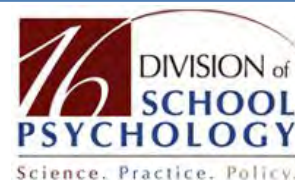


School Psychology: From Science to Practice



The New Look of FSTP

Welcome to a new year for *School Psychology: From Science to Practice* (FSTP). As in years past, this publication not only offers students an outlet for publishing relevant articles related to school psychology, but also a venue for conveying news from the Student Affiliates of School Psychology (SASP), the student-led organization of American Psychological Association (APA) Division 16: School Psychology. As such, our format is changing to read more like a newsletter. We continue to welcome and encourage students to submit content for inclusion in this publication. For more information about the types of manuscripts we publish, please visit *FSTP* on the web (<http://www.apadivisions.org/division-16/students/science-practice/index.aspx>).

SASP Members Attend, Present at NASP in Philadelphia



University of Connecticut school psychology doctoral students Austin Johnson, Justin Byron, Rose Jaffery, Mel Collier-Meek and Jennifer Ortiz take time to sightsee between sessions at the 2012 Convention for NASP in Philadelphia

The 2012 Annual Convention for the National Association of School Psychologists (NASP) was held last month in Philadelphia. SASP members reflect on conference highlights on Page 5.



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Message From the Board

Kaleigh Bantum
SASP President

Greetings SASP Members!

As the 2012 SASP President, I wanted to take time to thank the 2011 SASP Executive Board and invite everyone to get involved in SASP in 2012. This past year has proven to be a great success. I was honored to work with such a driven group of individuals. Without each of them, I would not have continued into such a strong student organization. You all contributed to the growing success of SASP, and I cannot speak highly enough to your abilities.

The 2012 elections were some of the best in SASP history, and I was eager to see the potential leadership that our field has to offer in the years to come. So far, I have not been let down by the skills and knowledge that the 2012 executive board has brought to this organization.

In 2012, SASP hopes to strengthen our relationship with our supporting organization, Division 16. Without the division, our organization's efforts would not be possible. With this, SASP has found a home on the Division 16 website, which I encourage each of you to check out at:

<http://www.apadivisions.org/division-16/students/index.aspx>.

Currently, we are working alongside the division in planning our annual SASP Student Research Forum (formerly Mini-Convention) that will take place at APA in Orlando this year. Please be on the lookout for further details!

SASP also is offering a new opportunity for our student members, the Diversity Mentorship Program. Information on this program can be found in this issue. As in years past, we offer other opportunities to our students, which we hope you will consider. FSTP is a great chance for students to build their writing skills and publish their work. The Diversity Scholarship, sponsored by Division 16, is also a funding opportunity available for both incoming and advance students in school psychology.

FSASP is currently involved in the planning of the 2012 Futures Forum, which will be held in the Fall 2012. This is an online conference that seeks to address important issues related to research, training, and practice, and provide direction for the



*2012 SASP President,
Kaleigh Bantum*

future of the field. SASP will provide information to our members as further details of this important conference as they come.

Finally, I encourage SASP members to contact me (kaleigh.bantum@gmail.com) at any time throughout the year with their input regarding questions about SASP, how we can better serve our members, or any other matters that I can assist. I am honored to be your 2012 SASP President and hope to provide another successful year to this organization!

The purpose of *School Psychology: From Science to Practice* is two-fold: to disseminate student-focused articles pertaining to the study and practice of school psychology as well as circulate news relevant to the Student Affiliates of School Psychology (SASP), the student-led organization of American Psychological Association's Division 16: School Psychology. The newsletter is prepared by Editor, Lindsay Fallon (Lindsay.beck@uconn.edu), and Co-Editor, Aaron Haddock (ahaddock@education.ucsb.edu). Expressed opinions do not necessarily reflect or infer the positions of SASP, Division 16, or the American Psychological Association. For more information about SASP or previous newsletters, visit <http://www.apadivisions.org/division-16/students/index.aspx>.

Meet the 2012 SASP Executive Board

Elections held late last year produced a new SASP Executive Board for 2012. Below, meet the nine members, where they study and their primary responsibility on the Board.



President, Kaleigh Bantum

Doctoral student, Duquesne University

Coordinates all activities of the Executive Board in collaboration with D16



President-Elect, Jennifer Cooper

Doctoral student, The Ohio State University

Shadows and supports President for one year before assuming presidency in year 2



Membership Chair, Jacquie Brown

Doctoral student, University of California at Santa Barbara

Processes membership information (incoming applications) for both individuals and local chapters



Diversity Affairs Chair, Kennetha Frye

Doctoral student, University of Houston

Collaborates with the APA Public Interest Directorate and D16 with regards to diversity issues

**Convention Chair, Eric Fenclau, Jr.**

Doctoral student, Duquesne University

Plans SASP mini-convention at APA and assists in facilitating convention

**Communications Liaison, Kristen Girard**

Doctoral student, Michigan State University

Manages SASP-related communication related to scholarships, convention, and the newsletter via the website, Facebook and listserv

**Editor, *From Science to Practice*, Lindsay Fallon**

Doctoral student, University of Connecticut

Responsible for final editorial decisions regarding submitted manuscripts as well as drafting and revising newsletter issues with the Co-Editor

**Co-Editor, *From Science to Practice*, Aaron Haddock**

Doctoral student, University of California at Santa Barbara

Responsible for preliminary review of submitted manuscripts as well as revising newsletter issues with the Editor

**Student Interest Liaison, Paige Mission**

Doctoral student, University of Wisconsin-Madison

Represents the needs of school psychology students by attending relevant activities (e.g., workshops at conventions) as well as provides resources gathered to be disseminated via the Communications Liaison

SASP at NASP and 2012 Convention Highlights

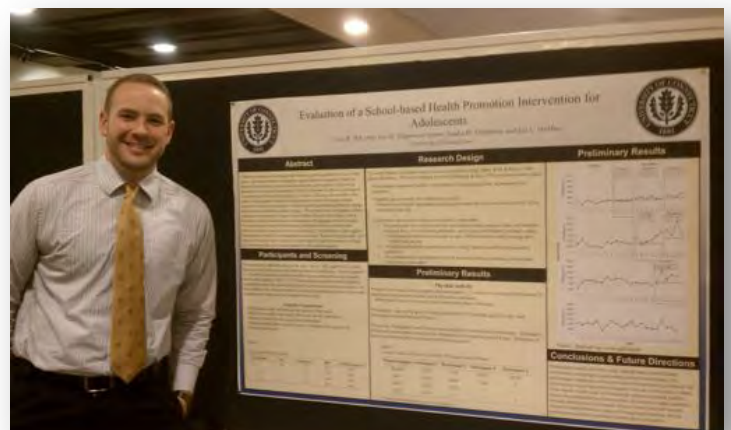
SASP Booth at NASP

Once again at the NASP Convention, SASP had the opportunity to meet and recruit new members at APA Division 16's booth in the exhibition hall. Every year, this is the perfect opportunity for us to meet many of you and talk with professors from school psychology programs around the U.S. and Canada to encourage SASP recruitment within their programs. This was once again another successful year at NASP. We were able to recruit approximately 25 new members and a few programs expressed interest in starting a SASP chapter at their university to become more involved with our organization. We are excited to provide many prospects to both our continuing and new members, such as opportunities to publish in FSTP, present at our APA mini-convention, and connect with other school psychology students. We enjoyed connecting with many of you in person at NASP and look forward to additional opportunities at future conventions.

SASP members share their reflections on this years' NASP Convention:

On the first day of the convention I attended a session by Rebecca Rahschulte, M.Ed., NCSP, Julie Morrison, Ph.D., and David Barnett, Ph.D. (not present) from the University of Cincinnati. The paper presentation was titled "Beyond Intervention Fidelity: The Critical Role of Implementation Fluency." I was intrigued by the title because we spent a lot of time in our program discussing the importance of intervention fidelity. We cannot ensure that we are correctly determining an intervention's effectiveness if it is not being implemented as it was intended or designed. We know from our education on reading skills that reading fluency refers to the accuracy and speed (prosody is sometimes included as well) of reading.

The presenters from the University of Cincinnati stipulated that intervention fidelity only focuses on the accuracy of implementation and that intervention (or implementation) fluency involves measuring both the accuracy and speed. They proposed the application of the instructional hierarchy (acquisition, fluency, generalization, adaptation; Haring & Eaton, 1978) to teachers who are learning to implement new interventions. Instructional pace has been shown to decrease problem behaviors and improve accuracy of student responses but this "instructional pace" research has not been applied to interventions. They presented some research they had conducted about implementation fluency and the Detect, Practice, Repair math intervention. The intervention lent itself well to this type of research because the manual/instructions state that each session should take between 11 and 13 minutes. Unfortunately it would be difficult to conduct this type of research with other interventions or even to monitor the fluency of interventions because not many interventions (that I know of) give clear guidance about the time for sessions. Some interventions focus on a mastery approach where the students do not move on to the next activity until they have demonstrated mastery of the current task.



Scott McCarthy, a school psychology intern in Waterford, CT, presents research related to his dissertation at the NASP 2012 Annual Convention.

I still think this idea of intervention fluency is an important one. I guess I never really focused my thinking on solely the speed of an intervention session. However, when I think about fidelity of an intervention, I do think about the way an intervention is delivered. Delivering a manualized intervention can be time-consuming and frustrating for both the interventionist (teacher or other school professional) and the students if the interventionist needs to constantly refer back to the manual or instructions. The pace of the entire intervention slows and students can be more easily distracted. This reminds me of when I was first administering cognitive assessments. The first few times I administered the WISC or the DAS it took me forever to finish! Those poor children had to sit through me flipping through pages to find instructions and determine if I needed to query. Now that I have had more practice with assessment, I can administer the WISC with higher fluency. I know more of the directions from memory and what correct answers for verbal responses should be. We should give teachers sufficient opportunities to practice interventions before asking them to implement them with students.

