School Psychology:
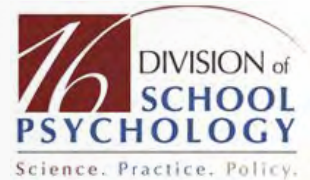# From Science to Practice

DIVISION of SCHOOL PSYCHOLOGY
Science. Practice. Policy.

Mark your Calendars: The SASP Student Research Forum at APA in Orlando

The Student Research Forum occurring at the 120th annual APA Convention, on August 2nd, 2012 in Orlando, FL, is designed specifically for school psychology graduate students and provides an opportunity to learn from and network with colleagues in the field. Before we go any further, you might be asking yourself, *"Wait, what happened to the SASP mini-convention?"* or *"What is the SASP Student Research Forum?"*, and the answer is they are the same thing. SASP has decided to give the "mini-convention" a facelift, which started with a name change to the more appropriate SASP Student Research Forum.

So what can you expect if you attend? Well for starters, the Student Research Forum will be a total of three-hour programming that will feature activities geared at providing students with opportunities and resources relevant to them as well as a chance to network with other Division 16 and SASP members. The forum will feature a keynote address given by Dr. Michael Furlong of the University of California Santa Barbara. Based on SASP member feedback, Dr. Furlong was chosen to provide a presentation on Positive Psychology and Strength-Based Assessment. Additionally, the forum will have student poster presentations where graduate students will display their work on topics such as Cyberbullying, Cognitive Behavioral Intervention for Trauma in Schools and Teen Dating Violence. You can also look forward to a presentation on applying for APPIC internships by Dr. Susan Swearer of the University of Nebraska-Lincoln and co-director of Nebraska Internship Consortium in Professional Psychology. Attendees will have the opportunity to network with members of Division 16 and SASP as well as your 2012 SASP Executive Board. Additionally, updates on SASP activities and presentation of this year's SASP Diversity Scholarship awards will take place. Last, but not least, refreshments will be provided!

Mark Your Calendars!

Thursday, August 2nd: SASP Forum Part I: 11-11:50AM
Building: Convention Center
Room Description: Room W303A (Level III)

Thursday, August 2nd: SASP Forum Part II: 1-2:50PM
Building: Convention Center
Room Description: Room W304H (Level III)

Ψ VOLUME 5, ISSUE 2

In this issue:

Message From the Board
Kaleigh Bantum
SASP President

Greetings SASP members!

Summer is here! We hope that everyone is taking some time for some much needed and certainly well-deserved rest and relaxation. With summer here, SASP felt it was important to reflect on what has been done so far this year. We are half way through our term as your Executive Board, and think it's a great time to reflect on the goals we've reached as well as the plans for the rest of the year.

Since beginning our term, our board has strived to improve the services we provide to our graduate student members. Some highlights include:

- A newly designed *From Science to Practice* newsletter
- An updated website that is integrated with the Division 16 website (we have our own "students" tab!)
- An updated Facebook page, another means of getting your latest SASP updates
- Monthly announcements sent via the SASP listserv

- The diversity mentorship program, which connects SASP members of diverse backgrounds with professionals in the field of school psychology
- Resources provided on our website that are being updated monthly
- Updated chapter membership applications
- Undergraduate student materials for students interested in learning more about school psychology as a potential career

These are just some of the goals our board has worked hard to achieve this year, and we hope we are meeting your expectations as SASP members. In the months to come, we hope to continue to provide updated services to our members. We will be updating our individual membership applications, continuing our involvement in the 2012 School Psychology Futures Conference, and improving our process for board elections, just to name a few.

2012 SASP President, Kaleigh Bantum

In the meantime, our board would like to extend a personal invitation to our members asking you all to join us at the SASP Student Research Forum at the APA Convention in Orlando. We have lots of great opportunities for students at this event, and encourage you all to attend! Information about the forum is included in this issue, but if you have any questions about the forum, or would like to provide feedback to the 2012 SASP executive board, please feel free to contact us at saspweb@gmail.com.

Meet the 2012 Diversity Scholarship Winners

Recently, SASP awarded the SASP Diversity Scholarship to two graduate students for the 2012-2013 academic year. The scholarship was established to support students from under-represented cultural backgrounds as they endeavor to succeed in the profession of school psychology. There were many highly qualified applicants this year. Among the applicants, one incoming and one advanced school psychology student was selected to receive a $1000 scholarship. Congratulations to the recipients!

Incoming Recipient:

Tamique Ridgard
School Psychology Doctoral Student
School Psychology Program
Lehigh University

Ms. Rigard received her Bachelor of Science in psychology from Yale University. During her undergraduate career, she worked in the Social Cognitive Development lab where she developed her interest in how race and class affect student outcomes.

In the fall, she will be entering her second year of the school psychology doctoral program at Lehigh University.

This past year she worked as a graduate assistant at the Center for Adolescent Research In Schools. As a classroom facilitator she trained school personnel to use intervention strategies in order to help improve the academic success of at-risk students with Emotional Behavioral Disorders.

Next year, she will begin studying with Lehigh's Leadership Training project in Pediatric School Psychology sponsored by the US Department of Education. Her general interests include developing early interventions for minority children from economically disadvantaged communities to improve their academic success, as well as mental and physical well-being.

Advanced Recipient:

Leslie R. Jenkins, M.S.
School Psychology Doctoral Candidate
Department of Counseling &
Educational Psychology
Indiana University

Ms. Jenkins is a rising fifth-year doctoral student at Indiana University. Currently, she is working on her dissertation, which examines cognitive-motivational variables as related to achievement in secondary students with specific learning disabilities.

For the past year, Ms. Jenkins has worked as the Assistant Director for the Institute for Child Study, supporting the development of an RTI problem solving model, as well as supervising graduate students delivering academic interventions within rural populations. In addition, she completed a pediatric school psychology practicum conducting assessments, therapy, and parenting workshops in urban and rural areas.

Ms. Jenkins will be completing her predoctoral internship within the Illinois School Psychology Internship Consortium, beginning in August 2012. She plans to pursue her interests related to positive parenting and literacy promotion in racially and economically diverse communities.

"Ask SASP"

Question # 1:

I am the SASP President [of my local SASP chapter]. My [executive] board and I are about to turn over our positions to the first year students. I was just wondering [about] the protocol for turning over positions. Does the [executive] board vote or do students in the chapter vote? Any feedback would be greatly appreciated!

From Kristen Girard, SASP Executive Board Communications Liaison:

Thanks for your question! The national SASP Executive Board does not outline any specific election procedures. Your decision may be determined based on whether your chapter has a charter or constitution. This document might include election procedures. If it doesn't, it might be helpful to start one or amend your constitution to include this information. My SASP chapter at Michigan State University asks for nominations and self-nominations and then we create a survey monkey election poll that gets sent to all current members. We have very clear guidelines about when elections should take place, when nominations must be submitted, and how long election polls are open in our chapter's constitution. It's really up to your chapter! Good luck!

Question # 2:

How do the academic assessment tools differ from one country to another? Are most tests used by schools internationally? Are additional training required for a school psychologist trained in the United State in order to transfer their skills to schools world- wide?

From Jacquie Brown, SASP Executive Board Membership Chair:

This is a great question. Although I cannot speak directly for other countries, I can tell you that Canada uses the same assessment measures as the United States, with some assessments having Canadian norms. Some other tests that just have American norms are also used, but the fact that the norms are American are acknowledged.

A quick Google search lead me to find that the Woodcock-Johnson (WJ III), the Wechsler Individual Achievement Test Second Edition (WIAT II), and the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) also have an Australian Adaptation WJ III, WISC IV, WIAT II. Furthermore, there is also a WISC-IV UK edition and WIAT II UK Edition. So, it appears that many countries use similar assessments (at least cognitive and achievement measures). Many other assessments (e.g, the Differential Ability Scales–Second Edition (DAS-II)) are also used in Canada, and may likely be used in other countries as well. Of course, when adaptations are made, there may be changes on some of the questions or acceptable answers based on cultural differences, traditions, and the history of a specific country. This would probably be most likely on some of the subtests that measure verbal/crystallized intelligence.

It may be worthwhile to look into what is used in a specific country by doing a web search (e.g., WISC-IV and Australia). Best of luck!

A Year in Review:
Experiences of First Year School Psychology Students
Paige Mission
Student Interest Liaison

Current SASP Executive Board Student Interest Liaison, Paige Mission, interviewed three students who recently completed his/her first year as a school psychology graduate student. Student A attends a mid-size private university in the northeast. Student B attends a large public university in the Midwest. Student C attends another mid-size private university in the northeast. Each student shared responses to inquiries about his/her experience as a new student in the field. (Please note that these are responses from three students and may not be indicative of the experiences of others. Likewise, the opinions expressed by students interviewed do not necessarily reflect the opinions of SASP Executive Board Members.)

1. What did you enjoy about your first year?

A: Becoming engaged in the material and culture of school psychology; meeting others that share my interests

B: I loved getting to know my cohort, learning more about school [psychology] and gaining some experience working with students and teachers!

C: Having the opportunity to conduct research and attend conferences

2. What was more challenging?

A: Adjusting to the workload

B: Learning how to manage my time efficiently. You don't get a lot of reminders about when things are due and when you need to start working on long-term projects. Planning ahead was essential!

C: Statistics

3. What surprised you?

A: The relaxed pace and environment

B: The amount of reading! Especially first quarter, the readings were difficult to balance when we had so much other work as well.

C: What surprised me the most was the amount of career opportunities available outside of the school setting.

