responses**

Teachings	Frequency (%)			
	Never	Sometimes	Most of the Time	Always
Tell an Adult	**	3(4.8)	17(27.4)	42(67.7)
Defend the Victim	2(3.2)	33(53.2)	20(32.2)	7(10.6)
Comfort the Victim	**	13(21)	29(46.8)	20(32.3)
Do Nothing/Stay out of it	8(14.3)	27(48.2)	17(30.4)	4(7.1)

Note: Column percentages do not total 100% as respondents were allowed to select more than one response to questions. ** Notes when none of the respondents endorsed the response.

CONTINUED FROM PAGE 13

Stand Up or Stay Out of It: How Do Parents Teach Their Children to Respond in Bullying Situations?

Table 2
Pearson Correlations of Parent Teachings to Children's Likelihood of Responding

Parent Teaching	Child's Likelihood of the Response			
	Tell Adult ¹	Defend Victim	Do Nothing	Join In the Bullying
Tell Adult	.050	.126	.023	.108
Defend Victim	.048	.016	-.096	-.082
Do Nothing	-.033	.041	.287*	.309*

Note: * statistically significant at the .05 level. ¹Children's response option was "tell a teacher."
None of the parents endorsed "join in the bullying."

"never" tell an adult or "never" comfort the victim, indicating that the majority of parent teachings were supportive towards the victim. Parent teachings and the likelihood of the child responding in that manner are presented in Table 2. Two statistically significant correlations emerged. Parent teachings which involved telling their child to do nothing were associated with the child reporting to either do nothing or join in the bullying incident.

Discussion

In order to combat bullying within the schools, increasing attention has been given to reinforcing bystander intervention through school anti-bullying efforts and strategies. An important factor in promoting positive bystander responses and increasing effective anti-

bullying interventions is to consider more distal characteristics, such as parents' communications of bullying and bystander behaviors, which children also bring to school and use as a repertoire of behavior options.

The current study assessed how parent teachings of bystander behavior can influence children's behavior when witnessing bullying. Findings indicated that parents who taught their children to not become involved in the bullying situation were more likely to have children actually do nothing or join in the bullying. This result is consistent with findings from Traube et al. (2007) and Sullivan et al. (2012) which suggest that when children are not provided with the skills they need to solve problems, they adopt negative coping skills, thus exacerbating the problem. Therefore,

parent messages of bystander responses may at times be ineffective and potentially create increasing problems for the victim and bystander. Greater attention should be given to providing parents with information about what schools are doing to prevent bullying as well as the most effective bystander responses to increase children's generalization of appropriate bystander behaviors.

There are limitations to the study that should be noted. First, due to the nature of correlational studies, one cannot make causal inferences with the results. Additionally, the small sample size of participants resulted in low external validity and inability to generalize to parent and child populations. Future research should focus on assessing parent messages of bystander behaviors with larger populations and their relationships to children's bystander responses, and possibly children's bullying involvement. Additionally, investigation should also be made if parent teachings and resulting children's behavior differ due to parent gender.

Overall, the results extend research on how parental influences can influence school bullying. In general, parents appear to endorse intervening for the victim, by teaching their child to tell an adult, stand up to the bully, or comfort the targeted individual. Prior research suggests that when bystanders respond in a supportive

CONTINUED ON PAGE 15

CONTINUED FROM PAGE 14

Stand Up or Stay Out of It:**How Do Parents Teach Their Children to Respond in Bullying Situations?**

manner towards the victim, bullying is more likely to cease (Polanin, Espelage, & Pigott, 2012). On the other hand, the study also indicates that parents who teach their child to disengage from the witnessed bullying event can inadvertently communicate to children that bullying should be reinforced. Reinforcing bullying may not be the intention of parents. In their qualitative study on factors that influence responses to bullying, Mishna, Pepler, and Wiener (2006) found that some parents reported their responses to bullying events were dependent on their perceived seriousness of the bullying and the relationship between the child and the reported perpetrator. Regardless of the motive, the current study emphasizes that parent practices can play an impacting role in children's behavior outside of the home. Therefore, schools should be intentional when collaborating with and involving parents in anti-bullying efforts.

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Correspondence and requests for reprints should be directed to Jamilia J. Blake, 706 Harrington Tower MS 4225, Texas A & M University, College Station, TX 77843-4225; Phone (979) 862.8341; jblake@tamu.edu

PRACTICE FORUM

Supporting the School Success of Children from Military Families: The Role of School Psychologists

Pamela Fenning (Loyola University, Chicago), Abigail Harris (Fordham University) and Lindsay Viellieu (Loyola University, Chicago)



Military families are an incredibly resilient group, yet face a myriad of challenges due to military life. These challenges are active military duty and deployment, family stress associated with separation of caregivers and loved ones, as well as frequent moves, and transitions to new communities and schools (Sherman & Glenn, 2011). Military families may face heightened risks for mental health concerns and adjustment issues, particularly during times of deployment (Kline et al., 2010; Palmer, 2008). The findings for the existence of adjustment issues among children of deployed parents are mixed and are likely dependent on the study methodology, assessment tools used and age of the sample (Card et al., 2011). A recent meta-analysis revealed a small association between parent deployment and middle childhood adjustment, as measured by overall adjustment,

internalizing behaviors and externalizing behaviors (Card et al., 2011). Mansfield, Kaufman, Engel, & Gaynes (2011) reported that children with deployed parents were at increased risk of acquiring a mental health diagnosis for acute stress reaction, adjustment disorders, depressive disorders, and pediatric behavior disorders compared to children of military personnel who were not deployed. The risk of mental health and overall adjustment concerns among children in military families is potentially mediated by parental stress (Flake, Davis, Johnson, & Middleton, 2009; Mansfield et al. (2011), the mental health of the nondeployed parent (Chandra et al., 2011; Palmer, 2008), and the deployed parent having mental health concerns, such as a diagnosis of Post-Traumatic Stress Disorder (Palmer). While the elevated risk of mental health challenges should not be minimized and needs to be

Authors' note: Pamela Fenning is a professor and director of the School Psychology Program at Loyola University in Chicago. She and her co-authors welcome comments. Mail to: Dr. Pamela Fenning, 820 N. Michigan Ave., Chicago, IL 60611; e-mail=pfennin@luc.edu

Supporting the School Success of Children from Military Families: The Role of School Psychologists⁷

addressed by school psychologists and other mental health professionals with training in preventing and treating such issues, the focus of this article is the less explored topic of the academic supports needed by children of military families. In the current article, we describe the ways in which the challenges faced by military families call for special attention by school psychologists and other educators attending to the educational needs of this population.

A key element of military life is mobility, as the typical military student faces two school transitions in high school and attends as many as nine different school systems (Sanchez, 2012). Families follow the military family member to new towns and schools, often leaving behind a “home community” characterized by proximity to extended family, friendship or other support networks. Sometimes families return to “home communities” years later when the military member is deployed or transferred to an “unaccompanied” posting. For children in military families, these transitions to new communities or a return to familiar surroundings often bring a mix of risk or resiliency reactions that might include being frightened, excited and anticipating an opportunity for adventure, new beginnings or reconnecting with others (Palmer, 2008).

School psychologists are uniquely

positioned to address the academic and school-related issues that children of military families face. Their training provides a framework for holistic assessment of what a child needs to thrive and be successful. Their role provides access to school data and opportunities for leadership. Finally, their consultation skills and day to day presence in the school allow them to make critical connections between teachers, administrators, and families. By drawing upon these attributes, school psychologists can engage in the following activities: (1) assume an advocacy role about legislation and school rights specific to military families; (2) manage data collection efforts that identify and include children of military families; (3) support families with transitions to and from various schools; (4) consult with military families and students about curricular requirements and standardized testing which may differ across schools and states, (5) facilitate social networking and social relationships among children and families associated with the military, and (6) honor the main strengths and resiliency shown by military children and families. We summarize each of these major functions below.