My first NASP convention was filled with numerous highlights, including presenting a poster for the first time, meeting members of the SASP board and distinguished school psychology faculty, and working at the APA Division 16 booth. I especially enjoyed attending a reception held by the International School Psychology Association. It was exciting to learn more about the contemporary status of school psychology internationally and the upcoming conference in Montreal this summer. I also enjoyed meeting several school psychology scholars from around the world. A conversation with Dr. Huijun Li (Department of Psychiatry, Harvard University) about her recent research on early onset schizophrenia in China piqued my interest and led me to attend her terrific presentation "Early Identification of Children and Adolescents at Risk for Psychosis."

A personal highlight of mine was spending time at the Division 16/SASP booth in the Exhibit Hall sharing information and recruiting new members for SASP and Division 16. I got to spend time talking to greats in the field of school psychology. I had a particularly funny conversation with a few trainers about the graduate school to academia trajectory that went something like work hard, work harder, work even harder followed by a brief feeling of utopia, shortly followed by death. This was all in good fun, of course! They were truly inspiring and encouraging in the advice they gave to a future academic, making the experience truly once in a lifetime!

Highlights for me were attending a lecture about the use of EEG data to identify areas of potential risk, and to add in more of a biological aspect to the practice of school psychologists. They are finding that through EEG scans, brain waves are lighting up various parts of the brain even during resting states, and then are correlating these with the same areas that would be affected given these individuals' trauma history, psycho-social concerns, and learning disability diagnoses. I think this really opens a door for bringing in these biological aspects into school settings, and I would be particularly interested in having discussions around neuroplasticity and neurogenesis, and how incorporating these biological aspects can be great, but also discussing the brain's capability to continually re-organize and how that impacts the way we perceive general intelligence and our intervention work in schools. I also greatly enjoyed attending mindfulness seminars, and the potential benefits these practices have not only for individual students, but entire classes and schools. Lastly, Chris Riley-Tilman gave a phenomenal lecture on the applied elements of single-case design research and the way we consider empirically based treatments, as well as data in general, to make decisions about these individual students. Dr. Riley-Tilman is at the forefront of our field and is someone to absolutely watch out for over the next few decades.

What School Psychologists Should Know About Streptococcal Infections

Ashley S. Fournier
Texas Woman's University

The fall and winter months have been characterized as the most common time to experience a streptococcal infection among the pediatric population (Murphy et al., 2007; Murphy et al., 2004). Prevalence rates of streptococcal infections such as pharyngitis, commonly referred to as strep throat, and scarlet fever indicate that most children experience a streptococcal infection at some point in their lives (Murphy et al., 2004). The school setting is a common place for these infections to spread among children given the contagious nature of the streptococcal bacteria and the close proximity of children. It has been well-documented that infection with streptococcus results in neuropsychological sequelae among children that impact functioning in the school setting (Gabbay & Coffey, 2003; Mink & Kurlan, 2011; Walker, Lawrenson, & Wilmshurst, 2005); thus, a clear understanding of the educational implications of streptococcal infection among school psychologists is warranted.

While there are numerous types of streptococci, group-A beta-hemolytic streptococcus pyogenes (GABHS) has received much attention in the literature (Gabbay et al., 2008; Moretti, Pasquini, Mandarelli, Tarsitani, & Biondi, 2008; Murphy, Kurlan, & Leckman, 2010). GABHS infections most commonly manifest among children as rheumatic fever, scarlet fever, and pharyngitis (Bisno & Stevens, 2009; Murphy et al., 2010; Swedo & Grant, 2004; Swedo et al., 1998). Rheumatic fever is an inflammatory disease characterized by stomach pain, fever, and autoimmune responses that commonly impact the heart,

joints, skin, or brain (Bisno & Stevens, 2009). It typically occurs following infection with GABHS manifesting as scarlet fever or pharyngitis. The hallmark of scarlet fever is the presence of a large, red rash associated with fever, chills, abdominal pain, and sore throat. Pharyngitis typically results in fever, chills, headache, and nausea distinctive for the presence of a sore, red throat often with white patches. Most importantly, each of these bacterial infections has been associated with the presence of postinfectious neuropsychiatric symptoms (Swedo & Grant, 2005; Swedo et al., 1998).

Specific Neuropsychiatric Sequelae

Recently, GABHS infections have been investigated with regard to the presence of an autoimmune response resulting in motor and vocal tics and symptoms consistent with obsessive-compulsive disorder (OCD) among the pediatric population (Moretti et al., 2008; Murphy et al., 2010; Swedo & Grant, 2005; Swedo et al., 1998). The presence of tics, OCD symptoms, and other neuropsychiatric sequelae following pharyngitis, scarlet fever, and other GABHS infections, with the exception of rheumatic fever, has been referred to as pediatric autoimmune neuropsychiatric disorders associated with streptococcus or PANDAS.

Documentation of the association between movement disorders and infectious diseases has occurred for several decades (Murphy et al., 2010). In the late 1920s, a temporal association between sinusitis and the onset of tics was noted; however, psychoanalytic

theories of movement disorders were predominant resulting in neglect of the medicalization of postinfectious tic disorders, with the exception of Sydenham's chorea, until the early 1990s. At this time, researchers described several patients who exhibited novel tic disorders and OCD symptoms, or worsening of previous symptoms following GABHS or viral infection (Moretti et al., 2008). The characteristics noted among these patients were conceptualized as representing a distinct subgroup of patients with OCD and tic disorders initially referred to as pediatric infection-triggered autoimmune neuropsychiatric disorders or PITANDs. Additional research indicated that pediatric patients exhibiting postinfectious OCD and tic disorders could be reliably distinguished based on the presence of GABHS rather than viral infections; thus, the PANDAS acronym was developed (Swedo et al., 1998). In addition, tentative diagnostic criteria were established including the presence of OCD and/or a tic disorder as described by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR; American Psychiatric Association [APA], 2000), onset between the age of three and the beginning of puberty, and an episodic

course of symptom presentation. More specifically, the onset of novel symptoms consistent with tic disorders and OCD should be abrupt, or previous symptoms should be significantly exacerbated in an abrupt manner. The tentative diagnostic criteria also suggested that there should be a clear temporal association between GABHS infection and symptom onset. This temporal association could be established through the presence of positive throat cultures and/or elevated anti-GABHS antibody titers such as antistreptolysin-O (ASO), antideoxyribonuclease B (ADNB), and antihyaluronidase A (ACHO; Murphy et al., 2004; Swedo et al., 1998).

Briefly, streptococcal antibody titers indicate the presence of a previous infection with streptococcus (Moretti et al., 2008; Murphy et al., 2010). Because the immune system produces antibodies specific to impending infections as a method of fighting these infections, elevated titers would suggest that a child had been recently infected with GABHS. However, this criterion has been criticized given many children exhibit elevated levels of streptococcal antibody titers

Countdown to the...

2012 APA Annual Convention 120th Annual Convention

and

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Call for Proposals*

Aug. 2-5, 2012

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Orlando, Florida

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on
April 16th, 2012

Headquarters Hotels

Hilton Orlando Hotel and The
Peabody Orlando Hotel

Online hotel reservations
begin on April 16 at 10 A.M.

due to frequent exposure to the bacteria or simply individual differences; therefore, it has been recommended that both a positive throat culture and elevated streptococcal antibody titers be obtained as a more definitive method of establishing temporal association between GABHS infection and tic/OCD symptom onset (Swedo & Grant, 2005). The final tentative diagnostic criterion suggested that neurological abnormalities must be present (Swedo et al., 1998). This includes excessive motor activity, choreiform movements, and vocal or motor tics. A distinction has been made between the presence of overt or frank chorea and choreiform movements (Murphy et al., 2007). Chorea refers to “arrhythmic, rapid, often jerky movement that might be simple or complex” (p. 279). This type of movement is most commonly observed in Huntington’s or Sydenham’s chorea. In contrast, choreiform movements are twitching or writhing movements “elicited by a clinician exclusively upon neurological examination” (p. 279).

The proposed mechanism of pathology in PANDAS is molecular mimicry (Moretti et al., 2008; Murphy et al., 2010; Swedo & Grant, 2005; Swedo et al., 1998). This is the process by which the GABHS bacterium imitates proteins associated with parts of the brain. The specific neuroanatomical location imitated includes the basal ganglia, made up of the globus pallidus, putamen, caudate, subthalamic nuclei, and substantia nigra, which are important for controlling motor functioning (Carter, 2009). These are the same structures implicated in a number of other disorders characterized by motor sequelae including Tourette’s disorder, Sydenham’s and Huntington’s chorea, and Parkinson’s disease. In PANDAS, the immune system presumably produces antibodies intended to attack GABHS; however, because of molecular mimicry, antibodies that attack proteins associated with the basal ganglia are produced as well resulting in vocal and motor

tics (Moretti et al., 2008; Murphy et al., 2010; Swedo & Grant, 2005; Swedo et al., 1998). The molecular mimicry resulting in Sydenham’s chorea noted to occur in rheumatic fever has been used a framework for the description and explanation of PANDAS.

Research has also indicated that the molecular mimicry engaged in by GABHS bacteria may impact dopamine receptors in the brain resulting in the release of excitatory neurotransmitters in PANDAS (Murphy et al., 2010). Within the basal ganglia, this can result in tics and symptoms of OCD. The role of epigenetic influences in the manifestation of PANDAS has also been suggested (Lewin, Storch, & Murphy, 2011). Research has indicated that the clinical presentation of PANDAS can differ significantly among identical twins. This is suggestive of the impact of pre- and postnatal events that may result in changes to deoxyribonucleic acid (DNA) at the epigenetic level. In general, mechanism of pathology has been explored; however, it has not been clearly and definitively outlined.

The prevalence of PANDAS is not known although research has indicated that 11% of children presenting with tic disorders exhibited abrupt onset or exacerbation of symptoms within six weeks of GABHS infection (Murphy et al., 2004). An initial clinical description of 50 children who met diagnostic criteria for PANDAS applied retrospectively indicated that the ratio of boys to girls was 2.6 to 1; however, in those under the age of eight, the ratio was 4.7 to 1 (Swedo et al., 1998).

