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Div. 16 President Update

Division members can look forward to improved communication and a full APA convention program.

By James C. DiPerna, PhD

On behalf of the executive committee (EC), I would like to thank each of you for your continued support of Div. 16. As a result of your commitment, the division has been able to continue advancing the interests of our profession within the American Psychological Association and in collaboration with other school psychology organizations in our field.

One of the primary goals I have for this year is to ensure that our members, affiliates and colleagues in APA are well-informed of the many activities and accomplishments of the division. Although we are not the largest of the APA divisions, the efforts and impact of Div. 16 and its members are impressive. One of the challenges for the division has been finding ways to efficiently communicate our accomplishments, initiatives and opportunities with our members and other constituencies. During the past several years, the division has leveraged technology and resources within APA to disseminate information via the Web, Listservs and, to a somewhat lesser extent, social media. At the EC's business meeting in January, the EC decided to engage an external communications specialist, Wade George, to assist with the coordination of Div. 16 communications and develop new channels for disseminating information to members.

In February, we distributed a brief online survey via our announcement Listserv to assess (a) how members have been obtaining information from the division and (b) how they would prefer to access such information. I would like to thank everyone who took the time to respond to our brief survey and provide ideas regarding how the division can further enhance its communications. As a result of your feedback, we recently expanded Div. 16's online footprint. If you have not done so already, please be sure to connect with us via one or more of the following channels:

- Facebook.
- Twitter.
- LinkedIn.
- Google+.

In addition, we've launched a new Div. 16 announcement website that is updated frequently with professional development opportunities, job announcements, grants, awards, calls for publications and more. Please be sure to bookmark and frequently check the announcement page. If you have any questions, additional ideas, or feedback regarding our communication efforts, please do not hesitate to contact the division.

Another recent accomplishment that I would like to highlight is the success of the initial Grant Program for School Psychology Internships (GPSPI). Under Reddy's leadership last year, Div. 16 initiated the GPSPI to begin addressing the severe shortage in APA-accredited predoctoral internships for school psychology students. The GPSPI is a

collaborative effort being supported by Div. 16, the Council of Directors of School Psychology Programs, National Association of School Psychologists and Trainers of School Psychologists. The GPSPI's primary aim is to provide funds and consultation for developing new APPIC school psychology internship programs that will eventually obtain APA accreditation. Internship programs that accept doctoral students from more than one doctoral program (non-captive programs) are preferred. The GPSPI also provides funds and consultation for expanding existing APPIC school psychology internship programs that will eventually obtain APA accreditation.

Seven collaborative proposals recently were awarded funds through the initial GPSPI. As such, I would like to congratulate the awardees and thank them for submitting an application and undertaking this important endeavor. I would also like to thank our partner organizations and the members of the GPSPI committee for their efforts on behalf of our training programs and future school psychologists. See more information and apply for the next round of GPSPI funding. (The next round of applications will be due later this year.)

I look forward to highlighting more Div. 16 accomplishments in my next president update. In the meantime, please consider attending the upcoming APA convention on Aug. 6-9. Thanks to the efforts of our Convention Planning Committee, proposal reviewers and members who submitted proposals, we have an exceptional divisional program featuring multiple symposia, roundtables, poster sessions, early career presentations and not just one but two social hours. We hope to see you in Toronto later this summer.

Towards structuring a productive summer: Tips for the early career professional

Learning to be productive is important for the growth of early career psychologists.

By Rachel Stein, James R. Andretta, and Prerna Arora, PhD

"The calendar year ends [in the spring], but the expectation is that you continue your scholarship during the summer months" (F. Worrell, personal communication, May 5, 2006). These sage words from a decorated Div. 16 mentor will likely support many as they progress in their writing, a crucial area of focus for the early career professional (ECP). To this end, we provide some suggestions for structuring the summer months to meet academic and professional development goals.

Preparing academic manuscripts and presentations is a vital part of success for an early career academic; however, achieving this goal can be somewhat of a challenge. Scheduling time for writing is often touted as one of the ways to write productively (Silvia, 2007). Summer provides an outlet to set writing goals, create a writing schedule and dedicate time to writing in a manner that may not be possible, at least to the same degree, with commitments during the academic year. Texts such as, "How to Write a Lot" (Silvia, 2007) and "Writing Your Journal Article in Twelve Weeks" (Belcher, 2009) may assist the ECP in structuring his or her summer time.