Advocacy for Legal Rights

A critical role for school psychologists in meeting the academic and school-related needs of military children and

families is making sure that parents and educators are aware of the legal rights of children from military families. The Interstate Compact on Educational Opportunity for Military Children (The Compact; <http://mic3.net/index.aspx>) is an agreement among participating states to alleviate or reduce many of the school transition problems encountered by military families. As of June 2012, forty-three states had passed legislation to become members of the Compact. By joining, each state agreed to address specific school transition issues in a consistent way and minimize school disruptions for military children transferring from one state school system to another. Educational personnel working in communities with a high enrollment of children from military families in their school system (e.g., schools near a military base) often know about this Compact, but personnel in low incidence areas may not be aware of these important educational rights of children from military families. Therefore, school psychologists with an awareness of this legislation can be critical in educating school personnel about these legal rights and empowering families to invoke their rights under this law. School psychologists can do this by providing professional development to colleagues and making this information known to parents through outreach and advocacy. The Compact consists of general policies

CONTINUED FROM PAGE 17

Supporting the School Success of Children from Military Families: The Role of School Psychologists

in five key areas: enrollment, placement, attendance, eligibility and graduation, which are summarized as a quick reference in Table 1. In addition, more detail about each of the five areas is provided below:

Enrollment. The Compact has provisions for member states to facilitate enrollment in the areas of educational records, immunizations and kindergarten and first-grade entrance age. In regards to educational records, when a family leaves a school district in one member

state, the school will provide them with unofficial records to take to the new school in the other member state. These records will include all of the necessary information for the new school to enroll and place the student until the official records are received from the student's previous school. The Compact requires all school districts within member states to send official transcripts to a student's new school within ten days of receiving a request from the new school district. In regards to immunizations, if a child

transfers to a new member state that requires additional immunizations, he or she is still allowed to begin school. The child's parents have thirty days to have the child immunized. Regarding entrance age to kindergarten and first grade, if the entrance age requirements are different in the new school system, transitioning children may continue in the same grade if they had already begun kindergarten or first grade in the school where they were previously enrolled.

Placement. A receiving school district must honor placement of a student based on his or her enrollment in the sending state if the receiving school has a similar or equivalent program. The receiving school may evaluate the student after placement to ensure it is appropriate, but may not put children into "holding classes" while they await assessment. The receiving school may allow the student to attend similar educational courses in other schools within the district if the receiving school does not offer such educational courses. According to the Compact, students covered by the Individuals with Disabilities Education Act (IDEA) should continue to receive the same services identified in the individual education plan (IEP) from the sending state. School districts are encouraged to determine if course or program prerequisites can be waived for students who previously

Table 1:

The Interstate Compact on Educational Opportunity for Military Children (Compact)

This Compact was created to address specific school transition issues in consistent ways and to minimize school disruptions for military children transferring from one state school system to another. As of June, 2012, 43 states had passed legislation to become members of the Compact. Included are policies in 5 different areas:

- 1. Enrollment:** Addresses issues of educational records, immunizations and kindergarten and first-grade entrance age
- 2. Placement:** Addresses issues of appropriate placement of students in receiving state based on the enrollment of the student within the sending state
- 3. Attendance:** Addresses issues of additional, excused absences for students to visit with parent or legal guardian immediately before, during or after deployment
- 4. Eligibility:** Addresses issues of eligibility for students within a home school district who are placed with a guardian outside of the district and eligibility regarding extracurricular school activities
- 5. Graduation:** Addresses issues of accommodations schools must provide to facilitate timely graduation for students of military families.

For more information and details, visit <http://mic3.net/index.aspx>

Supporting the School Success of Children from Military Families: The Role of School Psychologists

completed similar coursework in the sending school district. This permits students to take more advanced courses and avoid repeating basic courses.

Attendance. Students in member states can request additional excused absences to visit with their parent or legal guardian immediately before, during or after deployment. Schools have flexibility in approving these absences if there are special circumstances such as state standardized testing or if the student already has excessive absences.

Eligibility. In regards to eligibility for enrollment in the school, when a child of a deployed parent is staying with a non-custodial parent, a relative, or a friend (officially acting in place of the parents) who lives outside of the home school district, the child may continue to attend his or her own school as long as the care provider ensures transportation to school. The Compact also stipulates that a power of attorney for guardianship is sufficient for enrollment and all other actions requiring parental participation or consent. In regards to eligibility for extracurricular activities, the Compact states that the receiving school should facilitate a student's participation in extracurricular activities even if application deadlines and tryouts have passed. Schools must make reasonable accommodations but are not required to hold spaces open for military-related transferees.

Graduation. The Compact requires school districts to make accommodations to facilitate on-time graduation for students of military families. School districts in member states may waive courses required for graduation if similar coursework has been completed in another school. Such waivers are not mandatory under the Compact, but a school district must show reasonable justification for denial of a waiver.

Regarding exit exams, the receiving school district may accept the sending state's exit exams, achievement tests, or other tests required for graduation rather than requiring the student to meet its own testing requirements. States have flexibility to determine what tests it will accept or require the student to take. If a student moves during his or her senior year and the receiving state is unable to make the necessary accommodations for required courses and exit exams, the two school districts must work together to obtain a diploma from the sending school so the student can graduate on time.

In many states, the Compact provides legal protection intended to minimize disruptions in schooling faced by children from military families. Similar to the ways in which school psychologists serve as advocates for children with exceptionalities (e.g., providing parents with copies of their legal rights, making sure educational personnel are aware of

and provide appropriate accommodations, collaborating with educators to provide an educational program that fosters student learning), they can assume a similar leadership role in recognizing the Compact and advocating for children from military families. For the Compact to function effectively and to support military families in general, there are several other contributions that school psychologists can make as outlined below:

Data Collection and Oversight

School psychologists, with training in data-based decision-making, are uniquely positioned in schools to facilitate the collection of data about the population of students in the school who are impacted by the military (Brown-Chidsey & Steege, 2005). For example, school psychologists often lead teams that provide multi-tiered systems of support along a continuum, ranging from universal (schoolwide), selected (targeted) and tertiary (individual). As part of these efforts, school psychologists often facilitate collection of universal social-emotional, behavioral and academic screening data on the entire school population. These data are subsequently used for evaluating system level supports and to identify and monitor the progress of students who may require additional supports delivered in small groups or on an individual basis. As part of existing problem-solving teams in

Supporting the School Success of Children from Military Families: The Role of School Psychologists

schools, these data can be reviewed with special attention to the needs of children in military families, such as the academic history, if gaps have occurred during transitions and what supports may be needed to address student needs. Regular data review and progress monitoring can occur through systems of multi-tiered supports, whereby school psychologists can take the lead to ensure that accurate records are kept about all students in a system, including children and families that are impacted by the military. As part of already existing efforts in many schools, they can collaborate with their colleagues to design, implement and evaluate appropriate supports along a continuum. Further, they can assist families who transition to other schools by sharing the results of academic screening data and intervention data upon parent request. They can also consult with schools that children might be transitioning to in terms of academic supports already provided and make recommendations about needed supports.

Of the 1.2 million school-aged children with families in the military, the vast majority (1.1 million) attend public schools rather than those administered by the Department of Defense (DOD) (Sanchez, 2012). Public schools near a military base often have a high concentration of children from military families whereas most other schools in

the US tend to have relatively few children who have a parent or guardian currently serving in the military. Schools with a low incidence of children from military families may not have systems in place for identifying them and/or their potential needs for support. Therefore, information gathered when a child enrolls (e.g., parent/guardian employer, emergency contact and student transcript) may be useful in early identification of children from military families.

In communities with a larger proportion of children from military families (e.g., communities near or on a military base and communities with National Guard or military reserve units called into active duty), keeping a current data base is more challenging. For example, a reserve member's employer may not be listed as the military. Proactive contact by the school psychologist with the military unit/facility may prove useful in identifying and informing military personnel and parents regarding the potential for support available through the school psychologist and other school resources. Working with military personnel to identify strategies for communicating effectively about routine transitions as well as unexpected disruptions affecting families can make the difference between orchestrated support and post-crisis scrambling.