Differential Diagnosis

The accurate diagnosis of PANDAS versus other disorders characterized by motor sequelae requires careful clinical consideration. Because neuropsychiatric and

neurobehavioral disorders are often first noticed at school given the amount of time children spend there, differential diagnosis is particularly relevant to school psychologists. There is significant symptom overlap in children presenting with Sydenham's chorea and those presenting with PANDAS (Moretti et al., 2008; Murphy et al., 2010; Swedo & Grant, 2005). Sydenham's chorea is the neurological manifestation of rheumatic fever, which is also the result of infection with GABHS. The molecular mimicry associated with rheumatic fever can impact proteins in the heart, joints, skin, and brain. When this mimicry results in the production of antibodies directed at the basal ganglia, Sydenham's chorea, or overt chorea, results. Based on the tentative diagnostic criteria associated with PANDAS, children experiencing this disorder should exhibit only choreiform movements (Moretti et al., 2008). In addition, children experiencing PANDAS are noted to exhibit more significant neurobehavioral sequelae than those with Sydenham's chorea (Murphy et al., 2010). These include personality changes, aggressive and/or oppositional behaviors, symptoms consistent with attention-deficit/hyperactivity disorder (AD/HD), and anxiety; however, these neurobehavioral sequelae are not required diagnostically. Deficits in academic functioning specifically within the areas of writing and mathematics have also been commonly associated with PANDAS diagnoses.

Those meeting diagnostic criteria for tic disorders such as Tourette's disorder must exhibit both vocal and motor tics nearly every day for more than one year with no tic-free period longer than three months (APA, 2000; Phelps & Smerbeck, 2011). Diagnosis of other tic disorders such as chronic motor or vocal tic disorder adheres to these same criteria with regard to time frame of

symptom presentation. Diagnostically, tic disorders such as transient tic disorder and tic disorder not otherwise specified (NOS) require that tics are exhibited for a time frame between four weeks and 12 months. Those with PANDAS must exhibit an episodic course of symptom severity wherein symptoms decrease significantly between episodes (Swedo et al., 1998). Presumably, this time period may be longer than three months as the seasonality of symptoms has been noted. Although these symptoms have been noted to quickly cease following treatment for GABHS, this would not clearly distinguish PANDAS from transient tic disorder or tic disorder NOS; however, the establishment of temporal association between symptom onset, which must be abrupt or dramatic in nature, and GABHS infection can assist with differential diagnosis. As demonstrated here, there is some symptom overlap between PANDAS and tic disorders.

Similarities in the clinical presentation between PANDAS and OCD have also been noted (Leckman et al., 2011; Moretti et al., 2008; Murphy et al., 2010). Most typically, those with OCD experience symptom onset in adolescence or early adulthood (APA, 2000). In contrast, those with PANDAS must experience symptom onset between the age of three and the beginning of puberty (Swedo et al., 1998). Most individuals with OCD exhibit a course of illness characterized by waxing and waning of symptoms mediated by the experience of stress (APA, 2000). In addition, a minority of individuals diagnosed with OCD exhibit an episodic course of illness with minimal or no symptoms present between episodes. Although this seems consistent with the described course of illness associated with PANDAS, those exhibiting this disorder must have a documented temporal association with GABHS and symptom onset which should be abrupt or dramatic in nature (Swedo et al.,

1998). In addition, the episodic nature of symptom presentation and exacerbation is often associated with the fall and winter seasons, which has not been consistently noted with OCD; however, the overlap in symptomatology between PANDAS and OCD cannot be ignored.

The subgroup of children who have been described as meeting the working diagnostic criteria for PANDAS differs in many ways, as noted above, from children exhibiting Sydenham's chorea or those diagnosed with tic disorders and OCD. However, the existence of PANDAS as a distinct subgroup has been criticized (Leckman et al., 2011; Moretti et al., 2008; Murphy et al., 2004). The overlap in symptom presentation and lack of specificity of the tentative diagnostic criteria associated with PANDAS has led some authors to suggest that PANDAS may simply represent a less severe form of Sydenham's chorea or a subset of those with Tourette's disorder or OCD (Moretti et al., 2008). This suggestion is particularly relevant when considering that 59% of those with Tourette's disorder have a comorbid diagnosis of OCD (Phelps & Smerbeck, 2011). Based on these concerns, researchers have suggested that the tentative diagnostic criteria be strengthened by requiring that both sudden onset of a tic disorder and OCD be present when diagnosing PANDAS (Leckman et al., 2011). In addition, symptom onset or exacerbation must increase to maximum severity between 24 and 48 hours. Research has also suggested that requiring the presence of three associated neurobehavioral symptoms may improve the specificity of the tentative diagnostic criteria currently associated with PANDAS.

The existence of PANDAS has also been criticized given the large number of children who experience streptococcal infections coupled with only a minimal number of

children who exhibit seemingly subsequent tic disorders and OCD symptoms (Murphy et al., 2004). It may be likely that "streptococcal infections are endemic enough that reported associations are occurring by chance only" (p. 61). Although the prevalence rates of PANDAS are not currently known, it is likely that true PANDAS cases are rare (Leckman et al., 2011). The incidence of Sydenham's chorea in the United States is estimated to be between .6 to .7 out of every 1,000 (Walker et al., 2005). This may suggest that a similar disorder such as PANDAS would be similarly rare; however, it is important to note that streptococcal infections such as rheumatic fever are much less likely to occur in the United States in comparison with streptococcal infections such as pharyngitis.

Implications for the School Setting

Children who meet diagnostic criteria for PANDAS exhibit symptoms that may impact academic and social functioning (Gabbay & Coffey, 2003; Mink & Kurlan, 2011; Murphy et al., 2010); essentially, their overall educational functioning may be impacted. The abrupt onset or dramatic exacerbation of symptoms associated with PANDAS can impact neuropsychological functioning across a number of domains (Murphy et al., 2010; Swedo & Grant, 2005; Swedo et al., 1998). Because these neuropsychological domains are supportive of academic skills (Miller, 2007), it is likely that children suspected of having PANDAS will evince a need for academic or positive behavioral supports in the school setting. Despite the diagnostic issues associated with this illness, children exhibiting this symptomatology still require a free and appropriate public education (FAPE), which can be obtained through use of response to intervention (RTI), special education, or Section 504 services. However, it is incumbent upon the

school psychologist to not only assist in the implementation of a FAPE, but also to make appropriate and useful recommendations to primary caregivers and school personnel associated with a child with PANDAS as a method of best serving that child. Knowledge of PANDAS and the associated diagnostic issues informs these recommendations and directs primary caregivers to additional resources that may be implemented outside the school setting.

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The Conners Early Childhood (Conners EC): A Review

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School psychologists live and breathe prevention, assessment, and intervention. But, they also play an important role in the promotion of positive outcomes for all learners. The Conners Early Childhood (Conners EC) is a new assessment tool that can aid school psychologists who work with preschool populations. The Conners EC assessment tool uses multiple informants (i.e., parents and teachers/childcare providers) to broadly assess a wide variety of behavioral, emotional, and social concerns as well as developmental milestones for children 2- to 6-years old (Conners, 2009). The following review describes the basics of the Conners EC and critically examines the measure's strengths and weaknesses for its use in practice.

The Basics of the Conners EC

Since 1989, when the original Conners Rating Scales were published, the measures have been revised and refined. The Conners EC, published by Multi-Health Systems, is the newest edition to the group of Conners assessments. The Conners EC may be useful for clinical assessment, early identification of children with disabilities or developmental delays, assessment for special education services, group screenings, or research. It can also be used as data to develop an intervention or evaluate an intervention's effectiveness. The structure of the Conners EC is presented in the figure on the next page.

The Conners EC should be completed by multiple individuals to provide data about the child in multiple contexts. These individuals

should complete the rating forms about the child's behavior over the past month. The different versions of the rating forms only require a fifth grade reading level. A unique feature of the Conners EC is that it can be administered in paper-and-pencil format or online via the internet (Clark, 2009).

The measure includes a variety of forms that can be used depending upon the amount of information desired or the amount of time available. The Conners EC is available in both English and Spanish versions and all of the scales are available in full-length forms (administration time = 25 minutes). The Conners EC Behavior, Developmental, and Conners ECGI forms are available in "stand-alone" forms (administration time = 10 minutes) for more focused evaluations, and the Behavioral scales are available in short-forms (administration time = 10 minutes), which are appropriate when there are time-constraints or a need for multiple administrations. Finally, the Conners Early Childhood Global Index (ECGI) includes the 10 highest loading items from the original Conners Parent and Teacher Rating Scales.