Once time is scheduled, other online resources can assist with minimizing distractions. Applications and software, including Cold Turkey and Write Monkey support the ECP in reducing barriers to writing by, for instance, disabling the use of social media during designated times or turning your computer into a full screen text editor. Further, the Pomodero Technique can also increase one's writing productivity by allowing one to set specific periods of work time, manage distractions and achieve more work/life balance.

Some academics also find that writing groups help motivate progress and provide fruitful opportunities for presubmission feedback (Benson, Goforth, & Sullivan, 2015). If you are looking for a writing workgroup, your colleagues might be as well. We encourage you to inquire about such groups at your institution or to organize one where needed. Many resources exist for the development of such groups should they not already exist, including a "Writing Group Starter Kit " available through the Writing Center at the University of North Carolina at Chapel Hill.

For the school psychologist also interested in professional development, summers are also good times to attend in-person or online workshops. The American Psychological Association (APA) provides an extensive array of training materials in the form of online courses, article-based exams, book-based exams and newsletter-based exams.

Additionally, a list of all available APA-approved workshops offered by state is available. The National Association of School Psychologists (NASP) is another good resource for professional development. In the summer of 2015, NASP will be offering two summer conferences with up to 18 continuing professional development credits available.

Summer is ripe with the opportunity to be productive, whether that means writing or building professional skills. Regardless of what route you choose, do not ignore the possibility to be productive during the summer months. Perhaps most importantly, do not forget to take some time to relax and recharge to prepare you for a new academic year.

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Thinking globally: Contemporary initiatives and future frontiers

APA Div. 16's Student Affiliates in School Psychology (SASP) is thriving and looking toward the future of school psychology internationally.

By Aaron D. Haddock

Contemporary Initiatives

APA Div. 16's Student Affiliates in School Psychology (SASP) is an important way for graduate students to get involved with Div. 16 and develop as professionals that research, advocate for, and directly support the cognitive and social competence of students. SASP exists under the auspices of the Div. 16 Executive Committee and is the only student affiliation of its kind within the discipline of school psychology. SASP is designed to apprise graduate students of current issues in school psychology while fostering their participation in activities aimed at strengthening the discipline and facilitating their professional development. Currently led by SASP President Cait Hynes of Fordham University, the SASP Executive Board meets monthly to plan and collaborate on accomplishing goals aligned with the objectives of Div. 16. Graduate students from a diverse set of school psychology programs serve on the SASP Executive Committee in the following roles: president, president-elect, past president, diversity affairs chair, convention chair, communications liaison, membership chair, student interest liaison, editor and editor-elect of the SASP newsletter, *From Science to Practice to Policy (FSPP).* Serving on the executive committee is an excellent way for graduate students to experience holding a leadership role in a professional organization and to hone their leadership skills while making a meaningful contribution to the field of school psychology.

SASP is strong and diverse. It is one of the most robust and thriving student affiliate groups within the APA. It has close to 400 members, and membership is on the rise. SASP's Facebook page has 337 likes. SASP has established student chapters in most school psychology graduate programs across the nation, which serve to promote the field of school psychology, get students involved and support their local community. SASP's annual Student Research Forum (SRF) at the APA Convention provides opportunities for graduate students to learn from and network with colleagues in the field and to present their original research. SASP publishes a quarterly newsletter (*FSPP*), which features graduate students' original research, information on SASP activities, articles on practicum and training experiences and pieces on critical issues in the field authored by graduate students, interns, faculty and practitioners. To achieve SASP's goal of supporting diversity within the field of school psychology, SASP organizes the Diversity Mentorship Program to connect graduate students with mentors as well as provides monetary support to aid students from underrepresented cultural backgrounds via the Diversity Scholarship. Recently, SASP has approved the formation

of several ad hoc committees designed to make SASP more effective and efficient in providing benefits to members. Committee members will have the opportunity to work with executive committee members to serve school psychology graduate students across the country while gaining valuable leadership experience. Applications are now being accepted for the following committees: *FSPP* Publication Committee, Membership Committee, Diversity Affairs Committee and Convention Committee.