By keeping an accurate, up-to-date

data base, school psychologists can oversee systematic review of data and evaluation of any necessary interventions for all students, including those who are impacted by the military. Data can be used to anticipate when supports are needed for military impacted students. Considering the unique needs of children and families in the military, whether the issues are academic or otherwise, could be systematized and integrated into multi-tiered supports already in place for the entire student population.

Transition Support

By gathering data and talking with children and families in the military about their interests and needs, school psychologists can serve an important role in helping this population with transition and integration into the community. For example, children and families impacted by the military might not have established networks in a community because of frequent moves. Therefore, they might not have knowledge about recreational community sports and leisure activities, team-tryouts and schedules that other families naturally have by having a history in a community. School psychologists, along with other educational professionals, can provide information to military families, such as a packet of information about leisure activities in the community, and extra-curricular opportunities in the

Supporting the School Success of Children from Military Families: The Role of School Psychologists

school. Putting together a user friendly packet of resources and establishing a mentor or liaison in the school are simple steps that can provide families with the knowledge they might not otherwise have access to or know how to access.

Standardized Testing and Curricular Requirements

State and local testing schedules and curricular requirements represent other potential challenges. Screening and entrance exams are often cyclical or time sensitive, and, thus may preclude participation of military families, based on when they transition in and out of a community. For example, gifted program and honors class eligibility assessments as well as high stakes state level tests are often administered in the spring.

Despite federal legislation that has specific parameters for providing special education support when necessary (e.g., IDEA, 2007), there is great variability across states with respect to the criteria applied and actual practices when determining a child's eligibility for disability services, and the degree to which more recently articulated models aligned with response to intervention are implemented (Berkeley, Bender, Peaster, & Saunders, 2009). Typically, response-to-intervention models require multi-tiered intervention supports and monitoring prior to or in place of a more traditional

assessment approach. Often academic screening and monitoring are conducted at specific times in the school year and families in the military may miss these opportunities because of frequent moves across states

From a curriculum standpoint, specific academic or other important content might be routinely taught during times that families in the military are relocating. For example, class instruction and discussion in September may be based on "summer reading assignments" leaving students who arrive in September feeling "behind" from day one. Health curriculum might be taught in specific grades or times during the academic year when students from military families may not be present. These district and state specific variations may cause students to miss academic curriculum, resulting in instructional gaps. Duplication is likely to occur as well due to variation in the content and timing of curricular delivery across states.

School psychologists can play a critical role in gathering data and information about students' academic history, curriculum they have been exposed to and instruction that has taken place. Information about academic history can be shared with classroom teachers who might not have the time to gather such data. The movement of many states toward "common core" curriculum standards may facilitate more consistent

educational experiences for military children as they move from location to location (Porter, McMaken, Hwang, & Yang, 2011). School psychologists can provide military families with information about common core standards, which will likely assist them as they transition from one community to the next. Additionally, by helping children and families "map" the curriculum received in prior years to current instructional practices, those impacted by the military will be better informed about instructional needs. This knowledge can be brought to future educational settings and will hopefully arm parents with information that can be used in future dealings in schools.

Facilitate Social Networks and Social Relationships

The issue of school connectedness is important for all children; however, the issue has particular salience for children from military families. School psychologists can help to implement and foster strategies to encourage a feeling of school connectedness for military children and their families. One way to enact this in practice might be to host events honoring military families, organize support groups for parents and ensure the military children transitioning to school are partnered with buddies as they transition to a new environment. Research has shown specific factors

CONTINUED FROM PAGE 21

Supporting the School Success of Children from Military Families: The Role of School Psychologists

are linked to an increased likelihood of students' school connectedness. Three of these factors include implementing high standards and expectations and providing academic support to all students; creating trusting relationships among students, teacher, staff, administrators and families; and ensuring that every student feels close to at least one supportive adult at school (National Research Council, 2004). As previously described, school psychologists can play an instrumental role in gathering data and information about students' academic history, curriculum to which they have been exposed and instruction that has taken place prior to their placement at the receiving school. It is important that receiving schools be flexible in their academic support in order to assist students. When transferring mid-year, it may be difficult for the student to find appropriate and challenging coursework, such as Honors and Advanced Placement courses that are not already filled. Similarly, they may want to enroll in classes that have prerequisites. In order to implement the high standards and expectations associated with a feeling of school connectedness, it is important that the school staff work with students to ensure they are placed in coursework that will keep them engaged rather than encouraging them to enroll in courses that cover subject material they have already mastered. After thoughtful consideration

of a student's academic profile, the school psychologist may need to advocate for the student by encouraging the school to waive prerequisite coursework, offer the student an independent study option or increase the "enrollment cap" on a previously "filled" class. Advocacy from within the school and flexibility in academic support can build trust between the school staff, student and his or her family – the second factor linked to increased school connectedness.

Home-school collaboration is especially important for military families. Often, when one parent is deployed, the non-deployed parent (or guardian) becomes, functionally, a single parent. The physical, emotional and social demands on the non-deployed parent can be overwhelming. Often the entire family is new to the community and the non-deployed parent may feel socially isolated. School staff can reach out to parents of military families to provide them with resources within the school as well as the larger community. If the family is not already aware of military family support organizations, school staff can refer them to appropriate resources. Parents may be reluctant to communicate their needs to the school. For example, parents may not notify the school of an upcoming deployment because they worry it may appear as though they are asking for special treatment. If staff is

regularly communicating with the parent and building a trusting relationship, the student and his or her parents will feel more comfortable discussing the possible impact on the family resulting from factors such as deployment transitions. Schools should be flexible in allowing military students to take time to be with a deploying or returning parent and be sensitive to possible emotional changes in the student or family as a result of deployment transitions. Additionally, school staff should be prepared to provide appropriate referrals and support for families helping to care for a parent who is severely injured or suffering from post-traumatic stress disorder.

School staff can certainly facilitate the third factor for encouraging school connectedness – ensuring a student feels close to at least one supportive adult at school. Military students have unique affective needs resulting from their mobile lifestyle and deployed parent(s). Therefore, it is critically important that school staff familiarize themselves with the special needs and attributes of military children. For example, understanding the emotional implications of a parent's upcoming deployment or homecoming can allow a school staff member to be sensitive to a student's change in behavior or academic performance. Acting as a child's advocate during these times can build trust between the child and adult.

CONTINUED ON PAGE 23

CONTINUED FROM PAGE 22

Supporting the School Success of Children from Military Families: The Role of School Psychologists

Checking in regularly with the child is also important. Children who know that an adult cares enough to seek them out and check on their well-being every day will likely feel more connected to the adult and, as a result, the school community.

Celebrating the Strengths and Resiliency of Military Families

Much of what has been discussed thus far has focused on the unique needs of children from military families without recognizing the unique strengths often found in military families. School psychologists can be critical in pointing out the many strengths that military families possess, which include many attributes such as flexibility, resourcefulness, adaptability, and significant sacrifices to protect our country's well-being.

As one example, military families often have traveled extensively and, as a result, children from military families can describe places and experiences they've had that are relevant to the curriculum. By sharing their experiences with classmates, they build self-confidence and help other children connect on a personal level to history, geography, art, science and current events. School psychologists can work with teachers in designing and evaluating curriculum that build on the many gifts that military children bring to the classroom.

Another example relates to the social skills and resilience that often develop as children from military families transition from one community and set of friends to another. A child from a military family may be the ideal "buddy" for a school mate (military or not) who is struggling with how to fit in or make friends. Children from military families may be able to provide useful tips on "surviving transitions" that psychologists and other educators can include as they prepare all students to make the leap from elementary to middle school or middle to high school. Also, children from military families may have advice for peers on strategies for "coping with worry" using journaling to come to terms with evolving challenges and emotions (Sherman & Sherman, 2009).

Finally, it is important to celebrate the children of military families as "heroes" in their own right. While the parent is serving our country officially, other family members are serving unofficially. Through their sacrifices—frequent moves, parental absence, worry about parental safety, and other family stressors—they are helping keep the military strong. If school personnel are resistant to providing additional support or showing flexibility, school psychologists can advocate for the children by enhancing understanding within the school community of the strengths, contributions and special circumstances of military families.

