School Psychology:
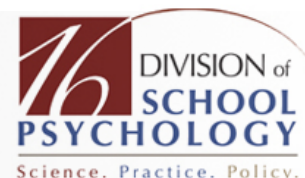# From Science to Practice to Policy

16 DIVISION of SCHOOL PSYCHOLOGY
Science. Practice. Policy.

In this Issue of *FSPP*

Hello *FSPP* readers!

As the Editors of *FSPP*, we are excited to share our first issue of 2015 with you. Thanks to the help of our board members, student members, local SASP chapters, as well as school psychologists, professors, and graduate students from around the country, we have been able to compile an incredible Spring 2015 Issue!

This issue begins with a welcome message and introduction of the 2015 SASP Executive Board from incoming SASP President, Cait Hynes. Next, we share our interview with a true luminary in the field of school psychology, Dr. Thomas Kratochwill; we encourage you to read his excellent reflections and insights on his own career and the field of school psychology more generally. Additionally, we bring you original student research in both our Research Review and Lessons from the Field sections. Don't forget to check out a great book review provided by special education administrator, Lauren Meier. Other pieces of note are our Diversity Mentor Spotlight, Announcement of the 2014 Research Award recipient, and information on the Ecuador Professional Preparation Program.

Enjoy!

Ashley Mayworm, Editor
Jacqueline Canonaco, Editor-Elect

VOLUME 8, ISSUE 1

In this issue:

Message From the Board

Cait Hynes, *SASP President*

Greetings SASP Members!

As the 2015 SASP President, I would first like to thank the 2014 Executive Board for all of their hard work. SASP continued to grow and thrive in 2014 and this is largely in part to the ceaseless dedication and tireless work of the Executive Board. As SASP has increased its collaboration with student leaders in other divisions, these individuals served as wonderful role models and examples of our profession both in terms of what we have to offer our own field as well as psychology at large. On behalf of my fellow 2015 board members, we wish them the best in all of their future endeavors and know that they will have much to offer as professionals and leaders in the field of school psychology.

I would also like to thank everyone who participated in the 2015 SASP Executive Board elections. This year's elections included many qualified students who submitted nominations from across the country. It is always gratifying and inspiring to see the potential leadership that our field has to offer in the coming years. A warm welcome to this year's board members, who are already hard at work to offer school psychology graduate students the greatest benefits possible.

As president, it is my job to represent and address the diverse needs of school psychology graduate students across the country and to promote opportunities for student participation, advocacy efforts, professional development, and leadership roles as we work together toward shaping the future of school psychology. As part of my role, my major goal is to ensure that SASP is providing graduate students with quality opportunities to become engaged with our organization, our field, and with each other. In order to reach this goal, our Executive Board will be working to strengthen and expand our existing programs as well as to develop a number of new exciting initiatives that will allow members to participate more fully and form a more supportive community among members.

One of the major projects that the Executive Board has been working on is the development of SASP's new ad hoc committees, which are designed to give more students the opportunity to become directly engaged in SASP's work as well as to expand our capacity to serve our members. Students who are interested in becoming involved in leadership, want a chance to work with other school psychology students, or have ideas about how to make SASP even more beneficial to its members are encouraged to join one of these committees, which will include a membership committee, diversity committee, publications committee, and convention committee. By setting the foundations for students outside of the Executive Board to have more input in SASP projects, we hope to better utilize the many talents and experiences our members have to share! While the initial application deadline is March 27th, a

rolling deadline will be employed so please feel free to reach out to us if you are interesting in getting involved. Above all, I want all of our members to know that all of us on the SASP Executive Board are here to serve YOU! Please feel free to get in touch with us at any time with questions, concerns, or suggestions about how to improve our organization.

All members are encouraged to take advantage of the many benefits SASP has to offer, including our scholarships, opportunities to present at the Student Research Forum at the APA Convention in Toronto, and the chance to publish in *From Science to Practice to Policy* (*FSPP*). Details about all of these opportunities will be published in this and subsequent editions of *FSPP*, in our monthly announcement emails, and on our facebook page, so keep an eye out!

I look forward to serving you in the coming year!

Cait Hynes
2015 SASP President

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Luminaries in the Field
Interview with Dr. Thomas R. Kratochwill
University of Wisconsin-Madison

The *FSPP* Editors are very excited to share our interview conducted with a true luminary in the field of school psychology, Dr. Thomas R. Kratochwill.

Tom is Sears Roebuck Foundation-Bascom Professor at the University of Wisconsin-Madison, Director of the School Psychology Program, and a licensed psychologist in Wisconsin. He is the author of over 200 journal articles and book chapters. He has written or edited over 30 books and has made over 300 professional presentations. His research interests include problem solving consultation, transportability of evidence-based interventions to practice, children's anxiety disorders, and single-case research design and data analysis. He was a member of the APA Task Force on Evidence-Based Practice for Children and Adolescents and the recipient of the 2007 APA Distinguished Career Contributions to Education and Training of Psychologists. He is also the recipient of the University of Wisconsin-Madison Van Hise Outreach Teaching Award and a member of the University's Teaching Academy. Most recently he has chaired the What Works Clearinghouse Panel for the development of *Standards* for Single-Case Research Design for review of evidence-based interventions. In 2011 Tom received the Lifetime Achievement Award from the National Register of Health Service Providers in Psychology and the Nadine Murphy Lambert Lifetime Achievement Award from APA Division 16. In his non-academic life he enjoys boat racing, boating, kayaking, running, hiking, and scuba diving.

What originally led you to the field of school psychology?

My original graduate school plan was to pursue the field of clinical psychology but I had become disenchanted with mental health services in traditional settings after working for several months in a closed ward psychiatric hospital in Texas. At the time much of the closed-ward treatment was focused on drug therapy for severe mental health problems. There were few evidence-based treatments for individuals in these settings.

My original interest in clinical psychology changed with a chance happening in my hometown in Sauk City, Wisconsin. One day while my father was delivering groceries to the Sauk-Prairie Schools (my family owned and operated an IGA grocery store in the community), he ran into a professor/psychologist who was working

with the schools. They got to chatting and my father learned about an early intervention program that this psychologist was operating in the district. My father described my interest in psychology and my background. The psychologist (a clinical psychologist by training) made the suggestion that I consider applying to the University of Wisconsin-Madison School Psychology Program. My father passed along this information to me shortly thereafter his encounter with the psychologist. The option for a career in school psychology seemed interesting and I submitted my application to the Program; and, I began my graduate career in August of 1970 at the University of Wisconsin-Madison.

How did you become interested in consultation?

My interest in consultation began in a graduate school class at the University of Wisconsin-Madison that focused on consultation problem solving. In addition to the usual academic components of the class, I was assigned to a public school (actually in my home town and in one of the schools that I had previously attended) in which I provided ongoing consultation and training to teachers and parents in the school district. Most of my consultation work was focused on second grade students in which I set up a number of intervention programs that were carried out by the teacher (s).