Background/Research

The Conners EC was standardized on a sample of 3,281 ratings by parents and teachers/childcare providers in the U. S. and Canada. The normative sample of 800 parents and 800 teachers/childcare providers was a subset of the larger sample and is representative of the general U. S. population (2000 census) based on age, gender, and race/ethnicity. Demographic analyses

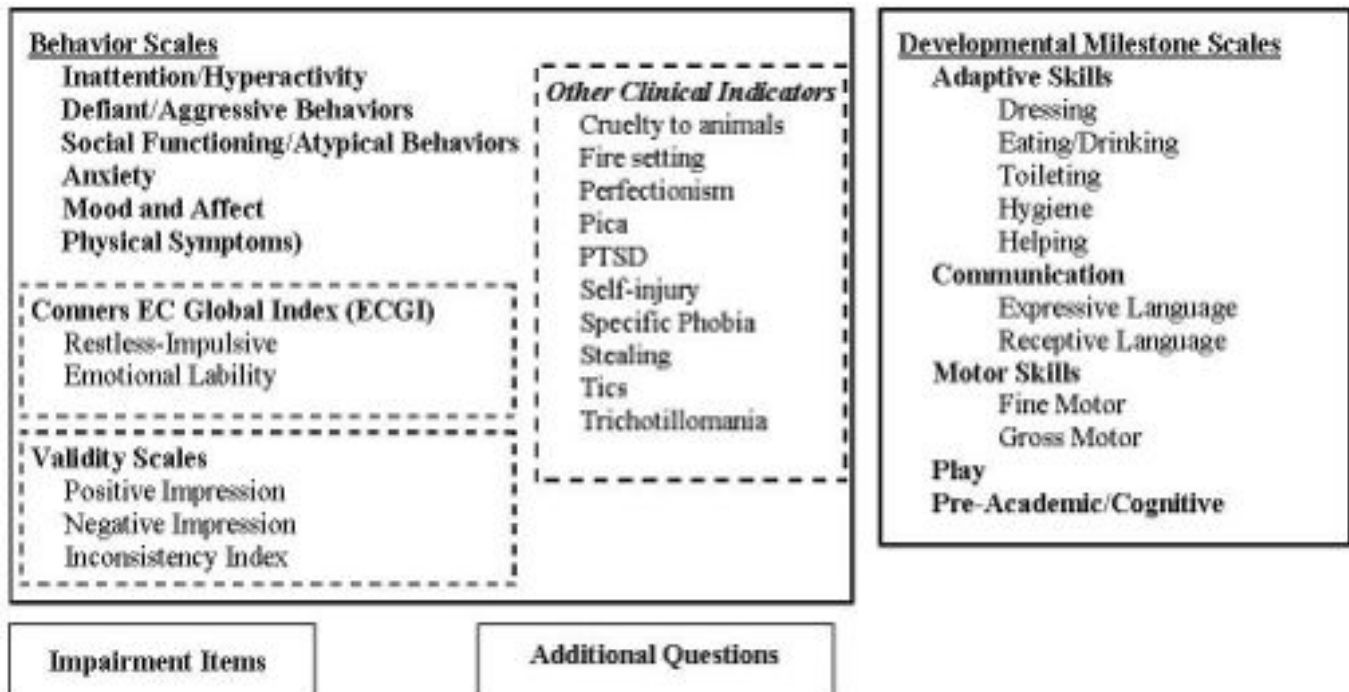


Figure 1. Figure from Sparrow, E. P. (2010) *Essentials of Conners Behavior Assessments*. New Jersey: John Wiley & Sons, Inc.

indicated that separate gender and age-based (in 6-month age bands) norms were necessary.

High levels of internal consistency (coefficients ranging from .86 to .93) and test-retest reliability (.87 to .95) demonstrate the reliability of the measure. Inter-rater correlations among parents are a bit lower (.72 to .84) and unfortunately no inter-rater scores could be calculated for teachers due to the fact that many young children only have a single teacher.

Convergent and divergent validity is established by examining the correlations between the Conners EC and other measures. Comparisons with the Behavior Assessment System for Children, Second Edition, Behavior Rating Inventory of Executive Function-Preschool Version, and Achenbach System of Empirically Based Assessment reveal correlations between .83 and .91. Although it is expected that parents and teachers will have different opinions and experiences with a child's behavior and therefore different rating

scores, the similarity of scores across raters provides support for the construct validity of the measure since the different rating forms measure similar constructs. With the exception of physical symptoms (.46), these across-informant correlation coefficients range from .67 to .87.

Although years of research validate the other Conners assessments, particularly the previous editions, there is a lack of research on the Conners EC. Currently, there are just two *Mental Measurements Yearbook* reviews published about the measure (Aspiranti, 2009; Clark, 2009). The most supported section of the Conners EC is the ECGI because these 10 items, taken from the other Conners scales, have been supported with many years of research (Conners, 2009).

Recommendations/Critique

The Conners EC is easy to administer and score and the software can produce assessment reports from a single administration, progress reports to display

change over time, and comparative reports (Sparrow, 2010). Some points of concern still remain. For example, the reliability and validity are higher for upper age groups. As a result, caution should be used when interpreting the results for 2- and 3-year-olds (Aspiranti, 2009). In addition, the majority of behavioral items are worded negatively, which parents or teachers may find uncomfortable. Several of the forms include two open-ended "Additional Questions" but there is no information provided about the statistical analyses of these questions among the samples (Clark, 2009). Caution should be exercised when using the Conners EC for intervention or special education planning, as the manual does not include any explicit ways to align the assessment with intervention. As with any rating scale, the Conners EC should not be used in isolation. The data provided by the scale should be combined with record reviews, interviews, observations, and direct assessments in the comprehensive evaluation process. Despite these limitations, if future research supports the measure and it is properly used in context, the Conners EC is an excellent tool for school psychologists working with early childhood populations.

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Recruitment and Retention Efforts for Diversity at Illinois State University

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In the field of psychology, there has been a longstanding concern that there is an underrepresentation of practitioners from racially and ethnically diverse backgrounds (Castillo, Curtis, Chappel, & Cunningham, 2011; Rogers & Molina, 2006). This disproportion emerges during the undergraduate and graduate school years and grows, such that as the level of education increases, so too does the underrepresentation of students from ethnically diverse backgrounds (Rogers & Molina, 2006).

To remedy the disparity, there have been intensive efforts at the undergraduate and graduate levels to recruit and retain (i.e., prevent students from abandoning their studies prematurely) students from diverse backgrounds. Many professional psychology organizations (for example, the American Psychological Association [APA] and the National Association of School Psychologists [NASP]) have begun to seek out opportunities to recruit undergraduate and graduate students from diverse backgrounds into the field of psychology. At Illinois State University (ISU), a graduate student-driven organization has taken steps to increase diversity (which includes students from underrepresented ethnic, linguistic, and cultural backgrounds, low socioeconomic status, and individuals who identify as LGBTQIA) in the field of psychology.

The purpose of the present article is two-fold. First, our aim is to share our group's efforts regarding the issues of diversity in psychology graduate programs. Second, we hope because of our submission, we will be able to cultivate

collaborative relationships with other graduate student organizations that have a similar focus.

Background

In the spring of 2011, a group of ISU School Psychology graduate students formed a work group to fulfill a component of the doctoral program's self-study for re-accreditation through the APA. The work group recognized the unique moment in time: the ISU School Psychology program was the most diverse it had ever been. The focus of the work group was to brainstorm ideas around the recruitment and retention of students from diverse backgrounds in the ISU School Psychology graduate program. After several meetings, the group determined that there should be a continued, student-driven effort to focus on these important issues (Diversity Task Force, 2011).

Ultimately, the group sought recognition as a formal student organization on campus. In April 2011, The Diversity Task Force of Graduate Students in School Psychology was born, and the group became formally recognized at ISU as a registered student organization (RSO). By the fall of 2011, the Task Force opened its membership to all ISU graduate students in psychology (which includes specialist and doctoral programs in School Psychology, and master's degree programs in psychology with specializations in Clinical-Counseling, Industrial/Organizational, Developmental, Cognitive and Behavioral, and Quantitative). The name of the organization was amended to the Diversity Task Force of Graduate Students

in Psychology, and the organization's action plan and bylaws were updated to reflect this innovation (Diversity Task Force, 2011).

As established in the Diversity Task Force Action Plan (Diversity Task Force, 2011), the organization continues to have two main goals: recruitment of students from diverse backgrounds into the field of psychology and the retention of these students. The organization's standing membership includes 24 graduate students representing a range of multicultural backgrounds (with over fifty percent of the current members identifying as such) and five sequences of graduate psychology programs. Meetings are held twice per month, and the group has undertaken projects to raise awareness of the organization and its missions. For example, in November 2011, the organization hosted a student-driven open house targeting undergraduate students from diverse backgrounds interested in graduate school in psychology. The Task Force has also made efforts to bring attention to diversity in ISU's Psychology Department by creating an online presence, hosting cultural dinners, and hanging diversity awareness posters. Each semester, The Task Force formally recognizes one psychology faculty member and one graduate student in psychology for their commitment to service and research on diversity. The feature stories of these honorees are prominently posted on the ISU Psychology Department website. To this point, there has been increased recognition and support from the ISU Psychology Department, at large.

To further fulfill its mission of recruitment, The Task Force has also participated in several outreach activities with the aim of informing students from diverse backgrounds about careers in psychology and graduate school. In fact, since its inception less than a year ago, the Task Force has participated in five recruitment visits to colleges and universities and has held several Skype sessions with

various cultural organizations at colleges and universities across the nation.

What about those Moderators and Mediators? Your Help is Needed!

In an effort to better understand the conditions that moderate and mediate the recruitment and retention of students from diverse backgrounds, the Diversity Task Force is undertaking a research project whose primary aim is to survey current graduate students in psychology in an effort to gain a better understanding of these factors. Using a survey format, the organization will be seeking input from a range of students from as many corners of the globe as possible. We hope this will be a large project and are actively seeking input and collaboration from fellow student organizations that may be interested in embarking upon this journey with us. We are also interested in joining forces with other student-lead organizations in order to expand our recruitment efforts of students from diverse backgrounds into the field of psychology. If you or your student organization would be interested in collaborating with us, please contact us at ISUPsychDiversityTaskForce@ilstu.edu. Feel free to visit our Facebook page (<https://www.facebook.com/pages/Diversity-Task-Force-of-Graduate-Students-in-Psychology/171793279575117>) and our page on ISU's Psychology Department website (<http://psychology.illinoisstate.edu/grad/diversity/index.shtml>).

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Utilizing School Psychology Professional Standards to Evaluate Program Diversity Training

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The SASP Chapter at Oklahoma State University goes by the School Psychology Graduate Organization (SPGO). It houses multiple committees to address program development and outreach for Ed.S. and Ph.D. students. The SPGO-Diversity Committee (SPGO-DC) promotes appropriate psychological practices with diverse learners, which requires awareness of the students' perceptions of diversity education and training and finding ways to address students' preparation to work with a variety of populations. The SPGO-DC has developed the School Psychology Graduate Organization Diversity Self-Study (DSS). The DSS contains items developed from diversity standards put forth by Oklahoma State University's school psychology program, the American Psychological Association (APA), and the National Association of School Psychologists (NASP).