Summary

The experiences and special circumstances of being raised within a military family often present challenges that test even the most secure families and children. As school psychologists, it is our job to keep a watchful eye and provide support as the children navigate the academic, social, and extracurricular. We do this by:

- advocating for legal rights of military students
- knowing who they are and what their needs might be through data management
- anticipating their academic needs as they transition to and from various schools
- consulting with military families about standardized testing and curricular requirements
- fostering social connectedness and relationships
- celebrating the strengths and resiliency of military families

School-Related Resources for Military Families

Military Impacted Schools Association (MISA) is a national organization of school superintendents. The organizational mission is to serve school districts with a high concentration of military children. MISA is also part of the National Association of Federally

CONTINUED ON PAGE 24

CONTINUED FROM PAGE 23

Supporting the School Success of Children from Military Families: The Role of School Psychologists

Impacted Schools (NAFIS). <http://militaryimpactedschoolsassociation.org/>

The Military Child Initiative will assist public schools to improve the quality of education for highly mobile and vulnerable young people with a special focus on military children and their families by providing national, state and local education agencies, as well as schools, parents and health, child welfare, juvenile justice and educational professionals with information, tools and services that enhance school success. <http://www.jhsph.edu/research/centers-and-institutes/military-child-initiative/>

The website for the Military Child Education Coalition, a non-profit organization focused on ensuring quality educational opportunities for all military children affected by mobility, family separation and transition. <http://www.militarychild.org/>

The website of the Military Interstate Children's Compact Commission (MIC3). The Compact seeks to make transition easier for the children of military families so that they are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals. <http://mic3.net/index.aspx>

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Optimizing Your APA Conference Experience as an Early Career Professional: More than Presentations

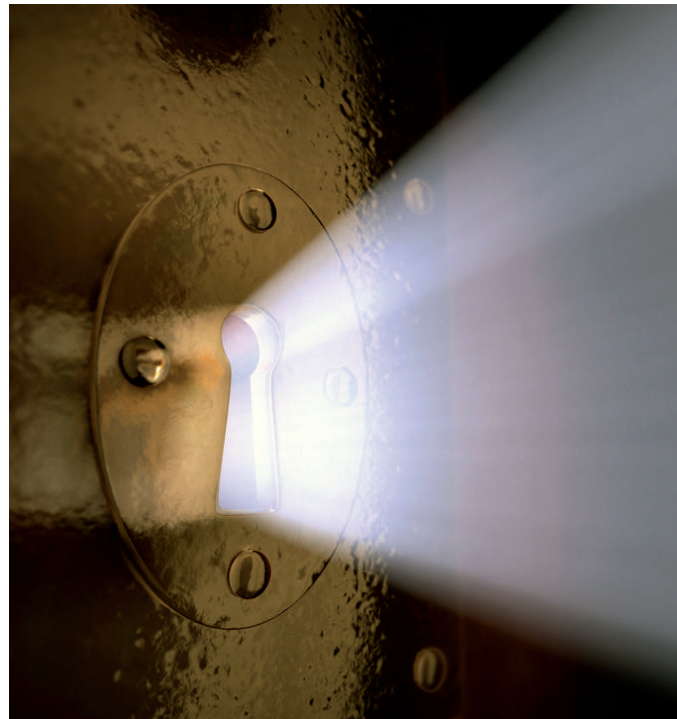
Bryn Harris¹

University of Colorado Denver

Amanda L. Sullivan²

University of Minnesota

Professional conferences provide exciting opportunities for networking and professional development. Many graduate students, practitioners, and scholars attend conferences to present their research and to learn about the work of others. However, there is much more to conferences than just research. Attendees should take advantage of the numerous social and professional development opportunities offered. In particular, conferences provide a unique occasion to network with individuals from throughout the nation around topics related to one's professional interests and goals. Indeed, graduate students and early career psychologists



should keep in mind the value of social hours, breakfasts, business meetings, receptions, and other social events as opportunities to meet scholars and clinicians whose scholarship and practice overlaps with their own interests. Attendees can also plan to attend sessions or activities to meet leading scholars in their field. Symposia and invited sessions provide an especially rich experience because these tend to bring together multiple prominent scholars in a substantive area.

Attending conferences is a valuable chance to meet people, so early career scholars should take the time to get to know other scholars, be it introducing oneself to respected researchers, potential mentors, prospective collaborators,

Author Note: ¹School of Education and Human Development, University of Colorado Denver; ²College of Education and Human Development, University of Minnesota.

CONTINUED FROM PAGE 25

Optimizing Your APA Conference Experience as an Early Career Professional: More than Presentations

or future colleagues. Conferences are also a great place to become acquainted with people with whom you might later interact with when applying for internships, post-docs, research experience, or faculty and clinical positions. You can prepare for these interactions by planning your “elevator speech” to quickly summarize your training and interests to others.

Although this talk should certainly be tailored slightly to your particular audience, it is useful to think ahead about how you would like to present yourself to others in the field. The important thing is to use your conference attendance as a chance to build your professional network. For more introverted individuals, this can be a challenge, so it may be helpful to

set goals to encourage mingling (e.g., 1. Introduce myself to Dr. Smith, 2. Talk to three measurement scholars, 3. Attend the Division 16 business meeting, etc.). The key is to be intentional about networking just as you are in selecting sessions to improve your knowledge or skills in a particular substantive area of research or practice.

Table 1
Sample APA 2013 Symposia and Events for Future Faculty and Early Career Scholars

Session Title	ID Number	Date	Time
Adjustment Challenges for Early Career Professionals: Uncovering the Hidden Curriculum	1011	7/31/2013	8:00-8:50 am
Mentoring of Early Career Minorities in Health-Related Research	1192	7/31/2013	11:00-12:50 pm
What We Would Change and What We Wouldn't: Advice for Early Career Psychologists and Graduate Students	2110	8/1/2013	10:00-10:50 pm
Straight Talk About Faculty Careers: Perspectives from Early Career Trainers	3043	8/2/2013	8:00-9:50 am
Conversation with Early Career Psychologists	2029	8/1/2013	8:00-8:50 am
Money Talks: Loan Repayment and Financial Planning Options for Early Career Psychologists	3141	8/2/2013	10:00-11:50 am
Psychologist and Parent: Seeking a Healthy Balance	3130	8/2/2013	10:00-10:50 pm
Conversation Hour: Women of Color in Academic and Clinical Settings		8/2/2013	2:00-3:00 pm
Breaking the Academic Mold: Nontraditional Career Options	4259	8/3/2013	1:00-1:50 pm
CECP Social Hour: APA Committee on Early Career Psychologists	4310	8/3/2013	6:00-6:50 pm
How to Survive and Thrive as an Early Career Psychologist: Making the Most of Your Degree	5182	8/4/2013	1:00-1:50 pm

CONTINUED FROM PAGE 26

Optimizing Your APA Conference Experience as an Early Career Professional: More than Presentations

Conferences also often provide opportunities for very targeted professional development relevant to early career scholars. These include methods or statistics workshops from brief workshops to multiday intensive trainings focusing on the development of technical skills, typically at very reasonable costs. Professional conferences also offer diverse career development opportunities relevant to pursuing academic positions in school psychology and related fields, such as conversation hours and speed mentoring.

For prospective faculty and early career scholars, conferences can provide valuable opportunities to learn more about faculty roles and the nuances of engaging in the various stages and responsibilities of academic positions. This is especially important given that some studies show that early career scholars report high levels of burnout, stress, work-life balance issues, and low levels of job satisfaction (Bella & Toutkoushian, 1999; Ward & Wolf-Wendel, 2012). Furthermore, certain groups (i.e., individuals of color and women) are less likely to receive tenure and may benefit from additional mentorship and skill building (Ginther & Hayes, 2003). It is important that aspiring faculty receive appropriate mentorship and that new professors who enter academia are retained and successfully navigate the promotion and tenure process. The professional development

provided at conferences can help students and early career scholars to address this gap.