I also participated in consultation work and training with an early intervention program that I and fellow graduate students ran in several school districts to assist children who were at-risk for academic and behavioral

problems. The focus of these programs was on academic intervention on basic skills in literacy and math as well as development of social competencies and behavior management. The programs involved training and consultation with parents in intervention for children in the project. We eventually extended the program to several other school districts in Southern Wisconsin. These early experiences helped to shape my strong interest in early intervention/prevention, consultation, and working with families and schools.

What do you think are the most pressing issues in the (a) field of school psychology and/or (b) your area of research?

One of the most pressing issues for research in the field of school psychology continues to be the development and testing of evidence-based interventions and the training of researchers to conduct intervention research. The number of intervention studies published in our school psychology journals is still quite small relative to other areas of research such as assessment. We really need to increase the training of researchers to conduct this work and disseminate it to the practitioners in the school psychology field.

In my own area of consultation research, we need investigations to expand the range of evidence-based interventions that can be used in consultation problem solving with teachers and schools. And especially important is research that tests methods to improve the functioning of school-based problem solving teams. We also need studies that involve assessment of new technologies

for delivery of consultation procedures (such as teleconsultation described below).

What experiences early in your career were most pivotal in shaping your trajectory?
There were three major things that helped to shape my career and had a major impact on my professional life. First, I was given an opportunity to teach in my undergraduate psychology program when I was still a student in that program. In this role I was hired as a lecturer to teach four undergraduate psychology classes per semester. Although initially challenging, this experience empowered me to feel confident that I could teach and be successful in several content areas in psychology.

Second, I received considerable support and mentorship from a professor at the University of Wisconsin-Madison for my research activities and especially in the development of an interest in single-case research methodology. That support continued into a longtime friendship with the professor (now retired) and a life time of research and writing collaboration on single-case research design, methodology, and data analysis.

Third, my collaboration with a professor at the University of Arizona resulted in further development of my interest and competencies in problem solving consultation. The collaboration on research and writing some textbooks on consultation did much to make ongoing research and professional contributions in psychology in the area of behavioral and conjoint behavioral consultation.

What research has been most personally fascinating to you?

This is a challenging question to address as there are so many great areas of research in psychology and specifically, in school psychology. I would have to answer the question in two ways, one related to research conducted by others and my own research agendas. In terms of research in psychology, I am particularly impressed at the growing data base for evidence-based prevention and intervention programs. The evidence-based practice movement has been one of psychology's greatest contributions and I am proud to have been a participant in this movement. Especially critical has been research focused on prevention of academic and behavioral problems in children.

In my own area of research there are a couple of recent projects that provide some exciting options for future research and practice in the consultation area. I am particularly impressed at our recent meta-analysis by one of my former students, Jason Hurwitz, who examined consultant relationship issues in his dissertation study (Hurwitz, Kratochwill, & Serlin, in press in the *Journal of School Psychology*). The research is ground breaking in that it is one of the first studies to explore these issues with data from actual problem solving consultation cases.

A second dissertation study by Brittany Bice-Urbach demonstrated the promise of conducting problem solving consultation through electronic technology (now under review in a scientific journal). Called,

teleconsultation, we were able to empirically demonstrate how the consultation process can be enacted with teacher consultees who in turn were quite successful with intervention programs in each of their classrooms for students that had problematic behavioral issues.

What is the best advice you have ever received?
The best advice I ever received was to consider an academic career in research and teaching. This advice came from some professors from my graduate program at UW-Madison during my program of graduate study.

The next best advice I received was to consider a career job change that involved moving from the University of Arizona to the University of Wisconsin-Madison.

Research Review: Competent Consultation in Response to Intervention: Addressing Factors that Can Affect Treatment Integrity

Kaitlyn A. Nasci[1], EdS, NCSP, Jeremy Ceja[1,2], MA, & Kisha M. Radliff[1], PhD

[1]The Ohio State University and [2]The Chicago School of Professional Psychology

Abstract

Treatment Integrity is an important aspect of the Response to Intervention process, which ensures that federally mandated pre-referral measures for progress are implemented as intended. The authors describe the treatment integrity of elementary school interventions for two first-year masters' level school psychology students and two elementary teachers in a diverse suburban school district. Treatment integrity of the interventions in these case studies differed. Teacher background, intervention information, and treatment integrity data are presented in an effort to analyze the characteristics that contributed to proper or improper implementation and that promoted teacher adherence. Teacher feedback on perceived barriers of implementation is subsequently shared.

Keywords: *consultation, elementary school, treatment integrity*

Federal law and state regulations require evidence of previous educational interventions before a child who is experiencing instructional or behavioral difficulties may be considered for special education. Response to Intervention is a general education initiative designed to provide both early/preventative and effective instruction to struggling students by employing the use of pre-referral interventions in the classroom before making eligibility determinations for additional educational services (Brown-Chidsey & Steege, 2005; Hooper et al., 2013). These interventions ensure that children are educated in the least restrictive environment and that every effort has been made to reasonably accommodate them in the general education classroom (Graden, Zins, & Curtis, 1988).

Response to Intervention and Treatment Integrity

RTI integrates three key components: a) the use of scientifically based instruction, b) evaluation of how well a student responds to intervention, and c) the role of data in decision making (Brown-Chidsey & Steege, 2005). In order to ensure the interventions are being implemented appropriately, the consultant measures *treatment integrity*, the extent to which an intervention is implemented as intended (Mortenson & Witt, 1998).

According to the National Joint Committee on Learning Disabilities (2005), treatment integrity data should be included in the RTI process. A teacher may dedicate a significant amount of time implementing an intervention but the student may not appear to progress in a timely fashion. Without data to prove the intervention was implemented accurately, the

intervention itself could be deemed ineffective rather than the implementation process.

Implementation of a pre-referral intervention with high integrity affords protections to the child (Mortenson & Witt, 1998). First, high treatment integrity decreases the likelihood that the referral stems from impulse or diminished patience (Witt, 1990). This suggests that the teacher is spending time implementing the intervention appropriately, thus providing the child with more opportunities for success. Second, an appropriate and properly implemented intervention adds useful data, which is helpful in concluding whether a child's difficulties are a skill or performance deficit (Daly, Witt, Martens, & Dool, 1997). This can also provide information with regard to what strategies are helpful for a particular child.