Future Frontiers

Participating in SASP has been an important part of my graduate school experience. My adviser in the PhD program at the University of California, Santa Barbara, Shane Jimerson, PhD, introduced me to SASP in my first year and encouraged me to run for assistant editor of *FSPP* and more recently to run for SASP president-elect. I served as assistant editor and editor of *FSPP*, and I am currently serving in the role of president-elect of SASP. My time on the executive committee has supported my professional development as a scholar and practitioner in myriad ways. As I prepare to lead SASP next year, it has inspired me to reflect on the organization's future frontiers. Overall, I'll aim to maintain SASP's current positive trajectory; enhance its vitality, visibility, and reputation; and further its positive contributions to the science and practice of school psychology. However, I'm also interested in pushing the organization forward and actively seeking opportunities to enrich and enhance what it can offer graduate students and the field.

SASP and transnational/multicultural school psychology

I believe a powerful way for SASP to continue to develop and be revitalized is to consider the value of school psychology scholarship and practice internationally. As the forces of globalization engender an increasingly interconnected world, this presents graduate students, scholars and practitioners in the field of school psychology around the world with an incredible opportunity to reciprocally benefit from the sharing of transnational scholarship and best practices across diverse contexts.

Recognizing this, APA's Div. 16 and the National Association of School Psychologists (NASP) have both created work groups and task forces devoted to advancing this mission. Div. 16's Globalization Working Group, which is chaired by Sissy Hatzichristou, PhD, of the University of Athens, Greece, seeks to define transnational/ multicultural issues in school psychology, recognize and promote the internationalization of school psychology as a discipline, foster a multicultural/transnational professional identity for the field, develop an international network of researchers to facilitate collaboration across organizations and provide networking opportunities for school psychology scholars, faculty members, students, professionals and researchers around the world. The working group has developed an annotated bibliographic database on basic thematic areas of school psychology science and practice. See more information on the Globalization Working Group and access the annotated bibliography.

Within the NASP infrastructure, Sally Baas, EdD, established the Crossing Cultures and Continents Task Force in 2014 and appointed Shane Jimerson, PhD, the NASP liaison to international school psychology, to chair this task force. The task force's vision seeks to leverage the field of school psychology to improve educational and developmental outcomes for children around the world. Task force goals include assisting and supporting school psychologists in other countries; sharing and adapting NASP materials for other countries and contexts; providing a "place" for international students at the NASP convention; and advocating for the profession of school psychology internationally. At the most recent NASP convention, the Crossing Cultures and Continents Task Force held a special session devoted to promoting a transnational/multicultural view of school psychology. Presenters provided an overview of transnational/multicultural school psychology and shared information on current initiatives, cultural and contextual considerations relevant to working with Native Americans, and the extent and nature of school psychology in international schools and the unique needs of globally mobile students. The Div. 16 Working Group, the NASP task force, and the International School Psychology Association (ISPA) are collaborating to enhance their effectiveness and reach. I anticipate finding ways for SASP to collaborate with these professional organizations to help U.S. graduate students in school psychology connect with these initiatives and support their vision of an international and multicultural school psychology.

Opportunities in international schools

As I worked at the ISPA booth at NASP over the past few years, it became clear to me that many highly qualified individuals are interested in practicing as a school psychologist internationally. Yet, unfortunately, it can be difficult for school psychologists to obtain employment outside their home country. As Haddock and Jimerson (2015) have recently documented in a series of articles (Jimerson & Haddock 2014; Haddock & Jimerson, 2014), international schools represent a promising alternative for school psychologists interested in working and living internationally. International schools are increasing rapidly in countries around the world. Current estimates state that, at present, 300,000 full-time teaching staff instruct 3.2 million students in 6,000 international schools worldwide (Brummitt & Keeling, 2013). By 2022, international schools are projected to reach 11,331, with 6.2 million children in attendance and 529,000 on staff (Brummitt & Keeling, 2013). As international schools grow in popularity, they are increasingly becoming more inclusive and provide a broader array of academic and mental health support services. Thus, opportunities for school psychologists in international schools are growing and projected to increase in the near future.

ISPA has created the School Psychology in International Schools Interest Group (Chair: Aaron Haddock) to increase the field's understanding of the presence and nature of school psychology in international schools along with the unique needs of the students and faculty in this context. The School Psychology in International Schools Interest Group is currently undertaking several initiatives to this end, including developing a worldwide directory of school psychologists in international schools; managing an online forum for school psychologists and allied educational professionals working in international schools to network, communicate and share resources and knowledge;

researching and disseminating information on the unique needs of students and the practice of school psychology in international schools via an online survey; advocating for school psychologists, allied educational professionals, and the profession of school psychology in international schools; promoting greater inclusion of all students in international schools; and facilitating internship experiences for graduate students in school psychology in international independent schools. If you are interested in learning more about school psychology in international schools or if you have experience as a school psychologist in an international school, please visit the ISPA website and email the author. For those school psychologists with experience working in international schools, I'd like to invite you to share information via an online survey. The information you provide will improve the field's understanding of the practice of school psychology in this unique international context and help other school psychologists interested in pursuing an international career. If you are currently working as a school psychologist in an international school and would like to be included in the directory, please share your contact information.