The first purpose of the DSS is to determine and compare students' perceptions of competence in diversity issues across levels of training. Second, it serves to quantifiably examine the attitudes of students regarding program specific, APA, and NASP diversity standards. Third, the information gathered will be employed to improve how students obtain and share information regarding diversity by informing program education and training opportunities. Lastly, the DSS is meant to encourage student innovation for addressing diversity issues through presentation of the data to peers and faculty.

DSS Creation

The DSS was developed due to the scarcity of instruments available to measure multicultural competencies of school psychology students in light of the many functions, areas of expertise, and professional standards they are expected to have (Lopez & Rogers, 2001). Many of the surveys available are based upon multicultural counseling standards with adults, and normed using counselors and counseling students, or very few school psychology students. Examples include the Multicultural Awareness-Knowledge-and Skills Survey (MAKSS; D'Andrea, Daniels & Heck, 1991), Multicultural Counseling Inventory (MCI; Sodowsky, Taffe, Gutkin & Wise, 1994; Sodowsky, Kuo-Jackson, Richardson & Corey, 1998), Multicultural Counseling Awareness Scale (MCAS; Ponterotto, Gretchen, Utsey, Rieger & Austin, 2002), California Brief Multicultural Competency Scale (CBMCS; Gamst et al., 2004), Cross-Cultural Counseling Inventory-Revised (CCCI-R; LaFromboise, Coleman & Hernandez, 1991), and Multicultural Competency Checklist (MCC; Ponterotto, Alexander & Grieger, 1995). Furthermore, there have been few efforts to create measures of diversity competency for school psychology students (e.g. Arra, 2010), and current evidence indicates that school psychology competencies may be different than the tripartite model used in counseling to develop diversity competency scales (i.e. awareness, knowledge, and skills as proposed by Sue et al. (1982); Lopez & Rogers, 2001; Rogers & Ponterotto, 1997).

The DSS contains 42 likert-like items that range from 1 (strongly disagree) to 4 (strongly agree), four open ended questions regarding preferences for education and training opportunities and sharing information, and a page for demographic information. Three 14 item subscales were developed to reflect either the general standards for the program, APA code of ethics stance on diversity in psychological practice, or NASP standards of practice regarding diverse populations. Members of the SPGO-DC researched the standards and translated them into statements. The statements were then evaluated and agreed upon by the SPGO-DC. Subsequently, the questionnaire was generated and then reviewed by the faculty advisor. Half of the items were randomly selected for reverse scoring and were reworded accordingly.

DSS Administration and Future Directions

The DSS was given to 39 of 42 Ed.S. and Ph.D. school psychology students at Oklahoma State University, primarily through group administration at the end of the fall semester in 2011. Students were given the DSS's purpose and instructions for completing the survey. Each item was given a score of 1, 2, 3, or 4, then the scores for each subscale (general standards, APA standards, NASP standards) and the full survey were totaled. Responses to the open ended questions were investigated for response patterns, and recurring and similar responses were grouped together into categories for each question.

The SPGO-DC is currently examining the data collected from the DSS to determine the differences in scores across the subscales and across cohorts for the subscale and the full scale scores. Members are actively developing hypotheses regarding differences and the SPGO-DC is using this discourse to create recommendations for diversity education and training to present to the faculty and students.

The SPGO-DC will generate a document for distribution to the Oklahoma State University school psychology faculty and students by the end of the year, which will detail the steps taken to develop, administer, score, and interpret the data gathered from the DSS. The SPGO-DC plans to re-administer the DSS at the end of the spring semester 2012 to examine changes in students' perceptions of diversity training over the academic year. There is consideration being given to developing this survey for use in other school psychology programs as a method to assess perceived competency with diverse populations.

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Graduate School: Tips for Professionalism

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“Professionalism is knowing how to do it, when to do it, and doing it.”

Sounds simple, right?

Graduate school is a time of growth. It is the time in our educational careers when we develop into the professional person we hope to be in the future. However, many graduate students are stuck when it comes to knowing how to become a “true professional.” Although, there are many definitions of how to reach this goal, we are here to help lessen the stress and provide graduate students in school psychology with some pointers on how to take full advantage of this journey.

Dress the Part

First thing’s first, we are going to school to become professionals, so we need to start looking like it! Understandably, graduate students are on tight budgets, but it doesn’t mean we can’t look good. It’s particularly important that we look the part when duty calls. Some things to keep in mind when considering your attire:

- Wear professional and conservative clothing. For men, this can be dress slacks in a neutral color, button down, collared shirts, and a tie to complement. Women, can go a similar route with dress slacks and blouses, but be sure the blouse is not too low-cut or revealing. Women also choose a skirt or dress, as long as it is appropriate in length and fit. Jackets are great pieces for both, and can help pull any outfit together.
- Ensure that clothing is clean, pressed and fits well.
- Wear appropriate, but comfortable

shoes that are clean and polished. This can be especially important for women; you may love your pumps, but make sure you can walk in them!

- Choose accessories that complement your clothing, rather than distract from it. Although big bags and chunky jewelry may be in fashion right now, it does not necessarily mean these are appropriate as part of your professional attire.
- Remove facial and body piercings and cover visible tattoos to avoid distraction.
- Minimize fragrances, makeup, and jewelry.
- Make sure your hair is clean and conservative in color and style.
- Less is more. Keep your look simple, but classic.

Know Your Manners

Now that you are looking the part, it’s time to brush up on the dos and don’ts of professional mannerisms. Here, it’s important to remember that how you express yourself shows the kind of person you are. Professional manners show respect to those around you. Here are some general manners to keep in mind regardless of your interaction:

Greet and acknowledge others

- Extend a simple greeting to everyone you encounter, and when you know the person’s name, use it.

Make eye contact and smile

- If you're meeting a person for the first time, give a firm handshake. This may seem obvious, but how often have you entered a situation and your presence has gone unacknowledged?

Don't use cell phones during meetings or conversations

- Technology is great; however, more than ever, it is becoming difficult to set aside the phone and become truly involved in your interactions with others. It is rude to be constantly checking your phone. Be aware of this, and put the cell phone away!
- In situations when this cannot be helped, let others know you're expecting a critical call or message and only use your phone at that time.

Be on time

- This is a simple matter of respect. Occasionally a late arrival can't be avoided, but don't make it a regular occurrence. Additionally, every effort should be made to inform whomever you are meeting that you will be late.

Use the basics

- Basic manners, including the use of please, thank you, and excuse me, never grow tiring, so use them regularly.

Keep your conversations professional

- Maintain confidentiality, avoid gossip, refrain from profanity, and use humor appropriately.
- Be aware of your volume. Loud voices can be disruptive, while those who are difficult to hear can be equally distracting.

Don't forget email etiquette

- Avoid sending from inappropriate email addresses (HoTmama99@hotmail.com). Instead, use your school email or email with a professional address (yourname@gmail.com).
- Use courteous greetings. If you're unsure how to address someone, always go for the more formal option. This goes for ending emails, too.
- Spell check, spell check, spell check!
- Read your emails aloud to ensure you are depicting the tone you desire.

Get Involved

Once you're looking and acting like a professional, it's time to get out there! As graduate students it's so important that we become involved in the profession of school psychology as much as we can. We are the future of the profession. Therefore, it's important to surround ourselves by those who have been around the block and can teach us the ropes outside of our everyday coursework and practicum experiences. Networking is a great way to do so! Here are some key points to remember when networking with others:

Bring value to others

Networking is a two-way street, so remember that it's not all about you. Successful networkers look for opportunities to help others. Others will want to be a part of your network if they know that you will find ways to help them.

Be in the right places

Part of building a strong network is positioning yourself for success. You can spend all the time you want trying to build a network, but if you're not putting yourself in the right situations to meet key people,

you're not going to get the best results. Some examples of these situations can include national and state conventions, professional organization meetings at your school or in your area, research groups, clubs, and other group activities associated around the field of school psychology.

Know what you're looking for

Determine the characteristics or skills of the ideal person whom you would like to become associated with, and focus on those types of people.

Be Proactive

Don't wait for others to come to you. Find ways to get to know others. Reach out to others that you have identified as possible members of your network and get to know them.

These tips are by no means exhaustive. Some may seem silly or obvious, but shouldn't be ignored. As always, if you're unsure, ask! It's important to remember that as graduate students we are *developing* into professionals. It's okay not to know, and there are plenty of people in our field that will guide us along the way. So, enjoy the process, future school psychologists!

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You've Matched! Now What?

Seven Steps to Take After you Receive the Good News

Jen Uscher
gradPSYCH Magazine

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After the long and often nerve-wracking process of applying for internships, many students say they're glad when match day finally arrives.

"When I found out I'd matched, I was so happy and relieved that I really didn't care if I'd wound up with my first- or seventh-ranked site," says Arturo Corrales, PsyD, who completed an internship at Jacobi Medical Center in New York City and graduated from Wright State University in Dayton, Ohio, last summer. "There's an excitement to knowing that you'll be transitioning to a new city and internship," he adds. "I saw it as a new adventure."

Before you start your adventure, training directors and recent interns have this advice to help you make the most your internship year:

Indulge in downtime

"Your mind and body are probably so exhausted from the effort of applying for internships and the anxiety about matching, you owe it to yourself to relax for a while," says Cassandra M. Faraci, PsyD, who completed an internship last summer and is now a postdoctoral fellow at Premier Psychology Services in Mount Kisco, N.Y. Take time to celebrate with your family and friends, says David B. Mather, PhD, director of psychology training at the Naval Medical Center in San Diego. "Enjoy the fact that

you've made it over a big hurdle and you're that much closer to being done with your doctorate," he says.

Complete your dissertation

"Make as much progress as possible on your dissertation before your internship begins," says Association of Psychology Postdoctoral and Internship Centers (APPIC) match coordinator Greg Keilin, PhD. "It's difficult to work on it at the same time that you're adjusting to your internship site." Also, if you've defended your dissertation, you may have a competitive edge when you're applying for postdoctoral fellowships or faculty positions. (For more on the importance of finishing your dissertation before internship, see "Just do it")

Reach out to your future colleagues

Need advice on relocating or housing tips? Training directors say you should feel comfortable asking them for insights. Often, they can put you in touch with the current interns at the site and with your fellow incoming interns. Faraci connected with her future colleagues through e-mail and Facebook, and met one in person before her internship started. "This made the transition much easier," she says. "By the time the internship begins, you feel as though you're meeting up with friends, not strangers."