Consultation
Consultation is increasingly being viewed as one of the most critical skills for a school psychologist to develop for assisting teachers in implementing interventions. Some consultation research examines consultee (teacher) characteristics and the relationship between consultee characteristics and frequency and success of consultation. Teachers who believe they can resolve their student's problems on their own are less likely to find consultation helpful (Hughes, Grossman, & Barker, 1990). Also, teachers who initially had positive expectations for consultation perceived their consultant as more helpful (Hughes, Grossman, & Barker, 1990). Teachers who are less experienced

may be more receptive to the consultation process and may experience more success (Gutkin & Bossard, 1984).

Treatment integrity is considered a necessary part of effective consultation (Riley-Tillman & Chafouleas, 2003). Thus, it is essential to determine whether poor student outcomes result from an ineffective intervention or an effective intervention that is implemented poorly. Typically, teachers fail to implement agreed-upon plans in the absence of ongoing consultative support, and many, but not all, teachers require some sort of intervention to maintain high levels of treatment integrity (Sanetti & Kratochwill, 2009). This "intervention" with the teacher can occur in many forms, such as providing weekly or daily performance feedback, or imposing a negative reinforcement schedule with the teacher such that if he implements the classroom intervention with integrity, he will not have to consult with his consultant that week (DiGennaro, Martens, & McIntyre, 2005; Noell, Witt, Gilbertson, Ranier, & Freeland, 1997). The problem solving process, and student outcomes, are most likely to be successful when all parties feel supported.

Two Consultation Case Studies
The consultants were two school psychology masters students and the consultees were two suburban elementary school teachers, one veteran teacher with eight years of teaching experience and one teacher with three years of experience. The teachers at this school attended monthly professional development in-service trainings on the Problem-Solving Model, given by a university faculty member

who is also a school psychologist. The principal expected each teacher to participate in an intervention from start to finish by the end of the school year by either implementing one independently or with the school psychology graduate students.

The school psychology consultants used the Problem-Solving Model as the framework for the implementation of the interventions [a) define and clarify the problem, b) analyze forces impinging upon the problem, c) brainstorm alternative strategies, d) evaluate and choose among alternatives, e) specify consultant and consultee responsibilities, f) implement the chosen strategy, and g) evaluate the effectiveness of the action and recycle if necessary] (Davidow, 1994). The consultants were randomly paired with an elementary school teacher. The consultants were expected to meet with the teacher to execute the Problem-Solving Model and subsequently perform any necessary observations of the elementary student. Interventions were decided upon with substantial input from the teachers. The consultants then met with the teachers at least once a week for 13 weeks to provide information, address concerns, and collect data during a time that was convenient for the teacher. Both teachers chose interventions to reduce off-task classroom behavior.

The Case Study of Mr. B
Mr. B, who was in his eighth year of instructing, was teaching a looped third grade classroom, meaning he had taught this same group of students the year prior. In an initial consultation, he reported that he valued

having fun in his classroom and admitted to having an unstructured environment so that the students could have input in terms of their needs and desires.

Mr. B desired to reduce the frequency of off-task behavior in his classroom. He reported that the class was most off-task during math time (8:30-9:30) each morning. Mr. B found himself repeating directions many times and also indicated that the students were frequently distracted by non-lesson materials (e.g., library books, art projects, etc.). Working with the research team, Mr. B defined off-task behavior as "failure to follow [Mr. B's] directions the first time they were given, and playing with non-math lesson materials." The intervention utilized was *Mystery Motivator* because it can be implemented easily and efficiently in the classroom, and is often used in the treatment of a variety of academic and behavioral problems (Kowalewicz & Coffee, 2014). It combines two key treatment components: performance feedback and reinforcement uncertainty (Moore & Waguespack, 1994). Further, it appears to be most appropriate for treating performance, rather than skill, deficits. The first author collected baseline data with partial interval recording, using ten-minute intervals to document the number of occurrences of classroom off-task behavior.

In order to implement the intervention appropriately, Mr. B carried a triple tell timer in his pocket during the math period. Every ten minutes, the timer vibrated and he was to look around the room and count how many students had only math materials on their

desks. If the number met criteria (15 out of 20 students), the class would earn a tally, which Mr. B would draw on the poster in the front of the room. Mr. B was then also required to offer a command within the ten-minute period and count how many students followed his direction the first time. Again, if the number of students met criteria, they earned a second tally. In sum, the class had an opportunity to earn two tallies every ten minutes, for a total of twelve tallies within the math period (six for having only math materials on their desks, and six for following each of the commands). If the class earned at least 8 tallies during math, they were afforded an opportunity to open one of five mystery envelopes, which may or may not have included a prize. Prizes were determined based on a reinforcement menu completed by the students earlier in the quarter.

To implement the intervention appropriately, Mr. B was required to award (or not award) a chance to open the mystery envelope, as well as deliver the reinforcer immediately (if tangible) upon it being selected. During the intervention phase, the teacher publicly tallied occurrences of off-task behavior on the poster that subsequently served as a permanent product of data collected. A second research team member (not the consultant) completed a treatment integrity check on two separate days to ensure that Mr. B was implementing the intervention appropriately (Appendix A). Day one treatment integrity fell at 57% while day two fell at 86%, with a combined rate of 72% treatment integrity.

The Case Study of Mr. F
The second consultant worked with Mr. F, the teacher with three years of teaching experience, who was teaching in a second grade classroom and was in his first year of looping. During the initial consultation meeting, Mr. F disclosed that he had one individual and three class-wide interventions already in place. The individual intervention was an all-day behavioral contract with a student expressing many maladaptive classroom behaviors. His class-wide interventions included "Caught Being Good" tickets, "explorer points" which depended on students' behavior during elective classes (physical education, art, and music) and "table points" which rewarded effective transitions from one activity to the next. Mr. F credited his undergraduate training for his intervention implementation and felt punitive interventions, like writing a misbehaving student's name on the board, to be counterproductive.

Mr. F's main concerns included his student on a behavioral contract (mentioned above), one student who had a tendency to shout-out answers during math instruction, and one student who was frequently off-task during quiet-reading time. After observation by the consultant, and teacher confirmation, it was decided that the focus would be on the student with difficulties during quiet reading time. The student would obtain a book and appear to be reading, but off-task behavior included looking at the book upside-down or holding it over his face so he could talk to nearby students, playing with figures in his desk, or making faces at nearby peers, both in

and out of the teacher's view. Baseline data was collected by the consultant using partial-interval recording; off-task behaviors were recorded every 30 seconds throughout 25 minutes of the quiet reading period.

The consultant and teacher agreed on a self-management program with a before, during, and after task setup where the student has to circle yes or no for various questions (Dalton, Martella, & Marchand-Martella, 1999). Self-management systems help students benefit by introducing them to self-awareness and managing their own behavior; behavioral awareness has been linked to enhanced student independence and self-reliance (Rathvon, 2008). Such cognitive processes help ensure that newly obtained skills will transfer to other settings and situations.