4. Have the reasons for choosing your graduate program changed? If so, what were they when you were applying and what are they now for remaining in the program?

A: I wanted a school in [a particular location] with a good reputation. I still care about a school with a good reputation, but not so much being in [a particular location], due to dearth of paid internship opportunities.

C: [No, my] reasons have stayed the same.

5. What experiences were you able to have in your first year? Were you able to gain any research experience? What practicum experiences did you have?

A: I learned a good amount about research and [conducting literature] reviews working with my advisor/mentor. I enjoyed the content that I was researching, but often found it challenging to know what to focus on in my [literature] reviews.

B: [I] shadowed a practicing school psychologist during Fall quarter; observed several IEP, IAT, MFE meetings as well as

assessment administration and an in-service led by my school psychologist for the teachers at his school. [I also] worked with a teacher to develop a behavioral intervention for a student in an urban public middle school. This was a great experience, and definitely helped me develop my skills as a consultant. Fortunately, I was able to gain research experience this year. I began working with my advisor on a research project over the summer and that work continued through this year. It was challenging at times (I had no idea what was involved in writing up an IRB!) but I am grateful that I had the experience and definitely learned a lot. I would encourage all first years to try to get involved in research if it is something they are interested in!

C: I attended the NASP conference in Philadelphia. I conducted a research study in an area of developmental disabilities, and I am currently conducting an international study for the APA conference. We do not start practicum [until our] 2nd year.

6. Did you receive funding for your first year?

A: Yes
B: I did not receive any funding for my first year.
C: Yes

7. Did you pursue any employment opportunities?

A: Yes, I worked as a [graduate assistant], in addition to a research assistant…

B: I worked a couple of part-time jobs. During the winter, things were pretty hectic with a full course-load and two part-time jobs. However, as the year progressed, I became better at managing my time and balancing all of my responsibilities.

C: Yes

8. How would you describe your relationship with your advisor?

A: Positive; established; we are very communicative about my evolving research interests, and I feel comfortable going to her with any questions.

B: I feel comfortable approaching my advisor with questions and concerns. We have had several discussions already about what I need to do in order to achieve the career goals that I have set for myself. I would definitely describe her as a mentor – she really has done a great job of helping to guide me through graduate school. I have a lot of respect for her and am thankful for the knowledge and guidance that she has provided to me.

C: Very good

9. Did you have a student mentor? Did you find this relationship helpful? What went well? What would have improved this experience?

A: Yes. I think it helped to just get a grasp of what the program is like. She warned me of milestones. I think there should be a set time to meet with student mentors, as meeting was not required and as a result many did not take advantage of it.

B: Our program set-up a student-mentoring program this year. I found this relationship to be immensely helpful. I have a lot in common with my student mentor, and she was absolutely critical in surviving my first year of graduate school. She was great about sharing resources and pointing me in the direction of things that she thought I might be interested in.
C: We do not have a direct student mentor, however the students in the later years of the program have been extremely helpful in offering advice and assistance so far.

10. What was/were your favorite class(es) in your first year?

A: Experimental Design
B: Cultural Diversity; Social-Emotional Assessment; Counseling Children; School-Based Consultation; Introduction to Exceptional Children
C: Psycho-educational Assessment

11. What was your least favorite class?

A: Evaluation
B: Applied Behavior Analysis
C: Statistics

12. Did you learn anything related to social justice? If so, what? And how did your program expose you to such issues?

A: I was exposed to the issue of lack of minority school psychologists, in addition to the need for bilingual school psychologists or more empathy for the issues minorities face.

B: Yes, our program has a strong emphasis on issues related to social justice. We take a Cultural Diversity class in the first quarter of our first year that introduces many ideas to you. Social justice topics are then interwoven into almost every core school psychology class.

C: No.

13. How do you think your program teaches/incorporates issues related to practice and research related to working with ethnic minorities?

A: I think they try to incorporate it into all classes. It is at least discussed in every text and it is important to consider it in every aspect of the field.

C: Our Psycho-educational Assessment classes

are highly geared towards bilingual assessment in culturally diverse populations.

14. Does your program require you to complete a masters thesis? Have you begun working on this? What has been easier than you expected? More challenging?

A: I will be completing a thesis for my dissertation. I have not begun working on it, but I am not worried about getting into it.

B: We are not required to complete a thesis. We take a comprehensive exam.

C: There is no masters thesis required. However, our program requires completion of comprehensive exams in Assessment, Consultation and Intervention at the end of our 3rd year prior to receiving our masters degree.

15. Have you been able to publish any work you have done? What? How were you able to do this?

A: I will be published after my residency in the fall because my advisor and I are both interested in the topic and she will probably expand on my work. I also assisted her in research and literature reviews, in addition to editing her work.

B: We are working on publishing a manuscript currently. Hopefully this will be ready to go by mid-summer.

C: Yes, our research on developmental disabilities. The project is not yet complete.

16. Were you able to present at any conferences this past year? How were you able to do this?

A: I will in 2 years after I complete my residency and write a proposal. I am able to

do this because my mentor has similar research interests.

B: I presented at our state school psychology association's spring conference and will be presenting at the APA annual convention in August.

17. Did you attend any conferences this past year?

A: Yes, NASP in Philadelphia.

B: I attended NASP and our spring conference of our state school psychology association.

18. Are you a member of any professional organizations (e.g., APA, NASP)? Student organizations? How did you hear about joining? Is this a program requirement?

A: Both APA and NASP. I heard about joining through [my advisor]. It is not a requirement, but I thought it was a good idea to stay informed.

B: Division 16, APAGS, NASP, [state organizations]; SASP – national; SASP- [local] chapter. It is a requirement of our program to join Division 16, NASP, [state organizations] and I believe SASP as well. Students are not required to join the [local] chapter of SASP, but are encouraged to join.

C: I am a member of APA, NASP, ABCT, SASP, APAGS, and I learned about these associations through colleagues. It is not a requirement of my program to be a member.

19. How do you feel about next year? What are you excited about? What are your concerns?

A: I am excited about diving into my residency research. I am concerned about an increased workload. I am confident and ready.

B: I am excited to get in the schools and get some experience working as a school psychologist (practicum). I am nervous about the amount of demands that will be placed on us and being able to maintain a balance between responsibilities.

C: I'm excited to be able to work with clients in practicum. I'm most concerned about whether my supervisor will like/dislike my reports.

20. Do you have a focus or specialty you would like to pursue? Did this change over the course of your first year?

A: I am becoming more interested in Educational Psychology; it changed a bit after getting some research experience from The College Board.

B: I have several areas that I would like to focus on (which is part of the problem!) Throughout my first year, as I was exposed to more and more information, my interests have expanded. I am very interested in issues related to social justice and diversity, mental health, sexual minority youth, and the debate between charters and public schools.

C: Working with children with developmental disabilities.

21. Were you exposed to the internship application process for school psychology graduate students in your first year?

A: Not much.
B; Not formally as a part of the program, but through my own research and work with my student mentor.
C: Yes, but not in great detail.

22. Do you have an interest in getting more involved in professional organizations as a

student? Why? Do you have any concerns?

A: I have become involved with The College Board's Research and Development team. I am getting great experience doing research, writing literature reviews, proposals, and studies, in addition to running data analyses. The internship allows me to make money to pay off student loans and get great experience and a jump-start on my career.

B: I am interested in becoming more involved in professional organizations as a student, but also have some concerns. My main concern is time and ensuring that I am not spreading myself too thin. Another concern, especially as a first year, is feeling as though I do not have the experience/credentials to contribute much as a first-year graduate student. I am interested in becoming more involved because of the opportunity to learn, meet new people, and grow professionally.

C: Depends on whether the organization will be helpful to pursuing my educational goals

Social and Behavioral Individual Education Program (IEP) Goals: An Exploration of Practice

Brandon Rennie
The University of Montana

Gwen E. Mitchell
University of Idaho

Monika Parikh
Washington State University

Alyssa Newcomb
University of Wyoming

Lisa Milkavich
University of Utah

Marcy Sarkowski
University of North Dakota

Abstract: *Misalignment between writing behavior and social goals and implementing the goals has been a recurring problem in special education. This paper discusses the results of a pilot study which explored the alignment between legal requirements, best practices, and current school practices in relation to social and behavioral Individualized Education Program (IEP) goals for children with an Autism Spectrum Disorder (ASD) or Emotional Disturbance (ED). The research study was conducted by a multidisciplinary team utilizing both quantitative and qualitative survey questions to identify current practices in design and implementation of IEP goals and objectives, as well as to identify barriers to effective writing and fidelity of delivery. Results identified many gaps that exist between actual and best practices articulated in the literature. Participant responses were analyzed and divided into five classes of barriers. Implications for school psychologists' role in addressing gaps in current practices and reducing barriers are highlighted.*

There has been growing recognition of the importance of explicitly teaching social and behavioral skills and expectations for behavior in educational settings (Sugai & Horner, 2002). Underlying this movement is the acknowledged need to actively develop and support pro-social behaviors (Sugai & Horner, 2002) and the extensive research base demonstrating that supports can be successfully applied to students with behavior problems using behavioral principles (e.g. Alberto & Troutman, 2008). Drasgow and Yell (2001) posit that the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997 emphasized the need to make schools safe for children with disabilities with an underlying emphasis on proactive social and behavioral interventions. They argued that Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) were encouraged by the mandate that educational

programming follow from assessment. Drasgow and Yell (2001) are among the many who emphasize following best practice guidelines and federal regulations when addressing the behavior of a child with an IEP whose behavior impedes learning.