Div. 16's SASP is thriving as a student organization. It possesses a solid infrastructure and offers a variety of ways for graduate students and faculty to participate. As an organization SASP values and actively seeks to support and promote diversity within the field of school psychology. To this end, SASP anticipates partnering with initiatives to promote a transnational and multicultural view of school psychology and the internationalization of school psychology as a field.

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Integrated report writing: Strategies for making psychological reports more useful to readers

Theme-based reports are a shift in school psychological practice that should be considered.

By Stephanie A. Rahill

Many within the field of school psychology have advocated for updating report writing practices from a test-based approach to a more integrated and consumer-friendly method of organizing reports (e.g., Groth-Marnat & Davis, 2014; Hass & Carriere, 2014, Brown-Chidsey & Steege, 2005). When considering how to create psychological reports that are more user friendly and understandable to the readers of reports, school psychologists may benefit from utilizing a structured process for presenting assessment results in a more integrated manner. Whether considering large-scale or minor changes to report writing practices, school psychologists can update their practices by writing from a problem-solving, hypothesis-driven perspective while integrating and interpreting data across various assessment tools.

What Do Theme-Based or Integrated Reports Look Like?

A first step in this conceptual model is to consider the report-writing process as part of the assessment process, rather than viewing the writing of the report as the last step to be completed once a series of assessment instruments are given to the child. Instead, if the integration and interpretation of initial data occurs as various assessments are given, the examiner can develop hypotheses about areas of strengths and concerns. A report writing worksheet developed for training graduate students in school psychology (Rahill, 2014) can be utilized to drive the assessment process. Initial results can assist the psychologist in the selection of additional assessment instruments to either support hypotheses created or attempt to understand divergent assessment information. Once the evaluator has conducted various formal and informal assessments and collected data from various sources, this rich source of data can be integrated into a report with all information supporting a hypothesis discussed in the same section of the report.

The structure of integrated reports might look very different than the test-by-test report frequently used by school psychologists. The typical format of psychological reports (reason for referral, background information, behavioral observations, cognitive functioning, social/emotional functioning, summary, recommendations) may be the most common structure for writing reports (Harvey, 1997); however, Hass and Carriere (2014), Brown-Chisdsey and Steege (2005) and others advocate for the use of more integrated structures of report writing, such as a referral-question-based structure to report writing. In this structure, specific and detailed referral questions are presented and answered based on the data collected throughout the report. This could mean discussing aspects of the child's social/emotional functioning, cognitive functioning and behavioral observations within one section. Consider a child who experiences

significant levels of anxiety surrounding academic performance. This child reportedly frequently spends hours doing homework and is unable to complete in-class assignments within time limits provided by the teachers because of a thorough and overly careful approach to tasks to ensure accuracy. This same approach to tasks results in a low Processing Speed Index score on a cognitive assessment and is noted by the examiner in the description of test-session behaviors. In a test-based approach to writing this report, this information might be presented in several different sections of the report (background information, behavioral observations, cognitive functioning and social/emotional functioning), resulting in a disjointed presentation of the same factors impacting this child's performance. In an integrated report, all of this information gathered from various assessment sources (background information, parent interviews, classroom observations, test session observations, teacher interviews, child interview, cognitive assessment results, social/emotional assessment results, etc.) would be discussed in one section that highlights the impact of his anxiety on his ability to complete class and homework assignments in an efficient manner. The following presents a sample of how this report might look when presented in an integrated fashion:

D currently appears to be experiencing anxiety which is impacting his ability to function well in the classroom. D reported in an interview that he feels a high degree of anxiety regarding perceived pressures to live up to the expectations of others. He also reported that he puts a lot of academic pressure on himself and that he often cries when he does not do well on academic assignments. Both his teacher and parents also noted concerns that D becomes overly fixated on doing well on an assignment to the point that his anxiety level interferes with his ability to complete the work. This examiner also noted throughout the assessment process that D appeared extremely nervous during the individually administered assessments. He frequently made self-deprecating comments, such as "I must be the worst kid you have ever seen at this test."