Introducing the intervention consisted of the teacher informing the student that he had been nominated for something special during quiet reading, showing him a triple tell timer with a predetermined interval, explaining its function and the rules of its use (e.g., it's not a toy), and providing him with a class checklist. Throughout the first day of intervention, the consultant guided the student through the process of completing the class checklist (i.e., circling whether he was on-task or off-task). The first day was the only day the student received assistance, as it was the only day the student demonstrated needing it; no guidance was provided for the remainder of the intervention. During the intervention phase, the student's checklists were collected and served as a permanent product of data. The daily treatment integrity steps included the

following: hand student the timer and checklist, walk over to student once during the 25 minute session to ensure child did not circle yes all at once at the very end, and award reinforcement immediately if child earned it. The reinforcement consisted of two individual candies, which were chosen by the student via a reinforcer menu.

The intervention data differed from the baseline data in that baseline was recorded by the trained consultant using partial-interval recording whereas the intervention data was self-reported by the student and taken at a much larger interval. Mr. F was instructed to scan the checklist at least once during the session to ensure the child's responses were accurate to his knowledge. For Mr. F's treatment integrity, the number of steps adhered to was divided by the total number of possible steps. Mr. F scored 100% on two separate treatment integrity checks executed by a separate research team member (Appendix B). Mr. F reported needing to pay less attention to the student during quiet reading time for off-task behaviors.

Case Reflection: Consultants
The differences found between the two teachers' treatment integrity levels (28% difference), led the consultants to consider potential reasons for these differences: what was it about these two teachers, the interventions themselves, or the differences in the consultants and consultation process, that made the treatment integrity differ? Aspects to consider, per consultation literature, include teachers' prior training regarding interventions, natural teaching style

(structured versus unstructured), approach to or belief in the consultative relationship, number of steps in the intervention, and teacher perception of the intervention. For example, Mr. F's formal education included more coursework in intervention implementation and intervention utility than the veteran teacher's coursework. Also, Mr. F's teaching style and classroom environment was more structured, whereas Mr. B preferred a loose environment where students had more input in their learning.

Perceived Barriers to Implementation

In addition to individual teacher characteristics, perceived barriers to implementing an intervention can affect treatment integrity (Lane, Beebe-Frankenberger, Lambros, & Pierson, 2001). The 11 teachers that participated in the consultation projects with the school psychology graduate students (including Mr. B and Mr. F) met with a university faculty member to reflect on their experience with the consultation process and implementing interventions. They offered their feedback as to what they perceived to be the most difficult components of the consultation and intervention implementation processes (Table 1). The teachers also provided suggestions for how their experience with the consultation process might have been improved (see Table 2). Teachers in the current study preferred having more time to look through interventions, more time to meet with other teachers to discuss logistics, more options on ways to collect student data, and for the consultants to incorporate the teacher's knowledge of both the student and classroom

structure into the treatment plan.

Table 1

Teacher Perceived Barriers to the Consultation Process and Intervention Implementation

Themes		
Time	**Understanding the Intervention Process**	**External Variables (beyond teacher control)**
The consultation process took a very long time (i.e., too many meetings)	Defining the problem in measurable, observable, and specific terms	Several changes to the regular schedule (due to the time of year, Spring) affected the ability to be consistent
Having too many requirements (e.g., collect data) which took a very long time and felt overwhelming	Graphing data; lacking a consistent, meaningful method for documenting interventions	Lack of adequate parental support
Consistently finding and making time to gather progress monitoring data	Presenting data; lack of understanding of how to present the data (e.g., to show meaningful changes)	
Finding time to work one-on-one with students	Understanding implementation rigidity (e.g., if modifications can be made)	
Finding time to administer benchmarking probes	Ability (or non-ability) to adjust intervention when it is not working	
Implementing multiple interventions at once	Knowing how and when to stop intervention (i.e., due to lack of progress)	

Implications for Practice

Based on these case studies and feedback from teachers regarding the consultation experience, several suggestions for the consultant for overcoming these challenges exist. First, consider the self-efficacy of the teacher who will be implementing the interventions. Ideally, the teacher would demonstrate (or report) high self-efficacy for implementing an intervention, which may lead to high treatment integrity. It is worthwhile to spend time, early in the consultation relationship, asking the teacher about his strengths and successes with prior interventions.

Table 2

Teacher Suggestions for Improving Their Consultation Experience

Themes	
Training/Preparation Time	**Guidance**
Compile a binder of interventions and have it accessible to all teachers	Engage in multiple observations to help target the student needs and narrow the focus for intervention
Provide teachers with time to look through intervention manuals, books, scripts, etc. prior to selecting an intervention	Ensure that the teacher's knowledge of the student and classroom structure is incorporated into the intervention plan
Provide teachers with time to meet with other teachers to discuss intervention successes, questions, etc.	
Provide additional methods for data collection	
Provide more guidance on what to do with the data (e.g., how to use the data to make decisions)	

Second, it is recommended that the consultant ensure a partnership-based model of consultation. Interventions designed and implemented in partnership with consultees may result in higher levels of integrity (Kelleher, Riley-Tillman, & Power 2008). Riley-Tillman and Chafouleas (2003) suggest that consultees are more likely to implement an intervention that is similar to their current practice than one that is entirely new or different, which would require a greater amount of change. Indeed, teachers preferred when their consultant incorporated the teacher's knowledge of the student and the classroom structure into the plan.

Third, the consultant may need to address consultee concerns about the effectiveness of the intervention and the process of modifying an intervention in progress. If a consultee expresses concern about the effectiveness of the intervention, the consultant should validate the teacher's concern. Teachers come to the consultation relationship with their

own set of expertise, which should be respected and considered. Subsequently, the consultant should emphasize that interventions must be implemented consistently, over time, in order to give adequate time for the effects of the intervention to be observed. If, after adequate time, progress has not been made, the teacher and consultant should revisit the intervention and consider modifications or different options. Sprick and Booher (2006) state interventions should be tried for a period of two weeks, at minimum, before modification.

Fourth, consultants should consider the issue of unstructured versus structured classroom teaching styles. Because consultants should respect each teacher's individual style of teaching, interventions should be selected or created in such a way that is consistent with particular styles. For example, the intervention utilized in Mr. B's unstructured classroom was designed such that he was only required to tally the occurrences of off-task behaviors. He did not have to engage in complicated data collection, because this would have been unrealistic. On the other hand, a more demanding data collection method could have been incorporated into Mr. F's regimented schedule because he was able to easily integrate expected tasks into his already systematic schedule. Consultants should be sure to incorporate their consultee's style into the intervention steps. In effect, this can encourage treatment integrity.