There are several such professional development opportunities of interest to early career academics at the upcoming 2013 APA annual convention in Honolulu, Hawaii. There will be eight symposia, two conversation hours, and one social hour that focus on early career issues and careers in academia (see Table 1). Topics range from an overview of faculty responsibilities in academia, loan repayment, mentorship, work-life balance, and informal conversations around early career issues. Of particular interest to scholars in school psychology is the Division 16 sponsored symposium, *Straight Talk about Faculty Careers: Perspectives from Early Career Trainers* (August 2nd, 8:00-9:50 am), led by Dr. Jamie Zibulsky, Fairleigh Dickinson University; Dr. Amanda Sullivan, University of Minnesota; and Dr. Bryn Harris, University of Colorado Denver. This session will focus on preparing for and establishing careers in academia within school psychology programs and will be of particular interest to graduate students and those within the first few years of faculty positions. There are also numerous presentations hosted by a variety of Divisions within APA that may be of interest.

We hope that advisors will

disseminate this information to their graduate students and established faculty members will inform junior faculty of these events. Please contact Bryn Harris (bryn.harris@ucdenver.edu) or Amanda Sullivan (asulliva@umn.edu) if you have any questions or suggestions for future activities geared towards the development of graduate students interested in faculty careers or existing junior faculty members.

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SASP CORNER

Getting the Most Out of Our Convention Experience

David O. L. Cheng & Jennifer M. Cooper

Conventions offer students and practitioners a wide range of activities that can enhance their potential career paths. Conventions provide great opportunities for graduate students to build upon their curriculum vitae (CV's) by presenting their research, but they also offer many options for varying levels of professional development. While providing excellent opportunities for growth, conventions can overwhelm even the most experienced professional if they do not come prepared

and knowledgeable of the various learning opportunities that will be offered. In order to make sure our time is utilized efficiently, we must be resourceful and strategic in planning for our attendance at a convention. As many of us know, attending conventions can be costly for graduate students, so making the most of the experience gives us the best return on our investment!

Get Familiar with Your Student Organizations

Before attending a convention, be sure to familiarize yourself with the student organizations that operate within the larger organization. Student Affiliates in School Psychology (SASP - <http://www.apadivisions.org/division-16/students/index.aspx>) and the American Psychological Association of Graduate Students (APAGS - <http://www.apa.org/apags/about/index.aspx>) are two organizations that students should explore prior to attending the American Psychological Association's (APA's) convention in Honolulu this summer.

SASP is the official student organization for Division 16, which strives to keep graduate students apprised of issues pertaining to school psychology, in addition to promoting graduate student participation in activities that will further strengthen the discipline in the future. APAGS is the organization for student affiliate members of APA that develops, endorses, and disseminates information to students about relevant education and training issues, legislative positions and developments, and future directions or changes in the field, through printed resources and the website.

Both SASP and APAGS have committee members that are assigned to focus their efforts on convention-related materials and programming for students during conventions. The SASP Convention Chair is responsible for planning the Student Research Forum, an excellent avenue for students to present their research and hear from leaders in the field. The APAGS Convention Committee (<http://www.apa.org/apags/governance/subcommittees/convention->



CONTINUED FROM PAGE 28

SASP - The Student Corner

[committee.aspx](http://204.14.132.173/convention/programming/apags/survival-guide.pdf)) put together a wonderful guide for students, the “2013 APAGS Convention Survival Guide for Students” (<http://204.14.132.173/convention/programming/apags/survival-guide.pdf>) that may serve as a comprehensive reference for students, including sections on pre-trip arrangements, what to do at the convention, as well as places to explore in Hawaii. This can be downloaded from the APAGS website before the convention, and hard copies can be found at the APAGS booth.

Exposure to Research

Conventions allow for students, faculty, researchers, and practitioners to present their research in a multitude of methods. SASP and APAGS offer two excellent opportunities for students to present their research at the APA annual convention. When submitting program proposals, students are encouraged to consider submitting to both the SASP Student Research Forum (SRF - <http://www.apadivisions.org/division-16/students/research-forum/index.aspx>) and APAGS. Formally known as the Mini-Convention, this year’s SASP Student Research Forum will include an informative keynote address on the topic of Social Justice by Dr. Bonnie Nastasi of Tulane University, the presentation of the Diversity Scholarship awards, and a student poster session. Posters topics

will include research on Black parents’ perceptions of Autism Spectrum Disorder, the impact of online social networking use on educational outcomes, and reading interventions for English Language Learners (ELLs) and many more. All presenters at the SRF will receive a travel grant to attend the convention generously provided by Division 16. The SRF will be held on Thursday, August 1st from 9:00 a.m. – 10:50 a.m. in Room 328 of the Convention Center and all are invited to attend. This event provides a wonderful opportunity to network with D16 and SASP leaders and members, and also support fellow graduate students’ research. If a student’s proposal is accepted for APAGS or Division 16’s sessions, APAGS offers the additional benefit of waiving the convention registration fee for members who are the first author of a proposal.

Student-Focused Programming

In order to maximize our efficiency at the convention, it is important to plan our schedules ahead of time! Be sure to reference resources created by APA, APAGS, and SASP that breakdown and highlight programming into specific interest areas (e.g., Convention Preview Brochure - <http://www.apamonitor-digital.org/apamonitor/2013conventionbrochure#pg1> or the Convention Highlights Booklet - <http://www.apamonitor-digital.org/apamonitor/2013apaconv#pg1>).

A helpful tip is to search the Online Convention Program (<http://forms.apa.org/convention/>) using “Index Codes” in order to find sessions in one’s specific interest areas (addictive behavior, cognitive neuroscience, cross cultural, violence and aggression, to name a few). The appendix of the APAGS Convention Survival Guide (<http://204.14.132.173/convention/programming/apags/survival-guide.pdf>) provides students with a Convention Planner, allowing one to list multiple sessions for hourly time slots to see how programs may overlap and to help prioritize sessions and fully weigh one’s programming options.

Specific to those of us interested in seeking an Association of Psychology Postdoctoral and Internship Centers (APPIC) internship placement, the APAGS Internship Series (<http://www.apa.org/convention/programming/apags/internship-series.aspx>) would certainly be worth attending. “*Internship Workshops I and II*” will be held August 1st from 8 a.m. – 9:50 a.m. and 10 a.m. – 11:50 a.m., respectively, while the “*Meet and Greet with Internship Training Directors*” session will be held on August 2nd from 1 p.m. – 1:50 p.m., and the “*Conversation Hour with the APPIC Chair*” will be on August 3rd from 1 p.m. – 1:50 p.m. Consisting of multiple sessions aimed

CONTINUED FROM PAGE 29

SASP - The Student Corner

at helping students prepare for the application process, the Internship Series increases students' insights into the process, while also presenting the opportunity to meet training directors and individuals in APPIC governance in order to find out what makes for an attractive candidate. Although the Internship Series overlaps with SASP's SRF this year, students interested in both could attend the SRF and still attend portions of the Internship Workshop I and II and the full Meet and Greet and APPIC Conversation Hour scheduled for later that day. In addition to these wonderful offerings, the Convention Preview Brochure includes a list of sessions relevant for graduate students in psychology, with topics ranging from licensure, funding, and internship opportunities, to publication. Below, please find a list of some sessions that may be of specific interest to graduate students.

- Publish or Perish! What Graduate Students Need to Know About Publication and Peer Review
 - o August 2nd, 8:00-8:50 AM, Convention Center Rm 323A
- Meet and Greet With Internship Training Directors
 - o August 2nd, 1:00-1:50 PM, Convention Center Kalakaua Ballroom A
- Giving Yourself an Edge: Frank Advice on Funding for Graduate Students

- o August 3rd, 8:00-8:50 AM, Convention Center Rm 321B

- Alternative Career Paths With a Doctorate in Psychology
 - o August 3rd, 11:00-11:50 AM, Convention Center Rm 322B
- Licensure and Mobility: What Students Need to Know
 - o August 4th, 9:00-10:50 AM, Convention Center Rm 313A

Additionally, APAGS will be compiling a guide for students that will highlight specific sessions relevant for different divisions, including a section relevant to school psychology, which SASP drafted. Specific to D16, all student members should plan to attend the D16 business meeting and social hour co-sponsored by D16 and the Council of Directors of School Psychology Programs (CDSPP). The business meeting will be held on Friday, August 2 from 12-2 p.m. in the Hilton Hawaiian Village Beach Resort in the Tapa Conference Center and the social hour will immediately follow from 2-3 p.m. in the Tapa Conference Center as well. Come learn about the current happenings and future direction of the Division and stick around for a meet and greet with D16 and SASP leaders and other notables in the field of school psychology!