Ask about the dress code

Some students find they need to invest in work-appropriate clothes before their internship begins. And although dress codes vary, training directors say that in general you should avoid wearing jeans, T-shirts, or sneakers at your internship site.

Save up for your move

If you're moving to a new city for your internship, budget for such expenses as your apartment security deposit or renting a moving van, says Daniel Ferland, PhD, a psychologist at Harry S. Truman Memorial Veterans' Hospital in Columbia, Mo., who finished an internship in 2009. And keep in mind that after you leave your graduate program or job, there may be a month or two before your internship starts when you don't have any money coming in. "Make sure you have a cushion so you can survive for one or two pay periods," he says.

Allow extra time to adjust to your new home

Try to arrive a week or two in advance so you can unpack, scope out a convenient bank and supermarket, and figure out your commute. "I was glad I had that time to get settled, and I used it to get my driver's license, license plate and car registration changed, and to explore the downtowns of the surrounding neighborhoods and become familiar with what they had to offer," says Faraci.

Stay flexible

Go into your internship with an open, flexible attitude, says Lori Crosby, PsyD, training director for the O'Grady Residency in Psychology at Cincinnati Children's Hospital Medical Center. "Even if the internship site you end up with wasn't your first choice, stay focused on getting the training you need," she says. "Be open to new experiences and ask yourself: What can I learn here and how can I contribute?"

This article was reprinted with permission from March 2011 issue of *gradPSYCH*.

Didn't match? Move on.

Not Matching to an Internship Isn't the End of the World — or Your Career — Say Students Who've Been There

Melissa Lee Phillips
gradPSYCH

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When Glen Veed's internship match day arrived in 2008, "all of my classmates were having trouble sleeping, and so was I," he says. "But it turned out my day went dramatically differently than theirs." Unlike anyone else he knew, Veed received an e-mail telling him that he hadn't matched anywhere. "It was an amazing shock to the system," he says. "It took me 20 minutes of re-reading it to come to terms with what it meant."

But not matching isn't a catastrophe, say psychologists who've been through it. In some cases, they've even found that the experience benefited them in ways they couldn't have anticipated.

Veed, whose interests were in mood problems among adolescents and children, ended up securing an internship focused on adult brain injury and neuropsychological testing.

"It wasn't what I set out looking for, but it hasn't hampered me in any way," says Veed, who went on to do a postdoc in adolescent and child psychology and now works as a clinical psychologist in that area. In fact, "it actually ended up being a huge boost to my vitae, because I got all this neuropsychology experience I would never have gotten at any of the places that I applied to." And although he didn't know anyone at the time who didn't match, he has since met several psychologists

who went through the same thing "and are just wildly successful," he says.

"That kind of reassures you that it's not the end-all test of your profession."

Dealing with the shock

Other psychologists echo Veed's sentiments, both the pain of not matching and the satisfaction — in some cases, even gratitude — with which they now regard their experiences.

"It was definitely worth waiting — not only because I got what I wanted, but because it really set me on the trajectory that I needed to be on," says Amy Swier-Vosnos, PsyD, now a neuropsychology postdoc at Rush University Medical Center in Chicago. When she didn't match in 2006, she took a year to build up her curriculum vitae before reapplying and getting her first-choice internship.

If you don't match, the most important first step is to deal with it emotionally, says Kristi Van Sickle, PsyD, community health professor at the Florida Institute of Technology, who didn't match to an internship on her first try. "A lot of people internalize the experience. But when you look at the numbers, there's going to be a huge chunk of people who just don't match, no matter how good you are," she says. "The thing that helped the most with that was

support from my classmates and from my faculty members."

Veed agrees that support from others is key. "From a psychological perspective, the strong desire is to isolate and not connect with anyone, and I think that that's a bad move," he says. "It's a devastating thing to not match, but as much as possible, seeking out social support will emotionally get you through it."

Deciding what went wrong

Most students who don't match will have to decide how to spend a year before applying again. Your first priority should be to figure out if there are any obvious gaps in your experience or education that may have weakened your application, says Swier-Vosnos. When she first applied to neuropsychology internships, for example, she didn't have much experience in that specialty. She used her year between applications to amass a wealth of neuropsychology experience, and she credits the connections made through a practicum with placing her in the internship she got the next year.

It's also important to invest sufficient time and attention to the application process, says Darrin Rogers, PhD. His first time around, he admits, was not very well-planned.

"I was behind schedule in getting my PhD, and I realized at the last minute that there might be a chance of shaving a year off my already-too-lengthy stay if I could get an internship," he says. "I did not put my best foot forward."

Limiting applications geographically is a common misstep, says Association of Psychology Postdoctoral and Internship Centers (APPIC) match coordinator Greg Keilin, PhD. Van Sickle and Swier-Vosnos both admit that only applying near their

hometowns probably contributed to their initial failure to match.

"I limited myself geographically to driving distance from Chicago — a very bad idea," Swier-Vosnos says. "My training director warned me, but I had to learn myself." The second time around, she widened her application radius. When she ended up in Ann Arbor, Mich., she and her husband had to spend a year apart, but the internship was exactly what she wanted.

Other factors may influence an applicant's chances, including attending a nonaccredited doctoral program, applying to too few sites and applying only to very competitive programs, says Keilin.

But sometimes, there just isn't an obvious reason that someone doesn't match. "You spend a lot of time analyzing what went wrong," says Veed, "and two years of time now has not given me any better insight into what it was."

"The difficulty matching is primarily due to the significant number of applicants versus the fewer number of internship positions and has less to do with the individual applicant," says APPIC Board of Directors Chair Sharon Berry, PhD. "The match imbalance is a significant problem for the field."

In 2010, 23 percent of applicants failed to match — approximately the same as in 2009, but up from 15 percent in 2002. APPIC is now collaborating with APA, the Council of Chairs of Training Councils, and other groups to address this imbalance by, for instance, helping programs develop new internship slots, Berry says. "It is frustrating to many that this is a long-term approach to a difficult problem, but we are hopeful that change over time will make a difference."

Knowing that many students don't match may ease the pain, Van Sickle says, but it doesn't remove it. "I knew the statistics," she says. "I knew that a lot of people didn't match, that there was an imbalance. But you hope that it won't happen to you. And when it does, it's really painful."

Looking to the future

Once you move through that inevitable shock and pain, remember that not matching to an internship is usually a temporary setback.

Veed and Van Sickle, for instance, both found internships through the clearinghouse — a process that's since been replaced by a more formal, second-round match, and they enjoyed their internship years despite the rough beginning. Swier-Vosnos and Rogers waited a year, reapplied, and matched on their second time through the process. Swier-Vosnos landed her first-choice internship the following year, while Rogers matched with an internship that was nearly his last choice, but he still had a great experience.

"The overwhelming factor was the other interns," says Rogers, now an assistant professor at the University of Texas-Pan American in Edinburg. "It wasn't any of our top choices, to be honest. The very fact that we all felt initially let down by our experience might have motivated us to be better friends."

Rogers says that the experience of not matching, while unpleasant, can teach you to be resilient in the face of adversity.

"I think disappointment is a key ingredient of any professional career. I'm not talking about small disappointments; I'm talking about the kind where you feel kicked in the gut and want to crawl in your bed and hide for a week," he says. "It's miserable, but people bounce back. They make the most of their situations, and they often find surprising

benefits where they did not expect them."

This article was reprinted with permission from March 2011 issue of *gradPSYCH*.

Northeastern University Student Affiliates of School Psychology Chapter Spotlight

Elizabeth M. Hemphill, M.S. and Alice Gomez, M.S.
Northeastern University

The Northeastern University Student Affiliates of School Psychology (SASP) chapter has been involved with a variety of advocacy and social activities throughout the year. In the fall, SASP supported many activities, especially during School Psychology Awareness Week. This year for School Psychology Awareness Week, the Northeastern University SASP chapter worked to recognize the Northeastern University faculty as well as help the greater Boston community. SASP planned a faculty luncheon during the week to recognize and thank the faculty for all of the support they provide for the Northeastern University program. Representatives from the Northeastern school psychology program also attended the undergraduate Northeastern University Psychology Club meeting to talk to undergraduates in psychology about school psychology. The undergraduate Psychology Club at Northeastern University agreed to collaborate with Northeastern University school psychology students to host a school supplies/toy drive during School Psychology Awareness Week. All of the toys and supplies collected were donated to Cradles to Crayons, a local Boston nonprofit agency that provides essential items (i.e., clothes, school supplies) to homeless and low-income children. Because of these advocacy activities, the Northeastern University School Psychology program was awarded the School Psychology Advocacy Award at the Convention for the National Association of School Psychologists Convention in February 2012.

This spring, the Northeastern University SASP

program has been planning several advocacy activities as well as the annual Northeastern University SASP Spring Conference. In February, representatives from SASP visited an undergraduate psychology class to speak with undergraduates about school psychology and raise awareness about attending graduate school in school psychology. At the first SASP meeting, advanced students in the program presented information on how to make a research poster to other graduate students in the program. Over 40 current students and faculty attended the National Association of School Psychologists (NASP) Annual Convention in February and the SASP chapter organized a dinner for all current students, faculty and alums of the program. This May the SASP chapter is planning to help the Boston Public Schools with a program they host to empower and educate parents in the Boston area. The SASP chapter is also working with the Massachusetts NASP representative to help with increasing NASP membership in the Massachusetts area.