Research Questions
The aim of this pilot study was to explore the alignment between legal requirements, best practices, and current school practices in relation to social and behavioral IEP goals for children receiving special education services under the IDEA categories of Autism Spectrum Disorder (ASD) and Emotional Disturbance (ED). Based on IDEA regulations requiring consideration for behavioral strategies, we limited our research to ASD and ED because the eligibility criteria for these two categories identify specific behaviors which may impose learning barriers resulting in the need for the identification of specific intervention strategies (IDEA, 2004). For this study, specific research aims were:

• To explore social and behavioral goal creation and the implementation of plans that carry out these goals for children meeting special education eligibility under the categories of ASD and ED.
• To evaluate the presence and quality of important aspects of social and behavioral IEP intervention elements such as writing measurable goals, aligning goals and plans with informative assessments, progress monitoring, and ensuring delivery fidelity was evaluated.
• To identify possible barriers to designing and implementing effective social and behavioral goals and/or plans and carrying them out with fidelity

Method
Participants. Participants consisted of individuals at least 18 years old and currently working in a public school setting. The participants were initially recruited through

Amazon.com's Mechanical Turk interface (mturk.com). This website hosts a platform that allows individuals to take various surveys for compensation. MTurk was chosen to provide access to the survey to as many individuals as possible. The mTurk survey was preceded by screening questions intended to limit participants to those who participate in the IEP process for children with ASD or ED. Participants had the option of receiving 35 cents compensation. In addition, some of the investigators of the study emailed a letter outlining the study to colleagues and coworkers were eligible to participate.

The resulting sample consisted of 21 participants including five general education teachers, four special education teachers, one principal, two school counselors/psychologists, and nine listed themselves as "other." The "other" category included physical therapists, paraprofessionals, an occupational therapist, an autism advocate, and an English as a Second Language (ESL) teacher. The number of years in their current position ranged from less than five years to more than 15 years, with the majority of respondents being in their position for either less than five years (9; 43%) or 6-10 years (9; 43%). Respondents worked with a variety of grade levels with the most common being children in grades Kindergarten through 6th grade; however, all grades ranging from Pre-K through 12th grade were represented. The number of children with IEPs served by the professional ranged from one for an autism advocate to 170 for two physical therapists. The number of states represented by participants was 14.

Measures and Procedures
The survey included basic demographic questions as well as questions assessing social and behavior goals of students on IEPs in schools, implementation of these goals,

current intervention strategies being used in the public school sector, and possible barriers to implementation of these goals. Questions regarding the following were asked and analyzed:

- Number of children in the school?
- Number of children on an IEP?
- Number of children with ASD or ED?
- Number of these children that have social and/ or behavioral goals?
- Who writes social/ behavioral goals?
- Who implements social/ behavioral interventions?
- Who monitors progress?
- How frequently are goals reviewed?
- How is progress measured?
- Does your school use FBAs in the development of IEP goals?
- Does your school use an intervention program for social/ behavioral issues?
- Give an example of a social or behavioral goal for a specific child?

- What do you see as barriers to the IEP team's ability to create effective social and behavioral goals?

Procedures
After electronically signing an informed consent form, participants completed the online survey. The survey took an average of six minutes to complete. Participants were allowed to contact the investigators with any questions or comments regarding the nature of the study.

Descriptive statistics for the survey questions were analyzed. Goals were analyzed for quality and barriers to effective writing and delivery of IEP goals and objectives were coded into themes.

Results
IEP Creation. With regard to who writes social and behavioral goals, respondents most commonly endorsed the special education teacher (21 people endorsed), followed by

Table 1

Findings for interventions & progress monitoring

Who implemented interventions?	Special ed. 20	Paraprofessionals 14	General ed. 11	School Psy. 6	Counselor 4	Other 4
Who monitored interventions?	Special ed. 18	General ed. 1	School Psy. 1	Other 1		
How often goals were reviewed?	Monthly 7	Quarterly 5	End of semester 2	At IEP meeting 3	Other 4	
How goals were measured?	Behavior charts 8	Teacher rating scale 4	Systematic observation 3	Discipline referrals 1	Direct assessment 1	Other 4
Did they use FBA data?	Yes 19	No 2				
Do they have a specific intervention program?*	Yes 11	No 8				

Note: FBA = Functional Behavior Assessment; IEP = Individualized Education Program. * District developed program was the only program given. This was given by 2 people.

counselor (9), speech therapist (8), school psychologist (7), other (classroom teacher, team collectively, parent, behavior analyst; (5), and occupational therapist (4) There were 15 usable responses to the questions about how many students were on IEPs and how many of those IEPs include social and behavioral goals. The average number of children reported to have ASD and ED were 9.6 (SD = 15.6) and 8.0 (SD = 17.0), and the percentage of those children who had behavior goals and social goals were 57% and 55%, respectively.

Intervention and Progress Monitoring. Results of questions targeted at intervention and progress monitoring are shown below in Table 1.

IEP Goals and Barriers. Of the 21 respondents, 18 identified and provided examples of specific goals previously written for students. Two of the goals listed by respondents contained two behavioral goals each, so they were divided accordingly to create 20 total goals to be evaluated for quality. The criteria outlined by Michnowicz, McConnell, Peterson, and Odom (1995) were used to evaluate the quality of goals. These criteria are based on IDEA regulations and were each addressed for every goal: (a) Did the goal

identify the setting in which the target behavior was to be performed? (b) Was the goal written in measurable and observable terms? (c) Was a criterion for success stated? Descriptive statistics are shown in Table 2.

Themes were identified by three of the investigators independently for the qualitative data reported by all respondents on the question inquiring about the barriers to the IEP team's ability to create effective social and behavioral goals. One respondent did not identify any significant barriers. Five central themes were identified between all three investigators as outlined below.

- **Theme 1: Time.** Four respondents identified time as a barrier.
- **Theme 2: Limited Resources.** Eight respondents identified barriers related to having limited resources, primarily staff or other school personnel, to implement the goals. Specific resources included: manpower resources, limited resources in the classroom and school, too few staff to effectively, consistently implement goals, and limited staff numbers in classrooms.
- **Theme 3: Staff Cooperation/ Consistency Issues.** Seven respondents identified barriers related to staffing issues. Specifically, barriers included consistency between departments, lack of staff

Table 2

Evaluation of goal quality

Criterion	Number that satisfied criterion	Percentage of total
Setting specified	9	45
Measurability	9	45
Criterion stated	11	55
All three components	6	30

cooperation and collaboration, lack of coordination between team members, and inconsistent use of behavioral expectations, protocols, and/or consequences. In addition, frequently changing assistant teachers who use a variety of communication styles was also mentioned as a barrier.

• **Theme 4: Parent involvement.** Four respondents identified parental involvement or compliance as a barrier, including parent involvement, parent cooperation in implementing interventions at home, and parental indifference.

• **Theme 5: Other.** Five respondents identified additional barriers beyond these four identified themes including: (1) negative stigma associated with children with special needs, (2) multiple distractions in the classroom, (3) students with BIPs have found ways to "use" the system (i.e., teachers know they have a BIP so they let the child get away with behaviors that they should not), (4) lack of communication between teachers, parents, and outside agencies, and (5) finding a peer with similarities to assist in creating a genuine relationship and not just someone to engage in a dialogue.

Discussion

The findings suggest that many special education professionals are involved in writing social and behavioral IEP goals for children with ASD or ED. Slightly more than half of the IEPs included behavioral goals and a roughly equivalent proportion included social goals, which is more than would be expected given previous findings (Ruble, McGrew, Dalrymple, & Jung, 2010; Williams-Diehm, Palmer, Lee, & Schroer, 2010). However, given that criteria for special education eligibility in these disability categories requires social and/or behavioral deficits (IDEA, 2004), and IDEA requires social and/or behavior goals for those with

deficits, it is likely that most students in the sample would legally require these goals.

Both exemplary and concerning practices were identified with regard to the creation and implementation of goals. Ninety-four percent of the respondents reported using FBA data to create IEP goals, which is in alignment with best practices (Christle & Yell, 2010) and congruent with the requirement in IDEA that those interventions follow from assessment (Drasgow & Yell, 2001). However, of the goals were reported, only a few were measurable and specified a criterion for success. This finding is consistent with prior literature (Michnowicz, et al., 1995; Ruble, et al., 2010). Although only 30 percent of the goals identified in this study met the criteria, this finding is far higher than the 9 percent found in the Michnowicz et al. (1995) study and similar to Ruble, et al. (2010) who used similar criteria to evaluate IEPs of children with ASD and found that 41% of their sample used measurable goals and 39% specified conditions (e.g. setting). Many goals did not include a criterion for success, misused percentages, used ill-defined behaviors, and/or included multiple, unrelated behaviors. Errors such as these in goal creation rendered goals that guided expectations and instructions to a small degree, and made accurate progress monitoring extremely difficult. Our findings are consistent with the Johns, Crowley, and Guetzloe (2002) findings that goals are often not consistent with deficits for children ED and they elaborated on the Ruble, et al. (2010) assertion that measurability of IEP goals is one of the greatest areas of need in IEPs for children with ASD. Despite difficulty in creating measurable goals, many forms of progress monitoring were reported, (e.g. behavior charts, rating scales, and direct observation). Goals were reviewed at least quarterly in 55 percent of the cases, suggesting that there may be a lack of coordination between goals and goal monitoring.