Networking and Mentorship

Conventions also provide great

opportunities for students to network with more seasoned professionals and begin to cultivate or build upon a relationship with a mentor. It is important to note that mentoring does not need to start at a convention, as the SASP Diversity Mentorship Program (<http://www.apadivisions.org/division-16/students/diversity-mentorship/index.aspx>) assigns mentee and mentor pairs on an ongoing basis throughout the year. However, conventions serve as an excellent ground for these pairs to meet in person and strengthen the bond of their mentorship. SASP is currently planning an informal social gathering for participants in the Diversity Mentoring Program to be held during the APA convention. If you're currently a mentor or mentee in the Program and would like more information or you're interested in applying for the Program, please contact Kennetha Frye (kfrye@Central.UH.EDU), SASP Diversity Affairs Chair. More details about the event will be announced through the listserv as the convention gets closer.

If you do not yet have a formal mentorship set up and are looking for more informal ways to meet and network with other professionals, conventions offer a couple of options that may interest you. Open to both graduate students and early career psychologists, Speed Mentoring (<http://www.apa.org/convention/activities/speed-mentoring/>) is something that is

CONTINUED FROM PAGE 31

SASP - The Student Corner

offered during the APA convention and may be of interest to those looking to meet more distinguished members of the field for words of wisdom. Adapting the speed dating model, this event allows for individuals to network and learn in a fast-paced and lively setting. Unfortunately, the registration for this event at the Hawaii convention is full, but be sure to remember this one-of-a-kind event for future conventions, and don't forget to register early for next year's event!

Another program that may interest those of us looking to build our networking skills is the Food for Thought Breakfasts (<http://www.apa.org/convention/programming/apags/breakfasts.aspx>). Every morning of the APA convention, the Food for Thought series offers students the opportunity to start their days with a combination of food, networking, and lectures from the field's leading researchers and practitioners. Some topics for this year's series include culturally diverse counseling, social justice, ethics of intelligence, and psychotherapy.

It is also important to remember to balance work with fun while at conventions and to never underestimate the professional power of socializing with colleagues and new acquaintances. Aside from being good opportunities to reunite with friends and colleagues, attending Social Hours (<http://www.apa.org/convention/programming/apags/apags-socials.aspx>) sponsored by APAGS and the D16/CDSPP social hour previously mentioned can present an opportunity to network with some of the most distinguished members of the field, all the while learning and having fun in the process!

In summary, the best way to maximize efficiency at conventions is to be as resourceful as possible. It is important to know which groups may be creating useful guides and highlights to streamline our search for relevant programs to attend. It is also important to know how to search using the Online Convention Program (<http://forms.apa.org/convention/>) in order to peruse the range of exciting, intellectually-stimulating topics to be offered. In addition to immersing one's self in relevant research, be sure to take advantage of networking and mentorship opportunities, as the relationships we build today are likely to have a significant impact on our futures. We look forward to seeing you and making the most of our convention experience in Honolulu!

OBITUARY

Early School Mental Health Contributor, Arthur Bindman, 1925-2012

Tom Fagan, University of Memphis
Isaac Woods, University of Memphis

As a member of an advisory board that recommends who, among recently deceased psychologists, should be recognized by an obituary in the *American Psychologist*, I receive listings several times during the year. A recent list included Arthur Bindman, a name I recognized from several decades ago when compiling a bibliography on school psychology.

Mental health consultation has become a major area in school psychology and most books on the subject acknowledge the seminal work of Gerald Caplan whose contributions began well before his widely cited book on the topic (Caplan, 1970). Caplan's work is often cited in school psychology consultation texts (e. g., Meyers, Parsons, & Martin, 1979, *Mental Health Consultation in the Schools*). The contributions of Arthur Bindman are less if at all cited in many of the school psychology consultation books with the exception of Medway's (1981) chapter in Curtis and Zins, ' *The Theory and Practice of School Consultation*; a

reprint of Medway's 1979 article in the *Journal of School Psychology*. Caplan's 1970 work cites Bindman's contributions (Bindman 1959, 1964a, and Bindman and Klebanoff, 1960). This short tribute is simply to acknowledge the contributions of Arthur Bindman and to suggest some sources for further research that can enrich the history of school-based mental health and consultation services.

The following biographical information was obtained from *American Men and Women of Science* (1973), Kinsman (1974), *Who's Who in the East* (1977), and early APA membership directories. Arthur Joseph Bindman was born December 11, 1925 in New York City and died June 29, 2012 in Lexington, MA. His parents were Samuel Sidney (a shoe sample maker) and Emma (Silbert) Bindman. After serving in the U.S. Navy from 1944-1946, he earned his A.B. degree (cum laude) in 1948 from Harvard University, the M.A. in 1949 and his Ph.D. in clinical psychology in 1955 from Boston University. He also

completed a Master's degree in Public Health from Harvard in 1957. He was married to Bernice Levenson for 61 years since 1950 and they had three children. Dr. Bindman held several positions for the Massachusetts Department of Mental Health in the Boston region including psychologist, mental health coordinator, director of psychological services, assistant to the commissioner, regional mental retardation administrator, regional mental health administrator and regional services administrator. He served with the Massachusetts Department of Mental Health for 25 years and was a member of the first board of registration in psychology in that state and chaired the Registration Board in 1974-1975. He also lectured at Boston, Clark, and Tufts universities and consulted to numerous community, state, and regional agencies connected to mental health and education. According to his obituary (2012), "One of his proudest professional achievements was leading the effort to deinstitutionalize patients from the state hospital in the

CONTINUED FROM PAGE 32

Early School Mental Health Contributor, Arthur Bindman, 1925-2012

Boston area, helping them reintegrate into society.”

He authored early articles on school psychology (Bindman, 1963-1964) and mental health consultation, including editing a special journal issue on mental health (“Roles and Functions in School Mental Health,” *Journal of Education*, 1964, Vol. 146, pp. 3-60, which includes a bibliography on school psychology and consultation that lists his early works and those of Caplan). In that special issue, several still meaningful questions are raised about the lines of service demarcation between education and mental health in school settings versus community settings. Bindman’s article (1964b) reviews the then current thinking about the roles and functions of school psychologists, including mental health consultation and research, and provides brief examples from school practice. Other articles focus on the school counselor, guidance consultants, school social workers, the school psychiatrist, and the mental health consultant. The readings are a synopsis of early thinking about school-based mental health services and programs. He was among the 39 participants at the June, 1964 Conference on “New Directions in School Psychology” sponsored by the National Institute of Mental Health (see proceedings published in the *Journal of School Psychology*, 3(2), 1964-1965).

Bindman’s other writings focused on non-school settings and professional issues. His article on insurance coverage for psychological services (Bindman, 1966a) is an interesting perspective on what would evolve in the future. His “Problems Associated with Community Mental Health Programs” (Bindman, 1966b) takes a community psychology approach during the time when community mental health centers were being established across the country. Several other publications are mentioned in Kinsman (1974).

Bindman was a certified psychologist and school psychologist in Massachusetts, a diplomate in clinical psychology since 1960, an associate member of APA in 1952, a full member since 1958, and a Fellow at various points in his career of several APA Divisions (12, 13, 16, 18, 27) and of the American Orthopsychiatric Association. He also presided over the Massachusetts Society of State Psychologists (1957-1958). He received a Public Service Award from the Massachusetts Psychological Association (1966), grants from the National Institute of Mental Health, and an NDEA Fellowship. He is certainly not as widely known as Gerald Caplan but Arthur Bindman was a significant early contributor to the knowledge base of mental health consultation and its importance to school settings.