The Northeastern University Annual SASP Spring Conference is hosted by the SASP chapter at Northeastern University as a way to promote both professional development and networking opportunities. The SASP Spring Conference is open to graduate students at Northeastern and surrounding universities, their faculty, and school psychology professionals in the local area. In previous years, students and faculty from several universities in the Northeast region have been invited to the Northeastern University SASP Spring Conference including: University of

Massachusetts, Massachusetts School of Professional Psychology, Tufts University, Rhode Island College, University of Rhode Island, University of Southern Maine, and Fairfield University. The SASP Spring Conference consists of formal training in an area of professional development and also includes a student poster session to allow students to gain professional experience presenting their work and research in areas related to school psychology. In past years, the SASP conference has provided training on Direct Behavior Ratings (DBRs) to monitor student behavior in schools, the applications of Positive Psychology to prevent burnout and promote wellness, and the PREPaRE curriculum to develop crisis management and emergency response systems in schools. This year, the SASP conference will provide training through Signs of Suicide (SOS), the only evidence-based suicide prevention program for use in schools. SASP is also planning a student social after the student poster session this year to encourage networking opportunities between students in school psychology.

In addition to promoting advocacy events on campus and in the greater Boston community, the Northeastern University SASP chapter also promotes social activities to foster relationships between faculty and students. In the fall, SASP organized a social to welcome new students to the program. Members within SASP facilitated a campus tour on Orientation Day before joining faculty and current students at a local restaurant. During finals week, SASP hosted a faculty and student school psychology social. SASP also sponsored a Trolley Tour of Boston, which was the fall fundraiser. In May, the SASP chapter will host a trivia night fundraiser. All proceeds will be donated to Best Buddies, a nonprofit organization that creates friendship and leadership development for children and adults with intellectual and developmental

disabilities.

About the Authors

Elizabeth M. Hemphill, Co-President of Northeastern University's SASP chapter, is a second year doctoral candidate in School Psychology at Northeastern University in Boston. She is fulfilling the coursework for the early intervention certificate. Elizabeth is interested in early childhood development, especially the social and cognitive development of children with and without disabilities. She is also interested in the social-emotional development of at-risk children and children from a variety of socioeconomic backgrounds.

Alice Gomez, Co-President of Northeastern University's SASP chapter, is a second year Masters, CAGS candidate in School Psychology at Northeastern University. Alice is interested in urban education. She is also interested in preventative programs for at-risk students and children from a variety of socioeconomic backgrounds.

New From SASP: **SASP Diversity Mentorship Program**

Kennetha Frye, M.S.
Diversity Affairs Chair, SASP

Greetings Members! I hope everyone had a restful spring break and you are ready to finish off the semester. I would like to describe a new initiative from SASP: the Diversity Mentorship Program. The goal of this initiative is for professionals and faculty from diverse backgrounds or interested in research related to diversity to mentor students through interactive discussions on topics related to diversity. For more information on this new initiative, please see below for a description of the program as well as a rough timeline for the program.

Description of Mentoring Program

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

Highly Recommended Activities:

- Discuss issues of diversity in relation to psychology as a whole, and specifically to school psychology
- Discuss research and offer advice on successfully completing the thesis/dissertation process
- Offer advice on the internship application process and how to successfully obtain an internship
- Discuss relevant articles on multiculturalism and diversity in school psychology
- Discuss the importance of multicultural competence in the workplace and methods of implementation

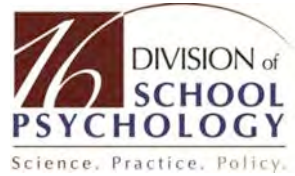
Optional Activities:

- Offer advice on joining other psychological associations that promote diversity
- Discuss possible ways that students can advocate for diversity within the field. Some ways include getting involved with leadership in SASP, NASP, APA, etc.
- Students can also discuss the state of graduate students, their feelings about diversity within the field, and ways to address it
- Possibly team up on research projects

Goals of the Program:

- Connect students and professionals with common interests related to diversity
- Provide the opportunity to interact (i.e. communicate, collaborate on research) with professionals outside of their program
- Develop a lasting professional relationship

Application materials are as follows. Mentee applications will be accepted on an ongoing basis.



Mentee/Mentor Information Sheet

Description of Mentoring Program

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

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- Discuss relevant articles on multiculturalism and diversity in school psychology
- Discuss the importance of multicultural competence in the workplace and methods of implementation

Optional Activities:

- Offer advice on how to join other psychological associations that promote diversity
- Discuss possible ways that students can advocate for diversity within the field. Some ways include getting involved with leadership in SASP, NASP, APA, etc.
- Students can also discuss the state of graduate students, their feelings about diversity within the field, and ways to address it
- Possibly team up on research projects

Goals of the Program:

- Connect students and professionals with common interests related to diversity
- Give students the opportunity to interact (i.e. communicate, collaborate on research) with professionals/faculty outside of their program
- Develop a lasting professional relationship

Mentee and mentor applications will be accepted on an ongoing basis. If interested, please contact Kennetha Frye at kennethafrye@yahoo.com with the following information:

For mentees, please email with your:

1. Name:
2. Year in Program:
3. School:
4. Ethnic Background:
5. Research interests/ Clients you are interested in working with:
6. Email address:

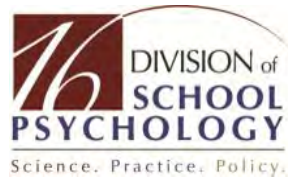
For mentors, please email with your:

1. Name:
2. Number of Years you have been in the field:
3. Current Profession:
4. Ethnic Background:
5. Research interests/ Clients you are interested in working with:
6. Email address:



Join and Attend ISPA

The field of School Psychology has become so diverse over the past 15 years. School Psychology is not only a discipline that is practiced in the United States, but internationally. If you are interested in getting involved with school psychology on an international level, you should check out the International School Psychology Association, which brings school psychologists together from around the world through research and advocacy. This year the annual conference will be held in Montreal, Canada from July 9th through July 13th at McGill University. Please check out this website and consider attending <http://www.ispaconference.info/>.



Call for Nominations: Student Diversity Scholarship

Hello School Psychology Student!

The Student Affiliates of School Psychology (SASP) supports students from under-represented cultural backgrounds as they endeavor to become a part of the inspiring profession of School Psychology. SASP is aware of the financial pressures that graduate students experience and thus offers the Diversity Scholarship Program to provide monetary support to aid students from diverse cultural backgrounds. SASP offers the following two awards each year for student support:

Incoming Student Diversity Scholarship: One annual award of \$1000 is given to a masters/specialist or doctoral student who will be entering their 1st or 2nd year of graduate training (beginning in Fall 2012) to help defer some of the costs acquired through graduate study. This is a one-time award; individuals granted the awards may not reapply in subsequent years.

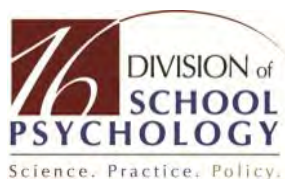
Advanced Student Diversity Scholarship: One annual award of \$1000 is given to an advanced masters/specialist or doctoral student who will be entering their 3rd, 4th, or 5th year of graduate training (beginning in Fall 2012) to help defer some of the costs acquired through graduate study or in preparation for internship. This is a one-time award; individuals granted the award may not reapply in subsequent years.

The application package must be postmarked by **May 7th, 2012**.

If you have any questions, please feel free to contact me at kennethafrye@yahoo.com or at 915-204-7269. We are looking forward to receiving your applications and to honoring two of our fellow School Psychology students!

Warm wishes,

Kennetha Frye, M.S.
Division 16 SASP Diversity Chair



SASP 2012 Diversity Scholarship (Incoming Students)

The Student Affiliates of School Psychology (SASP) supports students from under-represented cultural backgrounds as they endeavor to become a part of the inspiring profession of School Psychology. SASP is aware of the financial pressures that graduate students are faced with and thus the Diversity Scholarship Program has been created to provide monetary support to aid students from diverse cultural backgrounds entering the field. The student diversity scholarship intends to help promote and advance diversity within School Psychology. One annual award of **\$1000** is given to a masters/specialist or doctoral student who will be entering their 1st or 2nd year of graduate training (beginning in Fall 2012) to help defer some of the costs acquired through graduate study. This is a one-time award; individuals granted the awards may not reapply in subsequent years.

TO BE CONSIDERED FOR THIS SCHOLARSHIP, THE CANDIDATE MUST:

- Be a member of an under-represented cultural group
- Be a 1st or 2nd year masters/specialist or doctoral student enrolled in a School Psychology graduate program in the United States as of Fall 2012

THE FOLLOWING MATERIALS MUST BE INCLUDED WITH YOUR APPLICATION:

- Completed One-Page Application (following page)
- Current Resume/Curriculum Vitae
- A Purpose Statement of professional goals (maximum 1,000 words).
- Transcript (can be unofficial) from the applicant's undergraduate institution.
- Two (2) letters of recommendation (typed on official letterhead). Both recommendations can be from either undergraduate or graduate faculty members, and should explain how the applicant would bring or enhances diversity within their school psychology program.

NOTE: Be sure to highlight any campus and community activities with which you may be involved, as well as any honors, awards, and scholarships you may have received.

APPLICATION DEADLINE

The application package must be postmarked by **May 7th, 2012**. In addition to mailing the application materials, applicants may also submit their *statement of purpose* and *resume/curriculum vitae* via e-mail to kennethafrye@yahoo.com.

Mail all application materials in **ONE** packet to:

Kennetha Frye
SASP Diversity Scholarship
9000 Almeda Road, Apartment 6201
Houston, Texas 77054

CONTACT INFORMATION

For additional information, please contact Kennetha Frye at kennethafrye@yahoo.com or 915-204-7269.