The final aim of this study was to identify barriers to the successful creation of social and behavioral goals and implementation of these goals. Responses identified many barriers which were categorized into five themes: limited time, limited resources (primarily human), lack of staff collaboration, lack of parent involvement, and an "other" category that included stigma, children who manipulate the system, communication with other stakeholders, and creating peer support. The most commonly endorsed barrier was limited resources, including limited staff to implement, monitor, and coordinate interventions. The second most endorsed barrier was staff cooperation and consistency. To the best of our knowledge, this barrier has not been well articulated in the literature on social and/or behavioral IEP goals and interventions. Many of the respondents in this study stated that there is a lack of consistency and collaboration across teachers, paraprofessionals, and departments. This theme may deserve more attention as it seems particularly amenable to intervention, but (?) the nature of the difficulty with consistency remains unexplored. Other themes that were identified were limited time, and difficulty effectively engaging parents.

Limitations
Small sample size was the primary limiting factor of this study. Second, while participant screening measures were outlined for participation, the investigators cannot guarantee that each participant was a member of our target audience. Due to the initial low participation rate, the investigators emailed a letter outlining the study to colleagues and coworkers, which may have introduced a sample bias. As a result of these limitations in study participants, the overall findings are not generalizable. Also, the terms ASD, ED, social goal, and behavioral goal were not clearly defined for the participants, which may have

impacted how individuals responded, possibly leading to an inflated or deflated estimation of children with ASD or ED. Finally, although the survey specified that participants were to use de-identified examples of actual goals, inspection of IEPs may lead to different findings.

Implications for School Psychologists
Findings of this study provided preliminary evidence that individuals involved in IEP creation are frequently including social and/or behavioral goals for their students with ASD and ED. FBAs are commonly used to inform goal creation; however, the goals themselves were poorly written and multiple barriers obstruct effective employment of remediation strategies of specification in goals informed by FBAs are likely to be numerous. Possible explanations for these findings are that FBAs do not include the information necessary to write good goals or the FBAs are developed by one person while the goals are being written by another, without adequate collaboration. School psychologists are well-versed in certain aspects of behavioral assessment and interventions that are relevant to these findings. In particular, school psychologists have the training, ability, and ethical responsibility to actively engage in the entire process of behavioral and social intervention from assessment through delivery. Respondents in this study endorsed that school psychologists are involved in goal creation, but only 21% identified the school psychologist as an individual who writes these goals. Goals and intervention effectiveness may be improved if school psychologists are more involved in all steps of the process, with particular emphasis on translating assessment information to goals and plans. Additionally, we see school psychologists as instrumental in reducing the barriers to effective intervention identified in this study. In many ways, school psychologists may be in an ideal position to

assist with creating consistency and fostering communication across individuals. Specifically, school psychologists tend to consult with many staff on a daily basis, collect data from many sources, train staff and assist in intervention implementation, and involve families, teachers, administrators, and others in our professional activities.

This small-scale, pilot study has clear implications for school psychologists to increasingly move beyond assessment and actively engage in all facets of delivering services to children with behavioral and social deficits. This study identified many specific areas in which school psychologists can and should collaborate with other school professionals to integrate and coordinate social and behavioral assessment and services for children with difficulties in these areas.

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Dialectical Behavior Therapy Skills Groups in Schools: A Review of Empirical Findings

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Dialectical behavior therapy (DBT) is an empirically supported treatment originally developed for female outpatients diagnosed with borderline personality disorder (BPD; Linehan, Armstong, Suarez, Allmon, & Heard, 1991). Miller, Rathus, Linehan, Wetzler, and Leigh (1997) and Miller, Rathus, DuBose, Dexter-Mazza, and Goldklang (2007a) adapted DBT to treat suicidal adolescents (DBT-A). DBT-A has a growing evidence base that suggests it may be a powerful treatment modality for a variety of adolescent problem behaviors, including self-injurious behavior, BPD, bipolar disorder, eating disorders, oppositional defiant disorder, and learning disabilities. As it was designed by Miller, Rathus, & Linehan (2007b), DBT-A is a multi-modal approach, consisting of 16 weeks of individual therapy, group skills training, family and individual phone consultation, and a therapist consultation group. Caretakers are generally included in group skills training and some individual therapy sessions.

This paper summarizes and critiques studies that used DBT group skills training with adolescents without family participation. Authors of this review explore the implications of using skills groups in school settings or in settings where caregiver participation is unavailable, as many are unable or unwilling to participate in treatment programs. We examine the feasibility of DBT as a treatment that can change the behavior of the adolescent without having to rely on family change. Finally, we discuss how DBT can be used for a wider variety of applications, and future research recommendations are provided.

Structure of Dialectical Behavior Therapy

Muehlenkamp (2006) stated that the major principle behind DBT is to achieve equilibrium of behavior change and self-acceptance. DBT embraces elements of Western behavior, cognitive, and client-centered therapeutic approaches, as well as principles from Zen Buddhism. DBT group training, as originally designed by Linehan (1993a), entails sessions of learning and practicing the skills of Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness. Mindfulness teaches clients to turn attention inward and observe themselves non-judgmentally; Distress Tolerance focuses on teaching the client how to better handle distress; Emotional Regulation increases the client's control over his or her emotions; and Interpersonal Effectiveness builds skills in dealing with conflict, expressing wants and needs, and increasing self-respect (Linehan, 1993b).

DBT-A was designed to target the affective instability and difficulty in regulating emotions that are characteristic of suicidal and para-suicidal adolescents, and to address issues that can affect suicidal adolescents, such as depression, relationship issues, and school problems (Miller et al., 2007b). Skills groups with multiple families are preferred, as they allow parents and adolescents to learn skills with other families having similar difficulties. Single family therapy sessions are also commonly used to assist in generalization of skills and to help structure the home environment. To date, no comprehensive review of adolescent-only DBT studies exists, and the efficacy of adolescent DBT without parent participation remains unclear.

Analysis of the Literature

Several recent studies have examined the feasibility of adolescent-only DBT. James, Taylor, Winmill and Alfoadari (2008) implemented an outpatient intervention utilizing the four primary skills components of DBT to address self-harm behavior in 16 females between the ages of 15 and 18 years. All participants showed symptoms associated with a diagnosis of Borderline Personality Disorder (BPD), and researchers indicated that all would have met criteria for BPD had they been 18 years old. Treatment included one year of weekly individual therapy sessions and weekly skills group for 1.5 hours; telephone support was also available for participants.

At the end of treatment and at 8-month follow-up, participants reported reductions in depression and hopelessness, and clinicians reported decreased instances of self-harm and improved overall functioning. Notably, only half of participants were in "normal education or employment" (James et al., 2008, p. 150) pre-treatment; upon completion, 13 of 15 (one unknown) were enrolled in school or working.

A second study by James, Winmill, Anderson, and Alfoadari (2011) offered outpatient DBT to 25 adolescents in the British "looked after care" (LAC) system, which is similar to the foster care system in the U.S. Eighteen adolescents completed the full course of treatment (15 females and 3 males) with a mean age of 15.5 years (range 12-18 years). Again, all participants would have met criteria for BPD had they been 18 years old. Treatment components were the same as those in the previous study, except that weekly group skills sessions were 2 (rather than 1.5) hours. Researchers also offered consultation for caretakers and referral agents of the LAC system and training and support for nurses and staff.

For 18 participants who completed treatment,

there was a significant reduction in self-reported depression and hopelessness, a reduced frequency of self-harm, and an increase in global functioning. At the end of treatment, 14 of 18 participants had totally stopped self-harming. Researchers found no significant changes in negative automatic thoughts or quality of life scores, but all returned to home or independent living from a position of homelessness or accommodation provided by the state.

Katz, Cox, Gunasekara, and Miller (2004) treated suicidal adolescents with 2 weeks of intensive DBT using an inpatient program that included the four core skills modules. Treatment was comprised of daily skills training groups, twice weekly individual psychotherapy, and a DBT milieu (with DBT-trained nursing staff) to facilitate skills generalization. The treatment team met regularly for consultation meetings, and a DBT consultant was used to evaluate staff adherence. The adolescents treated with DBT were contrasted with a group of inpatients who received treatment as usual (TAU), which consisted of a daily psychodynamic psychotherapy group, individual psychodynamic psychotherapy at least once per week, and a psychodynamically-oriented milieu.

Participants in both groups of the study had made a suicide attempt or had suicidal ideation severe enough to warrant admission to inpatient treatment, as determined by a psychiatrist. Thirty members were recruited per group and 1-year follow-up data were available on 26 DBT patients and 27 TAU patients. Participants were assigned to groups based on availability of beds at the time of admission, but no significant differences in demographic variables were found. Both groups showed substantial symptomatic improvement at discharge, with no differences on measures of depression,

hopelessness, and suicidal ideation. Both groups also demonstrated a significant reduction in the absolute number of parasuicidal behaviors in the year following discharge. Interestingly, there was an absolute difference in the effect sizes between the DBT and TAU groups on self-reported depression (1.67 − 1.05 = 0.62), suicidal ideation (2.12 − 1.36 = 0.76), and hopelessness (0.73 − 0.33 = 0.4). Furthermore, DBT patients had significantly fewer behavioral incidents than the TAU patients and the DBT group had a 100% retention rate for treatment.

Nelson-Gray and colleagues (2006) examined use of a DBT skills group for outpatient adolescents with diagnoses of oppositional defiant disorder (ODD). Fifty-four adolescents who met criteria for ODD were recruited and assigned to groups with 5 to 9 members for 16 weekly, 2 hour group skills sessions at either a clinic or a public high school. All core skills modules except Mindfulness were taught, and no individual treatment was offered. Sixty-nine percent of participants completed the full course of treatment, and 5 individuals opted to do a second round of DBT.