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People & Places

- The Illinois State University School Psychology Program is pleased to welcome **Dr. Leandra Parris**, a graduate of Georgia State University, as a faculty member of our specialist and doctoral programs in School Psychology.
- **Dr. Krystal D. Cook** will be joining the School Psychology program as Clinical Associate Professor at Texas A&M University as of August 2013.
- Lehigh University welcomes **Bridget Dever, Ph.D.**, to the School Psychology Program. Dr. Dever is a statistician with a strong research record related to the assessment of students with Emotional/Behavioral Disorders. She will continue teaching responsibilities at Lehigh in statistical and data analysis, and will join the program's APA and NASP accredited program.
- Michigan State University's School Psychology Program is pleased to announce the addition of **Dr. My Lien**, a Clinical Assistant Professor, to its faculty. Dr. Lien is a graduate of MSU's program and she completed her postdoctoral work at the University of Rochester Medical Center and the University of Michigan (Mott Children's Hospital). MSU's program has grown significantly over the past five years and they will add a new (5th) tenure-stream faculty member to the EdS/PhD program to begin Fall 2014. Formal advertising for the position will begin in August.
- Counseling Students in Levels 2 and 3: A PBIS/RTI Guide (Coauthored by **Jon Shepard, Jeff Shahidullah, and John Carlson**) was recently published by Corwin (A Sage Company). For those interested in learning more about this new book, reviews and additional information can be found at <http://www.corwin.com/books/Book239307#tabview=reviews>.
- It's an exciting time for the School Psychology program at the University of British Columbia. The doctoral program has received accreditation from the Canadian Psychological Association. In addition, we welcome two new Assistant Professors, **Allison Cloth**, a graduate of the School Psychology program at the University of Texas, and **Rachel Weber**, a graduate of the School Psychology program at Texas A&M, who will be joining our current faculty, **Laurie Ford, Shelley Hymel, Serge Lacroix, Bill McKee, Sterett Mercer, and Lynn Miller**.
- In addition, The British Columbia (BC) School Psychology Internship Program, affiliated with the UBC School Psychology program, in its first 5 years of operation has had 42 UBC interns. We are pleased to announce that the 2013 – 2014 internship cohort includes our first doctoral and specialist interns from other Canadian and American programs. The internship program has a strong focus on promotion of mental health in schools, systems, systems change and comprehensive, multi-tier service provision.
- The Massachusetts School Psychologists Association (MSPA) recently held their annual Spring conference on May 10th and had a fantastic turnout of over 400 people who came out to hear presentations on the new DSM-IV as well as a split afternoon session on the new WPPSI-IV and Evidence Based Practice for Threat Assessment. The day was also spent honoring the fantastic work of many individuals who have dedicated their time to working with students and families as well as to the field of school psychology. The Ena Vasquez Nuttall Minority Scholarship Award was given to student **Erica Liu** of UMass Boston. The Friend of Children Award was posthumously

CONTINUED FROM PAGE 34

People & Places

award in the memory of Newton school psychologist **Mary Sherlach**. Educator of the Year was Professor **Nathaniel Seal** of Clark University. School Psychologist of the Year was presented to **Jennifer Corish-White** of the Boston Public Schools. Two Lifetime Achievement Awards were also presented **Dr. Barbara Miller & Gayle Macklem** for over 30 years of service to the field.



The MA School Psychologist of the Year Award is presented to Jennifer Corish-White of the Boston Public Schools.

■ The School Psychology Program at the University of Houston is pleased to announce that our national search for two new faculty members was a success. **Bradley H. Smith, PhD**, from the University of South Carolina (USC) will join us as a full professor. He held a dual appointment for 13 years in the School Psychology Program and the Clinical-Community Program at USC, both of which are APA accredited, and he was also Training Director for the Clinical-Community Program. He will co-direct the UH School Psychology Program with **Thomas Kubiszyn, PhD**, this year, and assume full training director responsibilities the following year. **Sarah S. Mire, PhD**, is a UH graduate, and joins us after completing an APA accredited internship and postdoctoral fellowship at Western Youth Services in Anaheim, California, where she was their first non-Clinical Psychology intern and postdoc. She will join **Milena Keller-Margulis, PhD** and **Samuel McQuillin, PhD** as assistant professors in our program.

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

ANNOUNCEMENTS



Alberti Center Early Career Award
Distinguished Scholarly Contributions to Bullying Abuse Prevention
Application Deadline: July 15, 2013, 11:59 p.m. EST

The Alberti Center for Bullying Abuse Prevention at the University at Buffalo, State University of New York is pleased to announce an early career award competition in support of its mission to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidencebased tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society. This award will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy.

Eligibility

Proposals are invited from early career professionals (no more than seven years from receiving doctoral degree) from psychology, education, or a related field who work in an accredited college or university setting.

Application Procedure

Applications must be submitted **by July 15, 2013, at 11:59 p.m. EST** at gse.buffalo.edu/alberticenter/awards and must include the following (single-spaced typed using 12-point font with 1-inch margins):

- Cover letter (no more than 1 page) summarizing exemplary contributions to effectively reducing bullying abuse
- Curriculum vitae
- Two letters of support (no more than two pages each[?]) from individuals familiar with specific professional contributions
- **Optional:** maximum of two supporting documents (e.g., publication reprint, program evaluation report)

Award

The recipient of this award will receive a plaque and \$1,000.

Selection Procedure

A review committee coordinated by the Alberti Center for Bullying Abuse Prevention will evaluate the applications. Applicants will be notified of the decision by early September 2013. The recipient may be asked to present at an Alberti Center event and to serve on the review committee for future award recipients.

Questions may be directed to the Alberti Center for Bullying Abuse Prevention at alberticenter@buffalo.edu or (716) 645-1532.

ANNOUNCEMENTS



Ad Hoc Committee on Psychology and AIDS CALL FOR NOMINATIONS

The American Psychological Association (APA) Ad Hoc Committee on Psychology and AIDS (COPA) is seeking nominations for three new members whose term will begin on **January 1, 2014** and end on **December 31, 2017**.

The mission of COPA, an ad hoc committee that reports to the Board for the Advancement of Psychology in the Public Interest (BAPPI), is to guide the development and implementation of APA's organizational responses to the HIV/AIDS epidemic.

Prospective Nominees

COPA members must be APA members and they are required to attend two, face-to-face meetings per year in Washington, DC, with expenses reimbursed by APA, and to participate in monthly conference calls. Between meetings, members are expected to devote a substantial portion of time to COPA projects, provide consultation to APA Office on AIDS staff, and participate in advocacy activities as needed. Each of the face-to-face meetings begins on a Friday morning at 8:30 a.m. and ends on Sunday morning at noon. On average, in addition to the time associated with the one-hour monthly conference calls and the time associated with the two face-to-face meetings each year, members spend approximately two to four hours per month on COPA business.

Candidates should have demonstrated expertise in dealing with HIV/AIDS issues as a

researcher, practitioner, educator, and/or policy advocate. COPA seeks to involve a diverse group of psychologists, including persons of color, persons self-identified as LGBT, and individuals who are living with HIV. At least one position will be filled by an early career psychologist (10 years or less since doctoral degree). COPA is particularly interested in candidates with expertise in the following areas: (1) HIV prevention and care for gay, bisexual, other men who have sex with men and transgender populations; (2) public health aspects of HIV (3) clinical aspects of HIV/AIDS; (4) knowledge of emerging biomedical technologies and their interface with behavioral interventions; and/or (5) syndemic aspects of HIV/AIDS (e.g., low socioeconomic status, severe mental illness, substance use, trauma).

Nomination Submission

Nomination materials should include a summary of the nominee's qualifications, a letter from the nominee indicating a willingness to serve on COPA, and a curriculum vita. **Self-nominations are encouraged.** Materials should be sent by email to Cherie Mitchell at AIDS@apa.org or via mail to:

Cherie Mitchell
American Psychological Association
Office on AIDS
750 First Street, NE, Washington, DC 20002-4242

Deadline: All materials must be received no later than **August 15, 2013**.