D's processing speed skills, as measured by a cognitive assessment, indicated that D performed below the average range in tasks in which he needed to quickly discriminate simple visual information and provide a motor response. It should be noted that D's scores on the tasks related to processing speed were likely negatively impacted by D's thorough and careful approach to the task to ensure accuracy at the expense of efficiency. Thus, he may not have a true weakness in processing speed, but rather his performance likely reflects his thorough approach to tasks. This corresponds to concerns noted by D's teachers about his difficulties with quickly and efficiently responding to both visual and auditory information in the classroom. David's parents also noted this concern when discussing the extended time it takes for David to complete homework.

Writing Recommendations

Given that a major goal of our assessment is to drive intervention development to assist the child in school, recommendations are a critical component of the report and should have a central role. One strategy for accomplishing this goal is to present recommendations throughout the report as the areas of concern are discussed, as opposed to simply including a recommendation section at the end of the report. Recommendations can be written within the sections pertaining to the identified needs related to the specific referral question.

The report writing worksheet (Rahill, 2014) includes two models for creating recommendations for each identified area of concern. Recommendations can be presented in a report in either a contextual model or a thematic model.

In the contextual model, recommendations can be provided under the following headings: (a) school-based recommendations, (b) home-based recommendations, (c) community-based recommendations and (d) recommendations for the child. Presenting recommendations by context can assist in framing the concerns and the intervention plan as the responsibility of all parties involved with the child. The school, the parents, and the child may all have evidenced-based recommendations to consider for implementation, as opposed to creating recommendations that focus on only one aspect of the child's life. (See Table 1 for an example of a contextual recommendation section of a report.)

Table 1: Examples of recommendations presented by context

School-based Recommendations

- A meeting is scheduled between David and his school counselor. While David is concerned about missing too much instructional time, he is open to semi-regular meetings with his counselor to discuss coping skills and academic success strategies. The direct teaching of coping skills may be helpful in assisting David when he becomes emotionally overwhelmed.

- Strategies that are working for David in specific classes should be noted to determine whether these strategies might work in other classes. For example, he seems to respond well to cooperative learning activities. Additionally, David appropriately discussed his high level of anxiety with his Spanish teacher, which resulted in the teacher working with him to make an accommodation. This should be pointed out to David so that he can make the connection between appropriately discussing his concerns with his teachers and teachers working with him to make accommodations.

Home-based Recommendations

- Because David reports spending several hours per night on homework, it is recommended that the amount of time spent completing class assignments be

monitored. Communication between the parents and teachers can take place to ensure that he is not spending an excessive and unnecessary amount of time on homework assignments.

- It may be beneficial for David to complete homework in several sessions, instead of beginning homework late in the evening and working until the middle of the night. For example, he could spend one hour right after school on homework completion, then relax and engage in an enjoyable activity until after dinner. After dinner, he then can spend another hour or so on homework. This will allow him to go to sleep at a reasonable time each evening.

Community-Based Recommendations

- It is recommended that more frequent communication occur between David's therapist and the school so that services can be coordinated to help David in managing his anxiety.

- David has previously expressed an interest in joining an extracurricular activity, such as the swim team. Participation in a community-based extracurricular may be helpful in fostering peer relationships for David.

Recommendations for David

- David should be encouraged to speak openly about feelings of anxiety that he is currently experiencing. He seems to keep his emotions to himself until they become more than he can handle. It may be helpful for direct teaching of specific physical reactions to stress. Once he can identify his bodily triggers to anxiety, he may be able to learn to respond to these signals prior to becoming overwhelmed.

- David is encouraged to spend some "down time" every day engaging in a hobby or relaxing activity.

In a thematic model, recommendations are created for each identified "theme" within the report. As areas of concern are presented throughout the report, recommendations or "plans of action" can be discussed within that section, as opposed to discussing recommendations at the end of the report, when they are typically out of context from the identified issues discussed within the report.

Evaluating Reports

For practicing school psychologists, opportunities to have psychological reports evaluated by other professionals within the field may be few and far between. However, the process of self-evaluation of one's own report writing style should be ongoing. Table 2 includes a self-evaluation checklist that can be useful for school psychologists in evaluating the extent to which reports are integrated, child-based and synthesized to

make them useful and understandable to the reader of the report. Practitioners can use this self-evaluation checklist to guide potential future changes to their report-writing style with the goal of updating report writing practices and style.