Researchers attempted to increase generalization of DBT skills through homework assignments and booster sessions, and provided participants with a pizza dinner and monetary rewards for homework completion. Transportation was provided to groups, and telephone calls and home visits were used to collect data from caregivers. Notably, this sample of 32 participants was more diverse than previous studies in age (*M* = 12.6, range = 10-15), racial characteristics (43% African American, 40% Caucasian, and 3% Latino), and gender composition (27 males, 5 females).

All participants had diagnoses of ODD, based on parent report. For those who completed

treatment, t-tests revealed a significant increase in interpersonal strength and reductions in ODD symptoms and externalizing behaviors from pre- to post-treatment. Furthermore, participant reports showed significant reductions in depressive symptoms and internalizing behaviors, and reductions in externalizing behaviors approached significance.

The reliable change index (RCI) was used to measure the clinical significance of change for all pre- and post-treatment measures. The RCI seeks to determine if change is clinically significant by taking into account the reliability of the measure, variability of scores in the group, and the individual's score change from pre- to post-treatment. Of participants who were in the clinical range on at least one caregiver-completed measure at pre-treatment, 77% changed to the non-clinical range by the end of treatment. In addition, 71% showed clinically significant improvement, while 13% of participants showed clinically significant deterioration from pre- to post-treatment on at least one caregiver-completed measure. For measures completed by participants, 91% of those who were in the clinical range at pre-test improved to the non-clinical range at post-test.

Sunseri (2004) implemented DBT in a residential facility with adolescent females. The sample consisted of 26 adolescents between the ages of 12-18 in treatment (*M* = 15.2 years, *SD* = 1.3), who were compared with a group of 42 residential patients prior to implementation of DBT (*M* = 14.1 years, *SD* = 1.8). Apart from the difference in age, groups were not significantly different on demographic or clinical variables. The group of clients treated with DBT had diagnoses of disruptive behavior disorders (*n* = 13, 50%), anxiety disorders (*n* = 15, 58%), eating disorders (*n* = 1, 4%), substance abuse disorders (*n* = 10, 39%), mood disorders (*n* =

22, 85%), and BPD (*n* = 22, 85%).

After DBT was introduced, individual therapy sessions were held at least weekly, and group skills training utilizing the four core modules was held twice per week for 90 minutes. After implementing DBT, there were no premature terminations due to suicide, and the number of inpatient days was significantly reduced, as was the length of time clients were held in restraints or seclusion. The authors also described DBT patients as being less dependent on punishment to change behavior, and noted that staff members worked more collaboratively with the clients and their families.

Critique of the Literature and Future Directions
No studies examining DBT-A (with or without parent participation) have been randomized controlled trials (RCTs); clearly, RCTs are needed to increase the quality of evidence for this treatment. For all studies of DBT-A, variations on how treatment was implemented complicates the interpretation of overall efficacy with adolescents. This inconsistency is evident in the studies contained in this review: some researchers included only group skills training, while others used group and individual treatment sessions. Furthermore, not all of the treatment modules were used in all studies, thereby making it difficult to compare results across empirical trials.

In the future, we recommend that researchers use a standardized format of treatment, perhaps with one format for family-based treatment and another format for adolescent skills groups only. In addition, there are usually high noncompliance and dropout rates in adolescent DBT programs (Miller et al., 2007b). Future researchers should seek to increase treatment adherence, as was done by Nelson-Gray et al. (2006), who used incentives for attendance and homework completion. Furthermore, larger studies with more varied

samples are needed.

More studies exploring the optimal duration of DBT-A skill groups in a school environment are needed. Nelson-Gray et al. (2006) employed 16 week groups, but future studies could explore if shorter treatment options could work. Although the treatment setting was an inpatient facility, Katz et al. (2004) found significant improvements after only two weeks of treatment. If a 2 week skills group in a school could reduce symptoms and improve the personal skills of adolescents, it would be an extremely cost-effective and attractive treatment option.

Only one published study explored using DBT-A in a school environment, and participants showed significant reductions in both internalizing and externalizing symptoms. (Nelson-Gray et al., 2006). Although the results have not been published in a peer-reviewed journal, Lincoln High School in Portland, OR reported initially promising results with ongoing skills groups (Hanson, 2012). The school developed a DBT program for course credit that included weekly group skills classes and individual sessions, as well as parent training and telephone consultation for the adolescents. The treatment included the four core modules of DBT and was offered in semester-long or year-long options. The treatment team consisted of the school psychologist, counselor, social worker, nurse, practicum students, and interns. Students in the five groups that have been completed were assessed pre- and post-intervention with the Behavior Assessment System for Children, Second Edition (BASC-2); results suggested that students experienced decreased anxiety, depression, social stress, and anger control, and demonstrated increased school attendance and GPA. Although this treatment was more comprehensive than skills-groups alone, it offers a treatment

format that can be replicated and evaluated in future studies.

Recommendations for Practice

Taken together, findings from the studies reviewed herein suggest that DBT skills groups that do not include parent participation have potential for reducing self-harm and oppositional behavior, as well as for improving symptoms of depression and general functioning. There appears to be potential for meaningful improvements without parent involvement, which may increase the settings where DBT-A can be offered, including schools.

While the aforementioned variety of treatment settings should be explored in future research, conducting DBT groups in schools appears to be a particularly promising way to treat a large number of adolescents. Substance Abuse and Mental Health Services Administration (SAMHSA, 2012) found that youth aged 12 to 17 are most likely to receive mental health care in an educational setting, with 2.9 million children receiving treatment in schools in 2010. Treatment in a group format is cost-effective, and school-based DBT groups can target a large number of students in the setting in which they are already most likely to receive counseling. Skills groups could easily be held during one class period and integrated into the school day, and students could receive course credit for participation, as was provided by Hanson (2012). Furthermore, DBT-A is largely manualized, making standardized implementation easier, such that a variety of professionals or interns could implement the programs.

Conclusion

DBT-A is a treatment that is well-suited to address many of the common concerns of adolescents, and it has shown promise in treating psychological symptoms and disorders. However, more robust studies, in particular RCTs, are needed to test the efficacy of the treatment. Future research studies may also wish to identify which skill modules are most useful in addressing adolescent concerns, and seek to develop the most efficient use of DBT by exploring shorter treatment sequences. Despite the limited number of studies available to date, this review of empirical literature suggests that DBT skills groups for adolescents may be a promising prevention and treatment tool in school settings. School-based skills groups for adolescents can be administered to a large number of middle and high school students, even those who are not diagnosed as having a disorder, and can be facilitated by trained school personnel. Taken together, findings from the existing evidence base suggest that DBT skills groups in schools have the potential to be a powerful intervention that may prevent the development of serious disorders or even suicide.

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Confidentiality in Schools: Do You Know What to Do?

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Abstract: *School settings can generally pose several challenges for maintaining confidentiality. Due to the varying roles school psychologists assume (e.g., evaluator, counselor, and consultant), it may be unclear when and what information should be kept confidential. Although students are entitled to confidentiality rights, parents are also given access to this information. Furthermore, school educators such as teachers and principals may request disclosure of what may be considered confidential information. Understanding confidentiality within school settings is critical to good school psychology practice. Limitations to confidentiality, standards of professional organizations, and legal regulations are discussed.*

The competing interests and obligations that school psychologists have to students, parents, teachers, and administrators can make confidentiality in school settings difficult. School psychologists rely on other professionals and families when planning for student services. They often request and disseminate information to help their students; however, in some instances, it may be unclear when and under which circumstances the ethical standards of confidentiality apply.

Confidentiality refers to the ethical obligation to conceal information obtained through a professional relationship (Jacob & Hartshorne, 2007). The National Association of School Psychologists–*Principles for Professional Ethics (2000)* and the American Psychological Association–*Ethical Principles of Psychologists and Code of Conduct (2002)* have outlined confidentiality standards for school psychologist to follow. School psychologists are held to a standard whereby they are expected to "respect the confidentiality of

information obtained during their professional work. Information is revealed only with the informed consent of the client, or the client's parents or legal guardian, except in those situations in which failure to release information would result in clear danger to the client or others" (NASP-PPE, III, A, #9).

All information revealed to school psychologists as individuals receive services (e.g., counseling or consultation) is therefore protected, unless concealing that information would result in "clear danger."

In schools, an added complexity exists since students are entitled to confidentiality rights; however, because they are minors parents are given the right to access information regarding the services received by their children (Jacob, 2008). This is particularly important in the case of direct service delivery (such as counseling), which may affect professional practice. Isaacs and Stone (2001) found that often adolescents feel reluctant to participate in counseling because they do not have the same entitlement as adults do. Consequently, building a therapeutic relationship with the child or adolescent may become difficult, as some information intended to not be disclosed will have to be shared with parents. Nonetheless, school psychologists should explain to parents the importance of confidentiality and seek parents' agreement to only inquire about general information (Jacob & Hartshorne, 2007). A trusting relationship needs to be built in order to effectively help children and adolescents reach positive outcomes.

In addition, school psychologists should inform parents that they will communicate with them immediately should they become

aware of a serious situation. Parents should be informed about issues concerning sexuality, pregnancy, physical or sexual abuse, substance abuse, crimes against property, and danger to self or others (Isaacs & Stone, 2001). Reassuring parents that they will be informed of serious situations is important to establish trust and strengthen home-school collaboration. Otherwise, keeping parents informed with brief summaries of sessions should be sufficient.