ANNOUNCEMENTS



CALL FOR NOMINATIONS Ad Hoc Committee on Psychology and AIDS Psychology and AIDS Leadership Awards

The American Psychological Association (APA) Ad Hoc Committee on Psychology and AIDS (COPA) invites nominations for its Psychology and AIDS Leadership Award. This award serves to actively demonstrate COPA's commitment to ensuring that issues pertaining to HIV/AIDS are kept at the forefront of psychological research, education, training, and practice.

Award Areas

Nominees will be identified as **“emerging”** or **“distinguished”** leaders in one or more areas of influence: service provision, research, teaching/mentoring, and policy/advocacy. Emerging leaders are psychologists who have received their doctorate within the past 10 years, have made substantial contributions to the field of HIV/AIDS, and show promise of an extensive, influential career. Distinguished leaders are psychologists who have worked for 10 years or more after receiving their doctorate. They should be recognized leaders in the field who have had a long-standing influence on HIV/AIDS issues, and they must be current members of APA.

Two awards will be granted each year: one in the category of “emerging leader” and one in the category of “distinguished leader.”

The four categories are used to examine each candidate's work and qualifications for receiving an award: (1) policy/advocacy, (2) research, (3) service provision, and (4) teaching/mentoring. Successful candidates will have made significant contributions in one or more of these areas, which are delineated below.

Policy/Advocacy

Recognizes individuals who have demonstrated outstanding effort and leadership in policy/advocacy-related activities that improve the welfare of people living with or affected by HIV/AIDS and/or who have improved the delivery of prevention services to individuals and communities affected by HIV/AIDS. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in promoting legislation that improves the welfare of all people living with or affected by HIV/AIDS; improving the delivery of prevention services to individuals and communities affected by HIV/AIDS; advocating for the rights of people living with or affected by HIV/AIDS; advocating for the delivery of HIV prevention services to underserved populations; challenging the discrimination and harassment of people living with or affected by HIV/AIDS; increasing the representation of people living with or affected by HIV/AIDS in psychology

and science; advocating for funding of HIV services and research at the local and/or federal levels; and/or increasing the recognition of the need for professional organizations to include HIV/AIDS-related issues in their policies and procedures.

Research

Recognizes individuals who have demonstrated outstanding effort and leadership in the conduct, dissemination, and translation of high-quality research in the areas of HIV/AIDS prevention, treatment/care, and/or policy. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in conducting innovative research methodologies that increase the general knowledge and understanding of specific HIV/AIDS prevention, treatment/care, or policy issues; developing innovative research approaches that enhance HIV/AIDS-related research; developing theory or conceptual models that are useful in guiding HIV/AIDS prevention, treatment/care, or policy efforts; and advancing translation of knowledge related to HIV/AIDS prevention and treatment/care to those affected by HIV, community agencies, providers, and/or the media.

CONTINUED FROM PAGE 39

ANNOUNCEMENTS

American Psychological Association Call for Nominations Ad Hoc Committee on Psychology and AIDS Psychology and AIDS Leadership Awards

Service Provision

Recognizes individuals who have demonstrated outstanding effort and leadership in the delivery of psychological services to people living with or affected by HIV/AIDS, and/or the delivery of technical or support services to community agencies that provide a range of HIV/AIDS-related services to individuals and communities affected by HIV/AIDS. Psychological services to people living with HIV/AIDS may include both treatment and prevention; technical and support services to community agencies may include a range of activities such as program evaluation and development, needs assessment, and training. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in providing direct psychological/support services; developing, directing, and/or supervising psychological or support services; and creating or expanding venues/organizations that deliver psychological/support services.

Teaching/Mentoring

Recognizes individuals who have demonstrated outstanding effort and leadership in educating psychologists or students in psychology about HIV/AIDS practice, research, and/or policy. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in providing various forms of mentorship for psychologists and students of psychology working in the area of HIV/AIDS; developing and teaching innovative university/secondary school courses on HIV/AIDS-related topics; developing and conducting training workshops on HIV/AIDS-related topics; developing HIV/AIDS curricula used in the training of psychologists or students of psychology; training

and mentoring students as part of a research lab; and publishing educational texts designed to advance the knowledge and involvement of psychologists in combating HIV/AIDS.

Nomination Procedures

All nominations must include a brief statement of support for the nominee (500-word maximum), a current vita, and three letters of reference. Reference letters should indicate whether the candidate is being nominated as an emerging or a distinguished leader, as well as the categories in which the candidate has made contributions (service provision, research, teaching/mentoring, and/or policy/advocacy). Additionally, letters should address the nominees' leadership activities, contributions, and scope of influence that advance knowledge for and about people living with or affected by HIV/AIDS, as well as knowledge associated with slowing the spread of the HIV/AIDS epidemic. Incomplete nominations and materials will not be reviewed.

Current COPA members, members of APA's Board of Directors, and individuals who have announced candidacy for APA president are not eligible. Current COPA members cannot make nominations.

Nomination Deadline

Nominations and supporting materials must be received by **Thursday, August 15, 2013**. Incomplete nominations and materials sent after the deadline will not be reviewed.

Send nominations materials by email (AIDS@apa.org) or regular mail to:

Cherie Mitchell
American Psychological Association
Office on AIDS
750 First Street, NE
Washington, DC 20002-4242

ANNOUNCEMENTS

Announcement: REVIEWERS WANTED

Have you every thought about reviewing a book?

If so, Corwin books has recently published a number of books of interest to school psychologists; the list is below. If you are interested in preparing such a review, it need not be long (we prefer briefer pieces!), but it will be subject to editorial review prior to publication in *The School Psychologist*.

Interested individuals should contact Rosemary Flanagan (rosemary.flanagan@touro.edu) for additional information about the book, and your information will be sent on to Corwin Press so that you may be sent the book directly, which is yours keep.

1. *The Use of Data in School Counseling* by Trish A. Hatch
2. *101 Solutions for School Counselors and Leaders in Challenging Times* by Stuart F. Chen-Hayes et al.
3. *Counseling Students in Levels 2 and 3: A PBIS/RTI Guide* by Jon M. Shepard et al
4. *Educating Young Children with Autism Spectrum Disorders* by Erin E. Barton
5. *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* by Howard S. Adelman and Linda Taylor
6. *School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide* by Howard M. Knoff (Project ACHIEVE)
7. *Tier 3 of the RTI Model: Problem Solving Through a Case Study Approach* by Sawyer Hunley
8. *Professional Development and Supervision of School Psychologists* by Virginia Smith Harvey
9. *Transforming School Mental Health Services: Population-Based Approaches to Promoting the Competency and Wellness of Children* by Beth Doll, Jack Cummings

ANNOUNCEMENTS



AMERICAN PSYCHOLOGICAL FOUNDATION

REQUEST FOR PROPOSALS

ELIZABETH MUNSTERBERG KOPPITZ FELLOWSHIP PROGRAM

About the American Psychological Foundation (APF)

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

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

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

About the Elizabeth Munsterberg Koppitz Fellowship Program

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

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

Program Goals

The Elizabeth Munsterberg Koppitz Fellowship Program

- Nurtures excellent young scholars for careers in areas of psychology, such as child-

clinical, pediatric, school, educational, and developmental psychopathology

- Supports scholarly work contributing to the advancement of knowledge in these areas

Funding Specifics

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

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

Eligibility Requirements

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

Evaluation Criteria

- Proposals will be evaluated on:
- Conformance with stated program goals
 - Magnitude of incremental contribution
 - Quality of proposed work
 - Applicant's demonstrated scholarship and research competence

Proposal Requirements

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

Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> by **November 15, 2013**. Please be advised that APF does not provide feedback to applicants on their proposals.

Questions about this program should be directed to Samantha Edington, Program Officer, at sedington@apa.org.

American Psychological Association

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

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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

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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

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