The fifth recommendation is based on feedback from the teachers of the current

study. Time is a precious commodity within the fields of education and school psychology, and the teachers suggested that it would have been beneficial if they had more time to look over intervention manuals, scripts, etc. This suggests that although time can be a barrier to implementing interventions, time spent on activities valuable to the consultee can be seen as enhancing the consultative relationship and improving the chances of increased treatment integrity. For some teachers, the consultation and intervention process may be intimidating. If a consultant comes into the classroom with an inadequate or unorganized plan of intervention, the teacher may be even more distressed from the start. Consultants should, after considering the teacher's ecological classroom environment, come to the teacher with an organized, agreed-upon plan. This plan should include all necessary materials, an intervention script, research supporting the intervention, and all forms needed to collect data. In some cases, it may even be necessary to spend time instructing the teachers how to chart data in a computer spreadsheet. Consultants should be sure to come to the environment prepared, while keeping in mind the partnership-based approach to the consultation relationship.

Conclusion

We reviewed two case studies that had different levels of treatment integrity. In reflection upon the differences between the cases, consultee characteristics that likely contributed to treatment integrity (or lack thereof) were discovered. Teacher characteristics that likely contributed to the

level of treatment integrity within these cases included prior intervention training, teaching style, approach to consultation, and perception of the intervention. Additionally, all teachers who were involved in the project described barriers to intervention implementation that may also have impacted treatment integrity. Consultants must be flexible when working with teachers. When defining and clarifying the referral, consultants must take into accounts the teacher's attitudes towards consultation, the dynamic of the classroom environment, the teacher's expertise and knowledge of the student and classroom environment, and be able to provide multiple interventions with a treatment integrity system that works for all parties involved.

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Appendices

Appendix A
Mr. B Treatment Integrity Check Form

If implemented appropriately, please place a checkmark in the box.

Only MATH materials	8:30	8:40	8:50	9:00	9:10	9:20
Day 1 Check						
Day 2 Check						
Follow 1st direction	Direction #1	Direction #2	Direction #3	Direction #4	Direction #5	Direction #6
Day 1 Check						
Day 2 Check						

How many tallies did Mr. B announce?

_____ out of _____ tallies awarded on Day 1 check

_____ out of _____ tallies awarded on Day 2 check

Did Mr. B appropriately award (or not award) chance to open envelope?

Day 1 check ____ yes _____ no

Day 2 check ____ yes _____ no

Was a tangible reward, if applicable, given immediately?

Day 1 check ____ yes ____ no

Day 2 check ____ yes ____ no

Appendix B
Mr. F Treatment Integrity Check Form

If implemented appropriately, please place a checkmark in the box.

	Yes	No
1. Teacher hands student checklist and timer	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____
2. Over period, teacher checks in with student at least once to verify involvement	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____
3. At period's end, teacher collects checklist	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____
4. Teacher immediately reviews behavior with student	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____
5. Teacher scores checklist	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____
6. Teacher gives reinforcer (if applicable)	Day 1 check ____ Day 2 check ____	Day 1 check ____ Day 2 check ____

The 2014 Research Award Recipient

Each year graduate students in school psychology and related fields are invited to submit their original research manuscripts to *FSPP* for publication consideration. These manuscripts then undergo a review process, and those with particular merit are accepted for publication. Those manuscripts that are published each year are then considered for receipt of the annual Research Award and a $250 cash prize.

Winners are selected by a committee of five members of the SASP Executive Board, who evaluate the manuscripts on six criteria:

1. Potential contribution to the well-being of children, including addressing issues of diversity
2. Novel contributions
3. Overall quality, including adherence to FSTP guidelines
4. Quality and fit of research design
5. Practical applicability for school psychologists
6. Alignment with D16's mission

It is our pleasure to announce that this year's Research Award Winner is *Rachel Stein* (UCSB), the author of *An Exploration of Gender Conformity and Bullying with Implications for Lesbian, Gay, and Bisexual Youth*, which was published in our Spring 2014 Issue.

Rachel Stein is a fourth year student in the Counseling, Clinical, and School Psychology Program at the University of California, Santa Barbara. Her research interests include the social-emotional well being of children at both the individual and systems levels. This includes research related to bullying, school retention, and social-emotional screening. Previous and ongoing projects have included looking at bullying participation, the Promoting Positive Peer Relationships anti-bullying program, and the Check, Connect, and Respect high school mentorship program.

Manuscript Abstract: Literature has suggested a high prevalence of peer victimization for lesbian, gay, and bisexual (LGB) students motivated by either their real or perceived sexual identity. In the present study, gender conformity, a more outward expression that is sometimes interpreted as an indication of sexual identity, was examined to look at its relation to bullying participant roles (bully, victim, defender and outsider). A series of binary logistic regression analyses determined that the gender conformity measure in the current study was not able to predict bullying participant roles in most instances. However, school connectedness was protective against victimization, especially for girls. This exploratory study suggests that further research needs to examine the complex correlates of

Diversity Mentor Program: Spotlight

Tiffany Phillips, Howard University
Prepared by Isoken Adodo, *Diversity Affairs Chair*

Tiffany Phillips is a third- year doctoral student in the School Psychology program at Howard University and has interest in applied behavior analysis and working with students who have severe behavioral and intellectual disabilities, as well as the classroom environments of special education classrooms. Dr. Tamika La Salle is an Assistant Professor at the University of Connecticut and Research Scientists for the Collaborative for Strategic Education Reform. Her research interests focus on culturally responsive education practices, school climate and the interrelationships cultural and ecological variables including the community, family, and school on student outcomes. Dr. La Salle also serves as a committee member on the National Association of School Psychology Minority Scholarship Board supporting recipients in their career development. Here Tiffany shares some of her experiences as a mentee in the SASP Diversity Mentor Program.

What have you enjoyed most about the mentor/mentee experience?
What I enjoy most about the mentor/mentee experience is building a connection with someone who has already gone through the challenges of being in a doctoral program. It was refreshing to hear the words of encouragement that my mentor offered me.

What is one thing you have learned from your time with your mentor?
One thing that I learned from my time with my mentor was the importance of a role model. Upon graduation, I will be the first person in my family to complete at Ph.D. When school gets challenging, there isn't anyone in my immediate family that can understand the stresses and time commitment seeking this degree takes. However, when I was paired with Dr. La Salle, she listened, gave guidance and support. I was paired with Dr. La Salle during the beginning years of my program, I was new to school psychology and graduate degrees in general, so there was a lot of anxiety that came along with that. However, she ensured me that it was doable and I was headed in the right direction. It was refreshing to be able to have someone out of my immediate circle that understands exactly what I was going through was a weight off my shoulder. Something as simple as visiting me while I was volunteering during NASP was greatly appreciated and showed me the generousness in her character.

What topics with regard to diversity have you discussed with your mentor?
Ironically, the topics that we spoke most about were focused on career path decisions. We talked about licensure, different state requirements, what it looks like to practice in different states, program experiences, research interests and how to successful matriculate through a doctoral program.