Limits of confidentiality should be discussed at the beginning of services, unless the student was referred for an evaluation to determine if he or she is a threat to self or others (Flanagan, Miller, & Jacob, 2005). Students and parents should know from the beginning of services that the school psychologist is there to help and will do everything he or she can that is in the best interests of the student. If at any point the school psychologist determines that confidentiality must be breached, explaining to the student the reasons for disclosure becomes an important part of the process. It is also best to collaborate with the student when sharing confidential information (Isaacs & Stone, 2001). This should ease the process and empower the

student to problem-solve and engage in decision-making. It also promotes autonomy and strengthens trust between the school psychologist and the student. Only information that is crucial to understanding and resolving the situation should be shared (Davis & Sandoval, 1982).

There are three situations in which school psychologists are obligated to disclose confidential information: 1) if the student makes the request, 2) if there is a situation involving danger to the self or others, or 3) if it is mandated by law (Jacob & Hartshorne, 2007). Fisher (2009) explained that school psychologists have the legal duty to protect others from foreseeable danger (e.g., suicide and sexually active HIV individuals) and the legal duty to protect all students attending their school from possible harm (e.g. student-on-student violence). Duty to warn and protect laws usually require that third party individuals be informed of potential harm, so that such individual can seek safe environments.

Nevertheless, in legal settings confidential information is classified as "privileged communication." In other words, information shared

with the intent of helping a client or in a professional relationship is not subject to disclosure (Jacob & Hartshorne, 2007). In school settings, this right to privacy is given to minors and their parents or guardians. There are some exceptions to privileged communication, for example, records or testimony can be subpoenaed by a court of law for cases involving child abuse and criminal acts. When a subpoena requests privileged communications, the school psychologist is obligated to respond and should inform the court that he or she cannot provide privileged information without consent from his or her client (Fisher, 2009). The presiding judge has the power to waive privileged communication, which would then permit disclosure of information. If a school psychologist discloses information without the consent of the client or the waiver of the presiding judge, he or she may be at risk for a malpractice lawsuit (Jacob & Hartshorne, 2007).

Confidentiality issues also arise in consultation and collaboration with others. These are similar to the confidentiality standards for direct services. The school psychologist should maintain confidentiality of all that is said in consultation and collaboration; if this does not occur, the trust that is essential for a safe professional relationship will not emerge. Just as with direct services, limits of confidentiality and its parameters should also be discussed at the onset of consultation services and collaboration. The consultant may have to explain to others (e.g., administrators) that general impressions may be shared but not specific information (Davis & Sandoval, 1982; Erchul & Marten, 2002). Information obtained through consultation or collaboration is simply to be shared for the purpose of helping the student. Only the minimal information necessary to help should be shared (Jacob & Hartshorne, 2007).

Although at first glance confidentiality may appear to be a simple ethical principle, the application of these ideas can be more complex, especially when working within the constraints of the law. For example, a school psychologist may question what to do if he or she learns of a student who is sexually active or has committed a past criminal act. Generally, school psychologists do not have a legal duty to report unless, as mentioned earlier, there is a potential for harm to occur. A school psychologist is not required by federal law to report this, however, specific state laws or district policy may differ (Jacobs, 2008). Depending on the situation, school psychologists may be legally obligated to inform parents, authorities, or a public health clinic. In all unclear issues pertaining to confidentiality, school psychologists should consult their state laws and district policies. They may also consult with administrators and the district lawyers.

In addition to the ethical standards of confidentiality, laws exist to protect the privacy of individuals. The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the students' records in all schools that receive federal funding (Fisher, 2009). Consent is needed to allow release of records to others, except in special circumstances (e.g., health, safety, legal request, etc.). Under FERPA, parents, guardians, or an eligible student (age 18 or in post secondary programs) must be informed yearly of their right to access their records and must also receive an explanation of the procedures necessary to access them. Parents can review records such as actual test protocols, including specific test items (Canter, 2001a).

Any educational agency or institution that denies or prevents parents, guardians, or an eligible student the right to access the educational records may no longer receive federal funding (Boomer & Hartshorne, 1995).

Furthermore, the Individuals with Disabilities Education Act (IDEA) requires that school districts establish policies and procedures similar to those required by FERPA. School psychologists should be familiar with their specific district policies and procedures for obtaining and disposing of records (Canter, 2001b).

School psychologists are ethically obligated to keep records of their work, but are to document only information that is necessary to provide services. As these records are created, stored, accessed, disseminated, and disposed, they are to be protected in accordance with confidentiality standards (APA, Standard 6.02). They must be stored in a secure place, access should be limited to those who need the information to provide appropriate services, identifying information should be removed whenever possible, and disposal of records should take place in accordance with the law when records are no longer needed (Fisher, 2009). Records can take various formats (e.g., written or printed, audio or video recordings, e-mails, faxes, etc.). School psychologists should consult their local educational laws to know what kinds of information to store, how to store it, and for how long to store it (Jacob & Hartshorne, 2007). For students with disabilities, school records include medical, educational, and psychological information (Canter, 2001b). A psychological record may consist of documents relevant to evaluations, team meeting notes, Individualized Education Plans (IEPs), documents describing interventions, manifestation records, and suspension records.

Confidentiality is an ethical principle to ensure the privacy of clients, whether they are students, parents, teachers, or another interested party. It serves the purpose of preventing improper dissemination of information that may result in bias and fosters

an environment of trust and safety. Although applications of confidentiality can be confusing, a strong knowledge base of ethical standards and the law can improve and facilitate the practice of psychological services in schools.

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Pathways to Academic Careers for School Psychologists

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It has been well documented that a shortage of school psychologists interested in working in academic settings exists (Little & Akin Little, 2004; Stark, Perfect, Simpson, Schnoonbelen & Glenn, 2004). The purpose of this article is to (1) discuss important strategies to assist school psychology graduate students interested in academic careers to obtain their goals; (2) elucidate ways to help school psychologists increase their skills to become a more competitive candidate for a professor position; (3) helping prospective working school psychologists make the transition from schools to a full-time career in academia and, (4) highlight early career issues such as teaching responsibilities, service, and finding your research focus as well as balancing these multiple tasks as a new faculty member.

The inspiration for writing this article spawned two early career faculty members having experienced many of the successes and challenges to both landing an academic job as well as balancing the demands of the early career professor. Additionally, the professors' ability to make this successful transition will hopefully provide readers, including graduate students, working school psychologists and early career faculty, with a more structured pathway to navigating their way through the labyrinth of the early career academic world.

Practical Advice for Graduate Students

First and foremost, forming strong relationships with both your peers and faculty members is pivotal. Although it may seem as though peer relationships are not as important as one initially thinks, some of these peers will eventually graduate and move on to academic careers. Thus, forming alliances with your peers can be important for future networking as well as collaboration on research projects

both in graduate school and beyond.

The importance of research experience. Seeking out volunteer research opportunities as early as the first year, not only provides prospective faculty members with resume boosters and possible publication opportunities but helps to establish a reputation as a motivated student who is excited about research. Faculty members often appreciate this, especially early career faculty members who are in the most need of research help in getting their studies going and published. Once proven as a reliable and capable volunteer research assistant, the next logical step is to seek out a paid research assistantship where one can work directly under a faculty member. This provides a higher likelihood of becoming published as long as there is an important contribution to the article/study. However, it is important that graduate students (volunteer or paid) discuss the requirements of contributions for being an author versus a contributor on a prospective publication. Reviewing the American Psychological Association (2009) code of ethics for publications with a faculty member can help to clarify this.

The role of conference attendance and participation. Attending local and national conferences such as The National Association of School Psychologists (NASP) and The American Psychological Association (APA) are also key ways to network. Presenting posters at these conferences either with other students and/or faculty members helps to provide a resume with experience in presentation of research. Related to this, always try to use projects for graduate school classes to develop to a possible poster or small-scale publications. For example, for

many professional conventions (e.g., NASP; APA) mentorship can be provided by faculty members to assist groups of students in presenting posters based on class projects. Students should be aware that the worst that could happen is that their submission is rejected, but there are ways to prevent this. Most importantly, the poster or paper must be well thought out and thoroughly researched. Further, asking a faculty member to review meaningful work will undoubtedly increase the likelihood of acceptance.

The importance of collaboration. With respect to research and presentations, collaboration is a key element (Proctor, Zibulsky & Comerchero, 2011). This is a learned experience from the 2011 NASP SPRCC conference where early career school psychology professors were provided with extensive collaborative research training. The take-home message was that collaboration with both students and faculty will result in a much higher success rate in publication.

Initiation of research. Many graduate students might be wondering how to initiate their own research. One way that has shown to be successful is to suggest the development of a topic focused research group. Presently, at Touro College, a PTSD research group has been developed with the help of the authors of this paper who are also the faculty advisors in the said college. The topics are limitless; thus, there is encouragement for all students with interests in specific topics pertaining to school psychology to try and become leaders of similar research groups. This enables students interested in a specific topic to share ideas and collaborate to produce projects that can lead to presentations and or publications.

Additional practical advice for graduate students is to:

• Write for student newsletters. If there is not one, be a leader and start one.

• Become their schools' Student Association of School Psychologists (SASP) representative.
• Volunteer to become a teaching assistant and make faculty aware that one is interested in becoming a teaching assistant.
• Of course this entails doing well in the class one wishes to be a TA!
• Make one's goals known to faculty. Attend office hours, secure a mentor/advisor preferably two (One an early career professor and one that is more experienced).
• Get published! Even if the student is the 5th or 6th author on a publication this still counts. Consider all publication outlets from small newsletters/grad psychology. newsletters to high impact APA journals
• Again collaboration is key. Both with faculty and students).