Table 2: Integrated Report Writing Checklist

Assessment, Interpretation and Integration of Results (**Yes/No for Each)**

- Evaluation tools are selected for the specific child (e.g. specific referral questions, initial hypotheses created from assessment results)
- The reasons for referral are clearly listed and *are unique to this specific child and the concerns that led to a decision for evaluation*.
- Background information presents a thorough picture of the student and sets up a foundation for understanding his or her strengths and needs
- Test Session Observations are written clearly and in observable terms.
- Report is *integrated* across assessments, child-based and includes strengths and weaknesses of child & environmental conditions
- Interpretations of test scores are reasonable and accurate, explain the individual's functioning in an integrated manner, and are free of psychometric inaccuracies and/ or conceptual misunderstandings.
- Integration and interpretation of assessment results is completed by the evaluator (not left to the reader to do).
- Concrete behavioral examples are provided to explain performance on assessments.
- Performance on norm-referenced tests is described in conjunction with real-life examples of how that performance is noted within the classroom or at home (e.g. from parent/teacher/child interviews and child observations).
- Test results are presented as one mechanism for understanding the child and are not over-sold as being able to tell us more than they actually can.
- As assessment results are integrated and analyzed, the specific referral questions are answered (or hypotheses about the questions are provided).
- Scores from standardized tests are tabled appropriately and located in a single table for easy reference.
- Conclusions provide the essential information regarding the student, avoids introducing new data, and offers a summary of strengths and needs. Conclusion answers the referral questions and guides interventions offered
- Report includes a thorough description of what we are doing *now* to help this child.
- Report functions as a problem-solving assessment linking identified issues to interventions. The report clearly includes what *we* (meaning the school-not just the parents) might do differently to help this child.
- Strengths of the child are included, along with potential recommendations for utilizing known strengths to assist the child.
- Recommendations are realistic and consistent with evaluation findings, and can be understood by the reader.
- Recommendations are provided for each identified area of concern and have real-life and immediate applications (in other words, we can do this at school)

- The reading level of the report is appropriate for the audience (e.g., <12th grade using Flesch Kincaid grade level)
- A reader understands this child and this child's needs after reading this report. The report is *about a child* and not a sequential listing and explanation of tests.
- This report is clearly distinguishable from the last report you wrote about a different child.
- Report is absent of jargon, consistent, and easy to understand.
- Report is organized, logical, meaningful, and appropriate in length.

Summary

After the considerable time taken to conduct a thorough and comprehensive evaluation of a child, it is critical for school psychologists to present the results in a psychological report in a style that is both useful and understandable to the readers of the report. Given the large body of evidence that both parents and teachers prefer an integrated report writing structure and find that style easier to understand and interpret (Wiener, 1985; Wiener, 1987; Wiese, Bush, Newman, Benes, & Witt, 1986; Salvagno & Teglasi, 1987; Pelco, Ward, Coleman, & Young, 2009), school psychologists may find that this integrated style of report writing better meets the needs of their readers. The conceptual model presented above allows for themes to both develop based on the assessment data and to drive the data-collection process. The writing of the report and development of recommendations should naturally flow based on the identified themes. Whether considering large or small changes to the structure of reports, the self-evaluation checklist can be utilized to consider updates to incorporate into reports.

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Div. 16 offers extensive programming at the 2015 APA convention

Div. 16 will be offering a strong convention program, including symposia, poster sessions, paper sessions and social hours.

By Michele Perfect

Div. 16 has established a strong scientific program that will be featured at the 2015 APA convention in Toronto, Canada, Aug. 6-9. Under the leadership of Michelle Perfect (chair), David Hulac (co-chair) and the contributions of 65 reviewers, the convention program has been finalized. The Div. 16 proceedings are extensive, with 37 hours of division events including co-sponsored sessions and 20 hours of cross-divisional collaborative programs scheduled for practitioners, faculty and students. Specifically, the 2015 program includes 13 symposia, four poster sessions (including 160 posters), three paper sessions and two social hours. Symposia topics include: trauma-informed schools, mind-body interventions in education, positive-behavioral supports in schools, treatment integrity in social emotional learning research, a model of emotional and behavioral assessment to support school-based interventions, perfectionism, working with parents, profiles of strengths and weaknesses in reading, psychological assessment for culturally and linguistically diverse youth, school psychology practice in Australia and international psychological assessment data.