Lessons From the Field
Tracking and Managing Student Reflection on their Behavior: Lessons from a Collaborative Effort to Modernize the "Thinksheet"

Charlene Mangi and Allison McFarland
University of California, Santa Barbara

In classrooms and schools across the country, many teachers and administrators employ a behavioral consequence frequently known as the "Thinksheet"- a form or worksheet that students complete after misbehaving, that is designed with the purpose of promoting student reflection on their behavior, and to consider better choices in the future. However, there is limited research around the effectiveness of this kind of tool. This collaboration between a special education teacher, a general education teacher, and two school psychology graduate students at an elementary school sought to rethink the thinksheet model, collect and analyze more data about the effectiveness of this intervention, and to understand more about what students say when given the opportunity to reflect on their own behavior.

This project was designed to capitalize on the systems and procedures already in place within the classroom and school, while adding additional opportunities for students to understand and reflect on their behavior, and for the teacher to understand and analyze her classroom management using data. As school psychology graduate students, we worked collaboratively with a school-based team to create a simple tool that had ripple effects on one teacher's data collection and understanding of her students, in terms of their behavior and her classroom management.

Purpose and Background

The importance of research on effective classroom management strategies and tools cannot be understated. In recent years, the increased focus on standardized tests and academics has limited teachers' ability to focus on non-cognitive abilities, such as classroom management and their students' social and emotional needs (James R. Squire Office of Policy Research, 2014). In addition, teacher preparation programs are spending less time primarily focusing on developing new teachers' classroom management skills. A 2014 study by the National Council on Teacher Quality (Greenberg, 2014) examined a sample of 122 teacher preparation programs, identifying some distressing trends in how teachers are taught to manage classrooms. Whereas most teacher preparation programs do cover classroom management, "instruction and practice on classroom management strategies are often scattered throughout the curriculum, rarely receiving the connected and concentrated focus they deserve." This results in incoherence in what teacher candidates learn and what they have adequate experience practicing in actual classroom settings by the time they enter the workforce. According to a 2006 survey of Pre-K through 12th grade teachers conducted by the American Psychological Association, teachers identified "help with classroom management" as a top

need (Coalition for Psychology in Schools and Education, 2006).

Failures in classroom management are not just influential on individual students' behavioral outcomes. Obviously, a student who is repeatedly off task and/or misbehaving will often learn less of the material being taught; however, these behaviors can also be distracting to classmates resulting in widespread declines in academic performance. Thus, classroom management is often viewed as a prerequisite for effective learning environments (Emmer and Stough, 2010). In addition, current methods for tracking student behaviors tend to be low-tech, commonly requiring filling out paper forms or moving clothespins that document behavior problems in the moment but don't allow for systematic evaluation of data trends over time. These shortcomings of traditional methods have contributed to increased interests in higher-tech classroom management systems, such as ClassDojo, an app that allows easy tracking and communication about classroom behavior (www.classdojo.com).

The Current Project

Our team of researchers and teachers developed an online student behavior tracking and reflection tool with several goals in mind. First, we attempted to design a form that would provide students with a set of natural and easily interpretable questions guiding them through a process of reflecting on the causes and consequences of disruptive behaviors. Second, we designed a relatively simple process for teachers to track these data

online and in real time so that data could be more easily used to inform decisions about individual student responses and also provide greater feedback on broader classroom management procedures that the teacher is implementing. The electronic format provides the teacher with easy to access, clear data about the students' disruptive behavior, allowing him/her to look for patterns, discuss specific responses with students and/or shift management practices to better meet students' needs. The system also tracks the frequency of student reflections over time, allowing it for use within tier 2 behavioral intervention progress monitoring systems. In this article, the process we used for behavior reflections and preliminary results will be shared.

Procedures and Results for the Project

The online form that was created asked students to report: (a) the emotion they were feeling right before they misbehaved, (b) how they misbehaved, (c) why they misbehaved, and (d) what they would do differently next time. The form and the questions on it were created through collaboration and input from the special education teacher and the general education teacher who would be implementing the form. The form was originally based on the Thinksheet already in use at the school, with a greater emphasis put on the feelings the students were experiencing. The form and the procedures for completing it were discussed during the first week of school and all of these materials were accessible on the computers in the students' regular classroom. Students were instructed that if they received three

warnings in class for being disruptive on a single day, they would be sent to the computer to complete the form following the third warning. The screenshots of the form used are pictured below:

Figure 1. Screenshots of the behavior reflection form used in this project, created with Google forms.

After completing the form, students were instructed to return to regular classroom activities. Often, the teacher would check the record of the form, add her own notes, and speak to the student briefly if needed. If a student completed three or more reflection forms in a week, or four in two weeks, they met with a mentor for 15-20 minutes to discuss their behavior and identify replacement behaviors. The mentors were graduate student volunteers. These conversations were documented in a separate online form and shared with the classroom teacher. The process for using the form is summarized in the chart below:
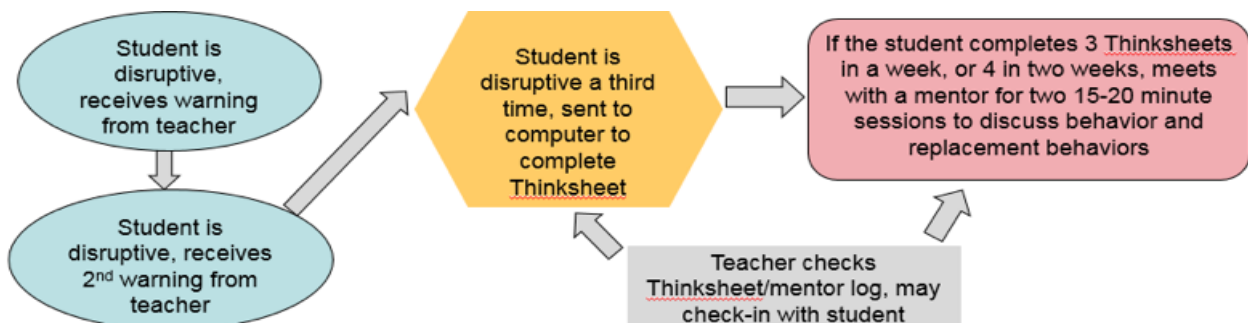

Figure 2. Thinksheet process in the classroom.

Evaluation

A total of 182 Thinksheets were completed. It appears that there were general increases in the number of Thinksheets completed over the year. More research is needed to understand why this is occurring and what student, teacher or environmental factors could contribute to this trend. Out of the 182 total Thinksheets, 137 were completed by six students, who repeatedly exhibited disruptive behavior. This data was shared with the teacher at regular intervals, to help her identify high need students who repeatedly completed Thinksheets. In turn, the teacher shared this information with parents of high-frequency students.