Advice for Graduates

The first goal a new graduate should have is to publish a dissertation as soon as possible. Make sure that the dissertation committee is aware of the deadlines and keep revising and submitting the revisions as soon as possible. It is also important to stay in touch with the faculty advisors and colleagues from one's graduating university. The university can provide important connections to future research and job opportunities in academia as well as in other settings. The university's faculty will most likely provide the first letters of recommendation when applying for academic jobs. One way to do this is by keeping them posted on recent research and inviting them to collaborate on current publication endeavors.

Second, seek work as an adjunct professor. While this may not provide you with more research/publication opportunities, unless one has significant graduate school publication record, it will likely take a couple of years to land a full-time job as an Assistant

Professor. Adjunct teaching is an excellent way to spend time building a CV. Try to teach courses that are the most marketable and have a dearth of faculty available to teach such as statistics and/or research methods. Successfully teaching these courses can make a candidate attractive to many universities as they may value someone with expertise in this field, so do not sell your statistics books just yet!

One often learns the most from teaching classes that are outside of their comfort zone and emerge with more confidence for teaching material that they are less familiar with. Once an adjunct instructor teaches these courses the first time, personal insecurities tend to diminish. The second and third time an adjunct teacher presents a material, the students will consider him/her an expert. One does not need to be a genius in statistics - just well prepared. Here is where help from graduate school professors is also useful. The statistics professor might be willing to share some of his/her materials with a fellow colleague, such as a new adjunct teacher. This will help decrease prep time and leave more time to learn and rehearse the material that will be taught.

Networking is also a key component for landing a first job in academia. It is recommended to stay in touch with peers from one's home school. Attend professional conferences whether one is presenting or not. Often these conferences have special panels and sessions designed for early career professionals and recent graduates. Remain active in organizations such as NASP as well as the local state chapter (e.g., CASP, NYASP). Some of these local chapters will arrange socials hours at professional conferences. Try to attend these and be friendly, introducing yourself to as many colleagues as possible. Attending smaller local conferences within one's home state can provide a more intimate experience and will enable one to work with

professionals in the local region. Subscribing to early career listservs through NASP is another way to stay abreast of possible job opportunities and research collaborative projects. If the graduate attends NASP, sign up for a mentor, preferably one who is a faculty member so that they can provide guidance in the right direction and provide another networking opportunity.

Navigating the Job Search Process
First, begin the job search early. Faculty positions are normally posted for the next academic year and may start as early as October of the previous year. Secure letters of recommendation, preferably even before graduating from one's program since most search committees will ask for these as part of the application process. The student should also prepare a list of possible references (at least 5) in order to maximize the possibility of having the required three letters. Next, prepare a statement of one's teaching philosophy. Many search committees also require this as part of the application. The teaching philosophy should highlight previous experiences and should emphasize the type of classroom activities used to facilitate learning among diverse student learners. Finally, most importantly, prepare an academic Curriculum Vitae (CV). Try to model the CV after trusted faculty members' and have at least one faculty member look over it and help you revise it since it has a very different format than that of a regular resume. In addition to educational and work experience, the CV should include:

- Publications
- Presentations at conferences
- Other ongoing research projects the student is involved with
- Previous teaching experiences including the names of the courses taught
- Other graduate school extracurricular involvements, such as editing the school newsletter

The Search Committee Process

In general, a faculty search committee usually includes a chair (senior faculty member or dean). The remainder of the search committee can include a range of 3-15 people. It is good to ask how many individuals will be on the search committee. Search committees may also include current graduate students. When the application is submitted be sure to include all the required elements or there will be a risk that the application will not be considered. Generally, after materials have been received, an acknowledgement letter or email will be sent; these will state that a review of application will take place and that the student will be contacted for an interview if his/her credentials meet their requirements. If the student does not receive a letter/email then he/she should follow up with a phone call or email. It is important to not take rejection personally if one is not chosen for an interview as most search committees receive many more applications than there are openings.

Once the CV is received, it will be screened first by the dean/chair and maybe a couple of other faculty members to see if the applicant meets the criteria for an interview. An applicant being invited for an interview is great news as many applicants are not granted one. Most likely if the applicant is ranted an interview he/she is under serious consideration for the position. If the applicant is not selected for an interview one will receive a "kind" letter of rejection. If possible, one can inquire politely via email and or phone as to why they were not selected for an interview. The student can explain that this will be used to help aide in future job search/professional development. Finding out this information out also helps one to identify areas in need of improvement (more often than not it is lack of significant research experience and/or publications).

The Interview Process

Interviews vary across different colleges/universities. Generally, the first round will be in a panel format with the entire search committee. The dean or chairperson may or may not be at the first interview but, in the end, approves or denies the search committee's recommendation to hire the student or not. Some colleges may also have more than one round of interviews wherein the second round, the student may be asked to give a "demo lesson." The following are some tips for maximizing the student's chances of being hired:

- Do your homework, any and all.
- Know the faculty, especially their research interests.
- If possible read a couple of faculty members publications prior to attending the interview.
- Know the mission of the college as well as of the department and the program.
- Come prepared with a list of questions: Remember the interview is both ways. Be yourself, but at the same time be formal and professional; dress for success!
- Try to let the committee members talk about the program and their interests and be sure to build your questions off of what they discuss.
- Always follow up with a thank you email both to the search committee chair as well as to individual faculty members.
- When emailing individual faculty members try to highlight something that they discussed such as a research article, course taught, etc.

Setting Up a Research Program

Many students and first year faculty members, like the authors of this paper, wonder, *What exactly is a research program*? This question confuses many early career professors. Quite often, junior level faculty have many great research ideas that are completely unrelated. Most early career faculty are under the false

impression that diversification is key; however, this is a misconception that can lead professors to become distracted by the allure of getting involved in projects that are interesting but unrelated.

In contrast, a research program should consist of a specific area in which the student is interested in and initially should be a broad topic. Ideally, the research program should build off of the student's dissertation as well as other previous graduate school research projects. Ideally, once the major areas of focus have been formulated, one should narrow these down to address a few specific research questions that can result in an empirically designed study that involves original data collection. Although theoretical research is beneficial, most journals, especially high impact journals, will only accept articles that demonstrate empirical research findings with original data collection. Most colleges and universities want to see that the student is engaged in various stages of empirical research, which weighs more heavily than theoretical and short pieces submitted to lower impact journals and newsletters. However, publishing in smaller newsletters is also recommended since it helps to establish oneself as a competent writer and could lead to networking opportunities across colleges.

The importance of seeking out collaborators for one's research is a key element of success. Take advantage of NASP early career professional groups and the newly created *New Trainers in School Psychology* Yahoo Group. (Harris & Sullivan, 2011) These resources are invaluable in helping to find other researchers in the areas of specification that might be interested in collaboration. Additionally, NASP has many special interest groups one can join with strong online communities, ranging from school psychologists for social justice to consultee-centered consultation. These interest groups are an excellent vehicle to connect school

psychologists to others around the world who share similar passions for particular subtopics. Consequently, the student may find they have a common research goal with someone who lives thousands of miles away! Again, collaboration is more likely to result in a publication as well as multiple publications. Completing a study yourself is not only lonely, but a lot more challenging as often breaking up the tasks of a research project (e.g., literature review, data collection, analysis, results write-up) will more likely than not help the student to be more efficient. It is also a lot less isolating and a great way to establish lifelong professional connections.

So what about the "side projects"? Side writing can be a great way to increase students' publications even if they are not empirical; however, they should not be one's primary focus. Online publications such as *NASP Communique* and *The School Psychologist* are two great outlets for writing shorter pieces such as columns, book reviews, theoretical articles and reporting smaller scale research studies.

Teaching Responsibilities
Depending on your university's requirements, the student will be asked to teach anywhere from 2 to 4 courses per semester. Colleges and universities with an emphasis on research will generally have a lighter teaching load in exchange for higher publication standards. "Publish or perish" is an unfortunate truth, especially in larger research universities, but in many smaller colleges as well. Alternatively, colleges that are "teaching universities" may have lower publication expectations. As any early career professor (again depending on the college), one should aim to publish about two articles per year with at least one being empirical. Finally, tenure track positions will often have very specific requirements as to the number and type of publications necessary to renew one's position and make one eligible for tenure.

Balancing your Three Responsibilities

In general, most colleges evaluate on three different areas: research, teaching, and service - with the highest emphasis for most tenure track positions being on research. Most colleges and universities want to see that the student is devoting the bulk of their time to research, which may seem counterintuitive given the student's main focus on working as a professor.

Service generally refers to activities such as: academic standards committee; professional development committee; admissions committee; faculty search committee; engaging in other special projects. While service is not as highly weighted as research and teaching, getting involved in service projects enhances one's recognition within the department and the dean/chairperson will generally be pleased with the commitment to take on extra responsibilities. With this in mind, it is also important to be able to say "no" when there is too much on one's plate. It is better to kindly turn down involvement in a project, than to take on something that one cannot devote adequate time to. Try to be realistic and elect to serve on the committees and special projects in which one has the most to offer.

With respect to teaching, one will be required to have office hours. Preparing coursework in advance is key. For new faculty this will be more time consuming since one may not have taught a class before; however, devoting a specific amount of time to the class preparation before the semester begins will free up your time for research and other important projects that are heavily weighted in the eyes of supervisors.