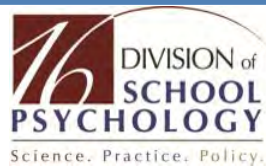
SASP 2012 Diversity Scholarship (Incoming) APPLICATION FORM

(Please Print)

Today's date:							
STUDENT INFORMATION							
Last name:		First:		Middle:		<input type="checkbox"/> Mr. <input type="checkbox"/> Miss <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.	
Is this your legal name?		If not, what is your legal name?		(Former name):		Birth date: Age: Sex:	
<input type="checkbox"/> Yes <input type="checkbox"/> No						/ / / <input type="checkbox"/> M <input type="checkbox"/> F	
Street address:						Phone no.: ()	
						Email:	
P.O. box:		City:				State: ZIP Code:	
Race/Ethnicity:							
Cultural Group:							
SCHOOL (UNDERGRADUATE) INFORMATION							
Undergraduate Institution		Graduation date:		School Address:		Major:	
		/ /					
Cumulative GPA:		Degree Earned:					
SCHOOL (GRADUATE) INFORMATION							
Previous Graduate School Institution		Highest Degree Earned (if applicable)			Department Phone no.		
					()		
Graduate GPA:		Graduation Date (if applicable):					
Current Graduate School Institution		Start date:		School Address		Department Phone no.	
		/ /				()	
Graduate GPA:							
SIGNATURE							
The above information is true to the best of my knowledge.							
Signature						Date	

Mail this form along with the application materials in ONE packet to:

Kennetha Frye
SASP Diversity Scholarship
9000 Alameda Road, Apartment 6201
Houston, Texas 77054



SASP 2012 Diversity Scholarship (Advanced Students)

The Student Affiliates of School Psychology (SASP) supports students from under-represented cultural backgrounds as they endeavor to become a part of the inspiring profession of School Psychology. SASP is aware of the financial pressures that graduate students experience and thus offers the Diversity Scholarship Program to provide monetary support to aid students from diverse cultural backgrounds. The advanced student diversity scholarship intends to help promote and support diversity within School Psychology programs. One annual award of \$1000 is given to an advanced masters/specialist or doctoral student who will be entering their 3rd, 4th, or 5th year of graduate training (beginning in Fall 2012) to help defer some of the costs acquired through graduate study or in preparation for internship. This is a one-time award; individuals granted the award may not reapply in subsequent years.

TO BE CONSIDERED FOR THIS SCHOLARSHIP, THE CANDIDATE MUST:

- Be a member of an under-represented cultural group
- Be a 3rd, 4th, or 5th year masters/specialist or doctoral student enrolled in a School Psychology graduate program in the United States as of Fall 2012

THE FOLLOWING MATERIALS MUST BE INCLUDED WITH YOUR APPLICATION:

- Completed One-Page Application (following page)
- Current Resume/Curriculum Vitae
- A Purpose Statement of professional goals (maximum 1,000 words).
- Transcript (can be unofficial) from the applicant's graduate institution.
- Two (2) letters of recommendation (typed on official letterhead). Both letters should be from faculty members of the applicant's graduate institution and should describe how the applicant enhances diversity within their school psychology program.

NOTE: Be sure to highlight any campus and community activities with which you may be involved, as well as any honors, awards, and scholarships you may have received.

APPLICATION DEADLINE

The application package must be postmarked by **May 7th, 2012**. In addition to mailing the application materials, applicants may also submit their *statement of purpose* and *resume/curriculum vitae* via e-mail to kennethafrye@yahoo.com.

Mail all application materials in **ONE** packet to:

Kennetha Frye
SASP Diversity Scholarship
9000 Almeda Road, Apartment 6201
Houston, Texas 77054

CONTACT INFORMATION

For additional information, please contact Kennetha Frye at kennethafrye@yahoo.com or 915-204-7269.

SASP 2012 Diversity Scholarship (Advanced) APPLICATION FORM

(Please Print)

Today's date:

STUDENT INFORMATION

Last name:	First:	Middle:	<input type="checkbox"/> Mr. <input type="checkbox"/> Mrs.	<input type="checkbox"/> Miss <input type="checkbox"/> Ms.	
Is this your legal name? <input type="checkbox"/> Yes <input type="checkbox"/> No	If not, what is your legal name?	(Former name):	Birth date: / /	Age:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F
Street address:			Phone no.: ()		
			Email:		
P.O. box:	City:		State:	ZIP Code:	
Race/Ethnicity:					
Cultural Group:					

SCHOOL (UNDERGRADUATE) INFORMATION

Undergraduate Institution	Graduation date: / /	School Address:	Major:
Cumulative GPA:	Degree Earned:		

SCHOOL (GRADUATE) INFORMATION

Previous Graduate School Institution	Highest Degree Earned (if applicable)	Department Phone no. ()
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Graduate GPA: Graduation Date (if applicable):

Current Graduate School Institution	Start date: / /	School Address	Department Phone no. ()
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Graduate GPA:

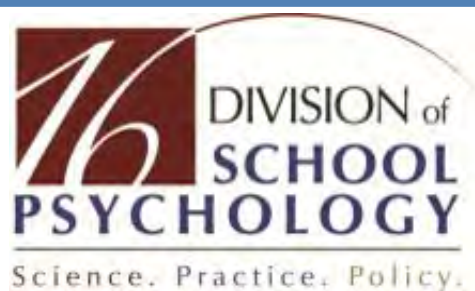
SIGNATURE

The above information is true to the best of my knowledge.

Signature_____
Date

Mail this form along with the application materials in ONE packet to:

Kennetha Frye
SASP Diversity Scholarship
9000 Alameda Road, Apartment 6201
Houston, Texas 77054



**Student Affiliates in School Psychology (SASP):
Individual Membership Application**

Please complete this form and email it to the SASP Membership Chair, Jacqueline Brown jbrown@education.ucsb.edu or mail it to the address listed below. Please check out SASP's website at: <http://www.apadivisions.org/division-16/students/index.aspx>. Also, join the listserv at: <http://lists.apa.org/cgi-bin/wa.exe?A0=SASP-D16>. This listserv will provide you with access to up to date information regarding SASP. SASP encourages members to also join APA's Division 16 (School Psychology). Further information will be included in your welcome packet and is available on our website.

SASP Membership Committee

Attn: Jacqueline Brown
6510 El Colegio Rd. #1309
Santa Barbara, CA 93106

NAME: _____

MAILING ADDRESS: _____

EMAIL ADDRESS: _____

☐ I attest that I am a graduate student in school psychology.

Student signature: _____

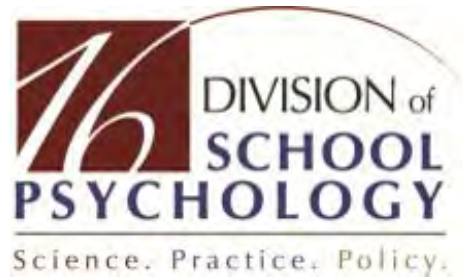
Institution: _____

Program (circle): Specialist Doctoral Expected Year of Graduation _____

Are you a member of APA? Yes No

Are you a member of Division 16? Yes No

Do you currently have a SASP chapter at your university: Yes No



**Student Affiliates in School Psychology (SASP):
Chapter Membership Application**

To establish a chapter of SASP at your school please complete this form and send a completed chapter chart to the SASP Membership Chair, Jacqueline Brown at jbrown@education.ucsb.edu. This application is also available online at: <http://www.apa.org/divisions/div16/sasp/chapapp.html>.

CHAPTER REPRESENTATIVE NAME(S):

MAILING ADDRESS:

EMAIL ADDRESS(ES):

UNIVERSITY AFFILIATION:

FACULTY SPONSOR:

FACULTY EMAIL:

TELL US ABOUT YOUR PROGRAM:

Approximately how many students?

What programs are available (MA, PhD, both, combined program)?



APA Division 16
MEMBERSHIP APPLICATION

Please print or type:

Last Name First Name MI

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ e-mail: _____

APA Membership Number (if applicable): _____

Please check status:

_____ Member \$45.00

_____ Fellow \$45.00

_____ Associate \$45.00

_____ Professional Affiliate \$55.00

_____ International Affiliate* \$5.00

_____ Life Status, no fee (Division 16 members, 65 years of age or older and have been a member of APA for at least 25 years)

_____ Life Status \$30.00 (with School Psychology Quarterly)

_____ Student Affiliate \$30.00 (complete below)

Faculty Endorsement Institution Expected Yr. of Graduation Please complete and mail this application with your check payable to APA Division 16 to: Attn: Division 16 Membership APA Division Services Office 750 First Street, NE Washington, DC 20002-4242 * International Affiliate status shall be extended to individuals who are credentialed school psychologists, other psychologists, or individuals pursuing preparation in school psychology who live outside the United States and Canada. APA members must join Divisions in the same category of membership. Therefore, if you are an International Affiliate of APA, you would join the Division as an International Affiliate. If you are a Member of APA, you would join the Division as a Member, not as an International Affiliate, even if you live outside the US and Canada. APA members can submit their membership application online at: <http://www.apa.org/about/division/join.aspx>



Division 16 is an exciting division with many activities and services to benefit you. Members:

- ❖ Engage in the national and international conversation on school psychology. Division 16 is active in advocating for the interests of school psychologists on issues both within the broader field of psychology as well as with constituent school psychology organizations.
- ❖ Receive cutting edge publications such as School Psychology Quarterly, the Division's APA journal and the high quality peer- reviewed newsletter The School Psychologist.
- ❖ Network with colleagues and leaders in the field who share your interest in School Psychology.
- ❖ Contribute to the Science for Policy and Practice in School Psychology during Division 16 programming at the APA annual convention via round table discussions, symposia, poster sessions, workshops and the superlative Division 16 Hospitality Suite and Social Hour.
- ❖ Join the Division 16 listserv to keep up to date with current trends, professional opportunities, and the on-going dialogue on School Psychology matters.
- ❖ Recognize outstanding achievements. Division 16 honors Students (e.g., APF-Paul Henkin travel awards, minority scholarships, AGS outstanding scholarship awards), Early Career Scholars (e.g., Lightner Witmer Award), and substantial contributors to the field (e.g., Fellow, Senior Scientist, Jack Bardon Distinguished Service Award, Lifetime Achievement Award).
- ❖ Become involved in Division 16 governance. There are many opportunities to join committees and run for executive office in the Division.
- ❖ Visit our website for more information:
<http://www.indiana.edu/~div16/index.html>