Additionally, Div. 16 will be supporting our early career professionals with a symposium geared toward developing grant writing skills and our student members with a research forum coordinated by the Students Affiliates of School Psychology. Paper sessions address important topics such as diversity training, research, and practice; mental health and wellness; and teacher consultation and supports. Poster sessions are topically organized according to academic assessment and intervention; social-emotion-behavioral assessment and intervention; mental health and social, emotional, behavioral outcomes; and workforce issues: training, consultation and wellness . All members also are encouraged to attend our collaborative programming with other APA divisions. Cross-divisional symposia for 2015 include identity-based bullying; perspectives on autism; adolescent depression; disparities in science, technology, engineering and math; disseminating psychological research; sexual orientation and gender diversity; school safety, innovative technologies to monitor and improve behaviors in real-time; bullying and victimization of LGBTQ youth; and clinical supervision and self-care. Other highlights include the Children, Youth and Families social hour on Thursday, Aug. 6, and the Div. 16 business meeting, awards and social hour on Saturday, Aug. 8.

We anticipate that you will enjoy the Div. 16 program, as well as the many attractions in Toronto, Canada. The portal for registration and housing are online and will open April 15, 2015.

Thank you to all those who served as reviewers of proposals. On behalf of the Div. 16 Executive Committee and the Div. 16 convention chairs, we look forward to seeing you in Toronto, Canada, Aug. 6-9, 2015.

Important: Current passports are required to attend this year's convention.

Div. 16 announces the 2014 GPSPI program
Training opportunities for school psychologists are increasing.

By Linda A. Reddy, PhD

Div. 16 developed the Grant Program for School Psychology Internships (GPSPI) to assist in the predoctoral internship crisis in the U.S. The GPSPI is supported by Div. 16, the Council of Directors of School Psychology Programs, the National Association of School Psychologists and Trainers of School Psychologists. The GPSPI's primary aim is to provide funds and consultation for developing new APPIC school psychology internship programs that will eventually obtain APA accreditation. Internship programs that accept doctoral students from more than one doctoral program are preferred (non-captive programs). The GPSPI also provides funds and consultation for expanding existing APPIC school psychology internship programs that will eventually obtain APA accreditation

2014 GPSPI-funded Programs

Below are the existing programs.

University-School-Community Partnerships

Rutgers School Psychology Internship Consortium*
      Contact: Susan Forman, PhD, Rutgers University

Stephen F. Austin State University Charter School*
      Contact: Robbie Steward, PhD, Stephen F. Austin State University

Avondale Elementary School District School Psychology Internship*
      Contact: Neil Stafford, PsyD, University of Arizona

Minnesota School Psychology Internship Consortium
      Contact: Annie Hansen-Burke, PhD, University of Minnesota

Iowa Internship Consortium
      Contact: Kathryn Gerken, PhD, University of Iowa

Pleasantville Union Free School District Internship
      Contact: Carolyn McGuffog, PhD, EdD, Teachers College Columbia University &

St John's University
      Boston Schools Internship (BSI)
      Contact: Melissa Pearrow, PhD, University of Massachusetts Boston

Massachusetts School of Professional Psychology, Boston Public Schools, Boston Children's Hospital, Franciscan Children's Hospital

*Programs received 2014 APA predoctoral internship grants, and applications will be posted on the Div. 16 website.

People and places
Read about Div. 16 members' accomplishments.

By Ara J. Schmitt, PhD

Linda Caterino, PhD, ABPP, training director of the school psychology program at Arizona State University, was awarded the Distinguished Mentor of the Year Award by the Arizona Psychological Association.

The Baylor University school psychology program faculty are pleased to announce that **Nick Benson**, PhD, will be joining the program as an associate professor in fall 2015. Benson earned both his EdS and PhD in school psychology from the University of Florida. His primary research focuses on psychological and educational assessment.

Frank Farley, PhD, LH, Carnell Professor of Educational and School Psychology at Temple University, fellow of Div.16 and former APA president, will become president of Div. 48 (Society for the Study of Peace, Conflict and Violence) in 2016. He is organizing a national violence summit to convene the top authorities on this issue for summer 2016. Please email suggestions for this summit to Frank Farley.