These data confirmed something many teachers know intuitively- much of the disruptive behavior in a class comes from a few students. This data makes the case for targeting these students with Tier 2 or 3 behavior interventions. Tier 2 interventions implemented for these students included: the opportunity to reflect on behavior with a mentor, SST meetings, parent conferences, and behavior plans for students with IEPs in this group. Additionally, Tier 3 interventions discussed for these students included special education assessment or more intensive counseling.

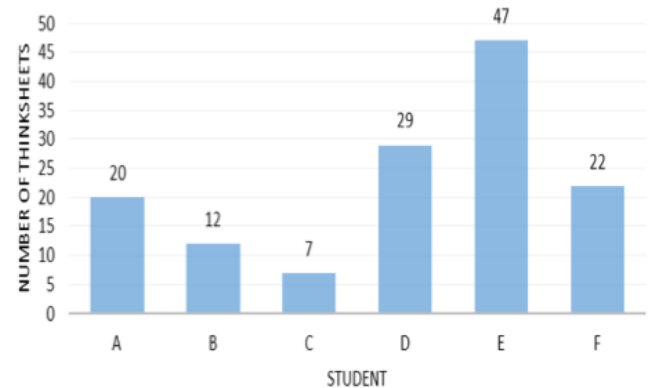*Figure 3.* Total number of Thinksheet forms completed in the pilot class by month.

Figure 4. Total number of Thinksheet forms completed by "high-frequency" students.

These six students, who accounted for most of the Thinksheets, also varied throughout the year. However, their disruptive behaviors tended to rise and fall together. This suggests that students' disruptive behavior may influence other students, or that other global factors, such as the teacher,

time of year, or events going on within the school may impact many students all at once.

The experience of using the reflection process was evaluated by conducting in-depth interviews with the pilot teacher, as well as a control teacher who teaches in the same grade at the same school. We evaluated the teachers' perceptions of their classroom management system and whether it provides them with useful data. Preliminary results show that the teacher using the online system finds it effective and efficient for collecting and keeping track of students' behavioral and social-emotional data, and that she has been able to effectively integrate this process into her classroom management system.

A summary of qualitative interview results is presented below.

1. How long have you been a teacher?

Control	Pilot
9	1

2. How would you describe your current classroom management system?

Control	Pilot
Uses standard school protocol	Uses an electronic adapted version of the standard school protocol
Has a strong relationship and connection with her students which helps her	Uses the electronic Thinksheet to facilitate conversations
Struggles with the management of the data associated with her system.	Uses and manages the data from behavior in electronic tool
"Classroom management has been something that I've always struggled with"	"Students respond well to doing the Thinksheet on the computer, they see they are not getting in trouble, that they need to take a break and a breath"

The control teacher's management seemed to be based largely on the relationships she has with students and frequent communication with parents, while the
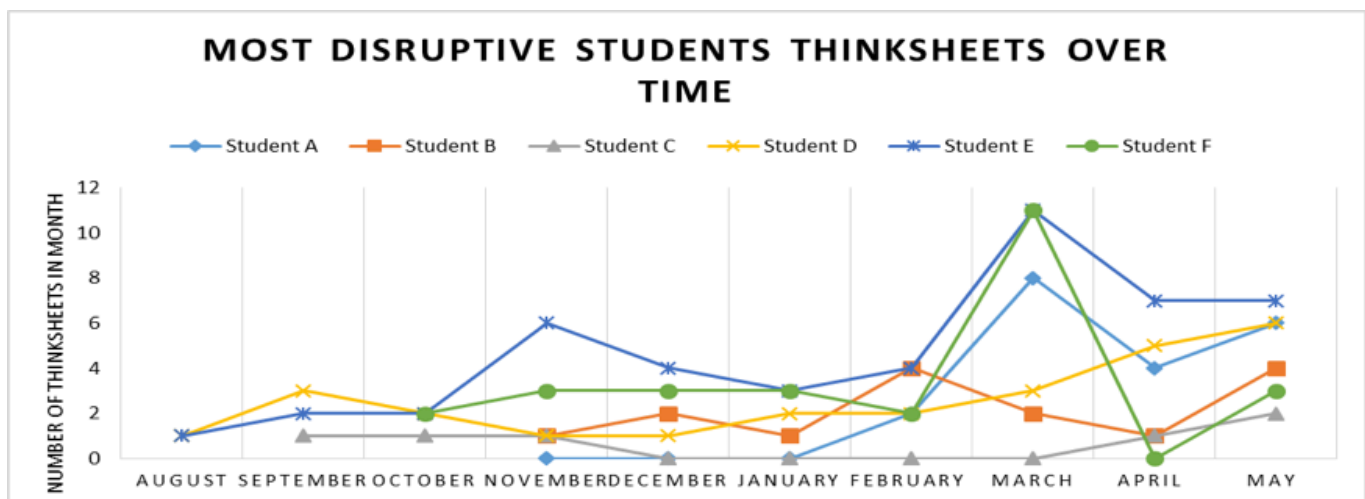

Figure 5. "High-frequency" students over time.

pilot teacher's management system seems based in data, which helps her communicate with students and parents.

3. What types of disruptive behavior do you see in your classroom most frequently?

Control	Pilot
Lots of talking and chatting, not settling down	Calling out and talking while I'm talking
This is a very talkative group, last year had an easy set of kids	I'm really young, hard to look at me as an authority figure, not very strict

Both teachers identified talking and calling out as the most frequent and disruptive behaviors. Both indicated that individual characteristics of this groups of students as a potential reason for these behaviors, but the pilot teacher also indicated that her lack of experience may contribute to the behaviors.

4. How much training or professional development have you received specifically about classroom management? (Through teacher prep program or in PD after)

Control	Pilot
Limited professional development in the area of classroom management, has had to seek out additional trainings and opportunities	More courses on classroom management in credential training program, most training and support has been student focused

Summary and Conclusions

Through this collaboration, the general

education teacher was able to identify patterns in disruptive behavior in her classroom, as well as gain some insight as to why students were acting out in her class. The electronic format facilitated a greater use of data, which allowed the team to identify "high-frequency" students who needed Tier 2 and 3 interventions. The online project was also an effective way for mentors and teachers to communicate about the replacement behaviors discussed during a mentoring session.

This pilot study by nature has certain limitations, such as a small sample size that might lack generalization to a larger population. Another limitation is that there was a lack of formal behavioral data collected from the control classroom. Due to this limitation, we were not able to compare the behavior of students in the control and pilot classrooms. Additionally, the amount of experience between the control and pilot teachers differed greatly, which makes it difficult to compare the responses from the teacher interviews.

This online system is a reasonable tool for use in schools because it is simple for students to use and many classrooms have internet access. The system aids in classroom data collection, as it allows teachers to use the behavioral data to facilitate conversations with parents and students. The system also helps teachers track behavior over time and find areas that need to be targeted for intervention.

The findings from this current pilot study demonstrated that this online tool proved to be a promising addition to existing classroom management systems. Researchers should continue to investigate the use of online classroom management systems and mentoring programs.

As early career school psychologists, we were pleased to see that when we provided a teacher with a simple, easy to use tool that directly addressed a previously identified need, she was willing to try out a new procedure, and innovate along with us. We emphasized the collaborative nature of this project by meeting regularly to adjust the Thinksheet and process as needed, which we believe was the key to successful implementation. Simply by converting a paper tool that was easy to use but had little actual impact into an online form, we increased the amount of meaningful data collected in a classroom, as well as a teacher's awareness of the needs and motivations of her own students. This year, the pilot teacher is still using the tool, and has evangelized its use to other teachers and classrooms.

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Cultural Immersion Program
Quito, Ecuador

FSPP is excited to share some information on the Ecuador Professional Preparation Program for psychology and education professionals with our readers.

Dr. Tara Raines, Co-Founder and Program Coordinator writes:

I am pleased to announce that this will be the 8th consecutive summer (June-July 2015) of our cultural immersion programs in Quito, Ecuador. Our programs (1-month experience and 2-week experience) are geared towards graduate students in all areas of psychology and education, as well as practitioners and educational professionals who wish to:

- Acquire or reacquire knowledge and skills associated with Spanish
- Gain confidence in its use
- Acquire knowledge of a Hispanic culture
- Acquire knowledge of psychological and educational practices in Ecuador, and
- Acquire a personal understanding of Ecuador

Briefly, participants have the opportunity to:

- Live with a traditional host family and participate in all daily activities
- Participate in 1:1 Spanish Instruction (3 hours daily)
- Work daily at a mental health

clinic, orphanage, community outreach center, or educational setting
- Develop a presentation and project that addresses the needs of each work site
- Receive daily individual supervision
- Participate in weekly group supervision on topics pertinent to their work and professional interests
- Attend weekly guest lectures by local and national leaders in the fields of education, psychology, and neuroscience, and
- Visit indigenous markets and monuments, tour historical centers, and places of interest in Quito and Ecuador

We are currently updating our website, but you may reference it for some information: www.EcuadorPPP. com. Here, folks may learn more about the nature of our program, read testimonials, and view photo albums.

We would welcome the opportunity to speak with you more in depth. As you can see, we are really passionate about grass-roots work in Ecuador.

Be well,

Tara

Book Review
Mindset: The New Psychology of Success by Carol Dweck
Reviewed by Lauren Meier, MA, Santa Barbara Unified School District

Each issue we bring you a review of a recommended book for students in the field of school psychology. In this issue, Lauren Meier, MA, discusses the following book:

Dweck, C. (2006). *Mindset: The new psychology of success.* **United States: Carol S. Dweck Ph.D.**

What topic is addressed in this book?
In Mindset, Dweck explores how our approach to goal attainment, rather than just our innate talents or abilities help individuals achieve success. The information and perspectives shared apply not only to the reader for themselves, but also for the students and staff with whom they will work.

What important information, finding, or perspective did you gain from reading this book?
The idea that a "fixed" or "growth" mindset can have direct impacts on outcomes, both for oneself or for our students, directly relates to successes or failures gives the reader immediately actionable information. In addition, there suggestions about how to apply this information to a business setting, to personal relationships, and for parents, coaches and teachers.

Why is this book important for our field and why is it important for graduate students in school psychology to read it?
Focusing on outcomes, and the work done to get to them, rather than focusing on innate ability or intelligence is essential to graduate students entering the field. Belief in a growth mindset aligns with a strengths based approach to the work of a school psychologist, and can help and shape positive conversations with teachers and parents during collaborations even for struggling students.

About the Reviewer:
Lauren Meier is currently employed as a special education administrator in the Santa Barbara Unified School District. Ms. Meier received her M.A. in School Psychology from Alliant International University in 2004. Since then she has worked as a school psychologist in over 5 school districts, across three counties in Southern California. In addition, Ms. Meier became a Board Certified Behavior Analyst in 2011. When not working, Ms. Meier enjoys reading, cooking and running.

Student Affiliates in School Psychology (SASP)
School Psychology:
From Science to Practice to Policy

CALL FOR SUBMISSIONS

Manuscript submissions are now being accepted for the Summer 2015 and beyond issues of *School Psychology: From Science to Practice to Policy (FSPP)*, the quarterly publication of the American Psychological Association Division 16's Student Affiliates in School Psychology (SASP). *FSPP* includes 8 sections for which manuscripts are accepted: *Scholarship, Research Reviews, Lessons From the Field, Forum, Chapter Spotlight, Commentary, Perspectives,* and *Book Reviews.* **SASP will be awarding a $250 cash prize for the most outstanding student research manuscript accepted for publication in any 2015 issue of *FSPP*.**

Please review the Manuscript Submission Guidelines at: www.apa.org/divisions/div16/sasp for more information about each of these sections.

Please submit all manuscripts and/or questions to
Ashley Mayworm, Editor, via email at **ashley.mayworm@gmail.com**.

Summer 2015 ISSUE SUBMISSION

DEADLINE: June 15th, 2015

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Division 16 membership activities, benefits, and services include:

- Engaging 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.
- Receiving cutting edge publications such as School Psychology Quarterly, the Division's APA journal and the high quality peer-reviewed newsletter The School Psychologist.
- Networking with colleagues and leaders in the field who share your interest in School Psychology.
- Contributing 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.
- Joining the Division 16 listserv to keep up to date with current trends, professional opportunities, and the on-going dialogue on school psychology matters.
- Recognizing 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).
- Becoming involved in Division 16 governance. There are many opportunities to join committees and run for executive office in the Division.

Additional benefits for student (SASP) members include:
- Links to national and international leadership in school psychology and psychology as a whole.
- Student activities at national conferences (e.g., SASP Student Research Forum at the APA Convention)
- Resources and financial supports (e.g., Division 16/SASP Diversity Scholarships and the Student Research Forum Travel Awards).
- Information on current topics pertaining to school psychology and forums to build connections with other school psychology professionals (e.g., SASP listserv, Facebook page, and website).
- Opportunities to get involved in activities that will further strengthen this discipline in the future. Opportunities to disseminate research and to share ideas through the SASP publication, *School Psychology: From Science to Practice.*
- Connections to a national network of local SASP chapters as well as guidance in building a local SASP chapter at your institution.
- Mentoring opportunities (e.g., SASP's Diversity Mentoring Program) that create relationships between students and professionals in the field.
- Opportunities to become involved in SASP governance.