Joni Splett, PhD, has accepted the position of assistant professor in the school psychology program at the University of Florida. She received a PhD in school psychology from the University of Missouri in 2012. She is currently a postdoctoral fellow in the University of South Carolina (USC) Department of Psychology. Joni worked as a school psychologist in Richland Two School District, Columbia, South Carolina, during her predoctoral internship (June 2012) and the following two years (2012-14). She is a licensed psychologist and teaches practicum and assessment-to-intervention courses in the school and clinical-community psychology graduate programs at USC. Her research interests include school health and mental health services delivered within and across a multi-tiered system of support, universal screening for social-emotional concerns and cognitive-behavioral interventions for youth who bully.

The University of Minnesota school psychology program is pleased to welcome **Robin Codding**, PhD, and **Clayton Cook**, PhD, to the faculty. Codding received her PhD from Syracuse University and is a licensed psychologist and board-certified behavior analyst. She was the 2010 recipient of the Lightner Witmer Early Career Scholar Award for her research focusing on (a) promotion and examination of empirically supported treatments to facilitate the goals of the evidence-based practice movement and (b) investigation of consultation strategies that improve the instructional environment and provide educators with the necessary and desired support to work effectively with students experiencing challenges. Cook received his PhD from the University of California Riverside and is a licensed

psychologist. His research focuses on advancing school mental practices through MTSS and development of behavioral supports, and facilitators and barriers to the implementation of evidence based practices. Their respective expertise will greatly enhance the program. The faculty and students are extremely excited Codding and Cook will be joining the program.

Cecil R. Reynolds, PhD, long-time fellow and a past president of Div. 16 has been appointed effective April 1, 2015, to a six-year term as editor-in-chief of the APA journal, *Archives of Scientific Psychology*.

Rutgers University Graduate School of Applied and Professional Psychology are pleased to welcome **Adam Lekwa**, PhD, as an assistant research professor (recent graduate from University of Minnesota) and **Todd Glover**, PhD, as an associate research professor. Both Lekwa and Glover are joining a multidisciplinary research team focused on school system improvement and assessment.

Remembering Judith S. Mearig (1935-2012)

Mearig was coordinator of the school psychology program at St. Lawrence University in Canton, N.Y.

By Thomas K. Fagan, PhD

I received notice recently of the death of Judith S. Mearig, born May 23, 1935, and died on May 14, 2012, at age 76. A 1964 PhD graduate of the University of Michigan. Mearig was coordinator of the school psychology program at St. Lawrence University in Canton, N.Y., apparently retiring in 1992. The program appears to have ceased operation in the 1990s. Among her students is former National Association of School Psychology (NASP) President Mike Curtis who received his master's degree with Mearig in 1972. Curtis recalls that Mearig was "a very proper and kind person...don't think I ever heard her say an unkind word about anyone. She graduated from Bill Morse's program at the University of Michigan. She was very much a student/child advocate, often being actively involved with families in the Canton/Potsdam area — and those values were instilled in every one who went through her program. I don't think Judy was ever married — she was single from the time I first met her until her death. Her companion was a huge golden retriever named Ruff and it was all Judy could do to hang on to his leash as he pretty much took her wherever he wanted to go.... I can visualize her arms stretched out in front of her while she tried to stay on her feet." Curtis also recalled the severe winters in that part of New York, and I have recollections of conducting a National Council for Accreditation of Teacher Education visit to the program with Jim Eikeland, March 3-5, 1985. Eikeland and I flew into Rochester or Syracuse and then took a bus to Canton on a very snowy and cold trip. It was a nice visit to a beautiful campus and my first meeting with Mearig.

Sylvia Rosenfeld recalled: "My memories of her were from a time when we were very involved in bringing New York state school psychology faculty members together. She wrote a fine text, 'Working for Children' (1978). The book reflected her very strong commitment to her work as an advocate for children and youth. She also had a strong interest in photography. When I left Fordham University, she gave me one of her framed photographs, a charming shot of happy children playing in and under a tree. It continues to hang in my study to this day."

Mearig remained active in the field for many years and published an article, "Ethical Implications of the Children's Rights Movement for Professionals" in the *American Journal of Orthopsychiatry* in 2010. She was a member of Div. 16 (School Psychology) since 1964 and was awarded fellow status is 1982. She was an ABPP and licensed in New York state. Mearig first appeared as a NASP member in 1981 but to my knowledge did not serve in the NASP governance structure. The University of Michigan grants a Judith Mearig Award in her honor.

To read Mearig's obituary, type in her first and last names, then click on New York for the period 2010-15.