Integrating research into teaching is a great way to combine these two responsibilities. Use course projects as opportunities to collaborate with students on potential research projects/presentations. Additionally, designing research studies that use data collected from class assignments can be another great way to get an empirical study established. In terms of grading assignments, try not to spend an overabundance of time in grading assignments. Giving good feedback is important, but being overly meticulous may significantly interfere with the amount to time devoted to the most important piece of the job: research.

Scheduling and Time Management

Different colleges and universities have different scheduling requirements. Whereas some require most professors to be on campus everyday, others require as little as twice per week. However, it is generally expected that full-time professors be devoted to work four if not five days a week, even if one is working from home. Establishing and sticking to a daily schedule in which a specific amount of time is devoted to research each day and a block of time is set aside for teaching and/or service activities is essential to success.

Scheduling research deadlines is an instrumental factor in scholarly productivity. Keeping a database of current research projects which includes the stage of research one is at as well as the estimated time table for data collection, data analysis, results write-up and submission date is an efficient way to keep on track. Try scheduling research team meetings with those who are collaborating on the research on a daily basis..

Conclusion

In conclusion, succeeding as an early career professor takes commitment and dedication. It is an adjustment that can be facilitated greatly by seeking out mentors and collaborators who can share their experiences. It is hoped that future research studies will continue to explore factors that contribute to the success of early career professors in school psychology.

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Consultation in a Public Elementary Classroom in Querétaro, Mexico

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Abstract: *This column will focus on the experience of three graduate students providing consultation in Spanish to a third grade classroom teacher at a public elementary school in Querétaro, Mexico. The opportunity to provide consultation services in Mexico as a practicum experience was made available by the doctoral school psychology program at Texas A&M University. In order to maximize the three-week study abroad experience, each week of the practicum had a distinct focus that provided a cumulative end to the experience. During the first week, observations were conducted and a plan was developed to address the referral problem; during the second week, interventions were implemented; and finally the third week consisted of modeling interventions and a fidelity check of the interventions.*

The Texas A&M University school psychology doctoral program offers students an opportunity to consult with teachers in Mexican schools through a three-week study abroad program in Querétaro, Mexico. The study abroad program consists of a field practicum in Mexican schools, Spanish language and cultural classes, and field trips designed to enhance awareness and appreciation of Mexican culture. As part of the practicum students have the opportunity to observe, consult, and collaborate with school staff and teachers. Embedded within the experience is the opportunity for students to learn about a different culture and educational system while providing psychological services gained from their knowledge and experience working in American schools. This column will focus on three graduate students' experience providing consultation in Spanish to a third grade classroom teacher at a public elementary school in Querétaro, Mexico.

In order to make our time most efficient in Mexico, principals of the targeted schools were asked to identify classroom or individual student cases in need of consultation. Due to our short three-week stay, each week of the practicum was given a specific focus. The first week consisted of observations, conceptualization of the case and the development of a plan that addressed the referral problem. The second week involved implementing interventions to address the areas of concern. Lastly, the third week consisted of modeling the interventions and gathering data about intervention fidelity.

Classroom Background

The targeted public elementary school was located in one of the eighteen districts in Querétaro, Mexico, which consists of 356 elementary schools (Unidad de Servicios para la Educación Básica en el Estado de Querétaro, 2012). The public elementary school included grades first through sixth with one teacher per classroom. The school building was used for two separate school shifts, morning and afternoon, with each shift containing different

school personnel and students. Our work was conducted during the morning shift in a third grade classroom referred due to significant classroom management concerns. The classroom consisted of 36 students and one female teacher with 30 years of teaching experience.

Observations
During the first week, observations and a teacher interview were conducted to determine problem areas. Observations revealed that indeed there were critical classroom management issues that interfered with students' academic progress. Specifically, related to the physical environment of the classroom: desk placement was disorganized with some desks facing the window or the wall, consistent seating was not enforced, no incentive system was in place, rules were not posted, and classroom routines were absent. Additionally, students did not raise their hands to speak, continually left their seats and the classroom without permission, and tossed objects across the classroom. As a result, a majority of students were observed to be off-task during instructional time, often disturbing their on-task peers. Furthermore, the classroom noise level was high which led to the teacher and students speaking in increasingly louder voices. Absent from the observations were positive praise towards students for appropriate behaviors and consistent discipline or redirection towards students who misbehaved. After discussing the observations with the teacher and ensuring her willing participation, it was agreed that the areas to be addressed would be: desk organization, assigned seating, classroom rules, classroom jobs, student hand raising, noise level control, effective praise, and consistent classroom monitoring.

Implementation of Interventions
After the problem areas were identified,

specific interventions were developed and implemented in the classroom during the second week. First, to address the random seat placement, all 36 desks were organized into an equal number of rows placed strategically to direct students' attention to the front of the classroom. Space was allotted between rows to allow walking space to enhance monitoring of students and ease of circulation. A seating chart was established that included a boy/girl arrangement in order to reduce distractions among students and lower the noise level. Secondly, once the structural needs of the classroom were addressed, specific rules for behavior were established. The rules, which included positive statements about remaining in assigned seats and being respectful toward one another, were identified with teacher and student collaboration and placed in front of the classroom.

Though these interventions were put into place, subsequent observations revealed that students continued to leave their seats without permission primarily seeking teacher assistance or attention. To remedy this, index-sized cards were made that contained a red side and a green side. The purpose of the cards was to reduce out of seat behavior by providing the students with a means to gain access to the teacher when they needed help without having to go to her or call out. Students who were working and did not need help were encouraged to place the green side of the card on their desks; however, when they had a question or needed assistance from the teacher they were asked to turn the card to the red side. The teacher was asked to observe student use of the cards in order to provide help to those students who had the red side of their card facing up. This intervention had the added benefit of encouraging the teacher to monitor student behavior as they worked by circulating the classroom.

Further, in order to give students a greater sense of responsibility and ownership of classroom activities, classroom jobs were established. Jobs included "line leader," and "classroom monitor" as well as other tasks frequently engaged in classrooms. The job chart was placed in front of the classroom and the students were expected to complete the designated jobs daily.

During the last week it was observed that even with the changes and modifications in place, the classroom noise level continued to be higher than desired and students were not receiving praise for appropriate behavior. To address the high noise level, a colored chart was introduced that consisted of a visual display of appropriate voice levels for the classroom. Six different colors were used to indicate different voice levels; ranging from silence and whisper to "recess or outside voice." A clip was used to indicate the appropriate noise level by providing a visual cue instead of a verbal cue from the teacher. The final intervention involved a system of reinforcement for appropriate and desired behavior. The teacher was shown how to reward students for following the established rules and noise level expectations (Hart, 2010). Students were given the opportunity to earn rewards that varied from praise to tangible rewards such as stickers. Finally, in order to increase fidelity of implementation from the teacher the interventions were modeled for her during one morning with a focus on circulating the classroom and providing praise to students. This allowed the teacher to observe the interventions and then practice them independently. When the students were at recess, the teacher received feedback on her performance.

Results

The last week of our time at the school was intended for gathering data about intervention fidelity. Due to the many interventions that were implemented and after attempting to gather fidelity data, it became clear that the teacher needed support in implementing the interventions as intended. Instead, we focused on modeling the interventions for the teacher and assisting her in carrying out the interventions on her own. By our final day, it was evident that the classroom environment had drastically changed from the first observation. The students were mostly seated in their seats, using the red/green cards, receiving praise from the teacher, and using appropriate voice levels. Most importantly, students were completing their assignments and listening to the teacher. Although, it may not have been to the ideal degree, the classroom environment had significantly improved and the teacher had gained additional strategies for behavior management that she previously did not use.

Conclusion

At the end of our practicum in the school, we wrote a report in Spanish to the principal detailing our work in the school that ended with additional recommendations for the teacher to continue to improve her classroom management skills. Specifically, it was recommended that she be consistent with the interventions implemented in order for them to be effective (Simonsen, Myers, & DeLuca, 2010), as this had been a weakness during the final observations. She was encouraged to monitor student behavior by taking into account appropriate student use of the red/green cards and by praising those students who met her expectations. Other recommendations focused on providing her with strategies to gain and maintain student attention.

Since our return to the United States, we have been asked several times whether we would recommend this experience to others and, without question, we most certainly would. Not only were we able to apply our classroom knowledge and skills in a different country

and in a different language, we were able to help one teacher gain skills in classroom management, a difficult area for any educator (Hammerness, 2011; Wubbels, 2011). We hope that this one teacher will share her knowledge with her colleagues and continue to apply the skills in her future classrooms; after all, our intention was to "give psychology away" (Miller, 1969).

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Evidencing Efficacy in Graduate-Level Supervisory Practices

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Abstract: *This paper provides an example of and a rationale behind demonstrating effectiveness as a graduate-level supervisor. A method consisting of a five-pronged approach to data collection is discussed. An example showing a possible arrangement of supervisory data is also provided.*

The National Association of School Psychologists (NASP; 2000) consider supervision a process that is vital to the growth of the beginning school psychologist. In fact, internship and practicum are the first extended experiences in which students can begin to comprehensively transfer knowledge to practice.

Practicing school psychologists collect data, analyze data, and use data to make decisions. Researchers in the field evidence their contributions as scholars by presenting data (i.e., scholarly works). Teachers in the field present data in the forms of student evaluations, self-reflection, student work, and student grades. Evidencing supervision effectiveness is no different. Consider the following dialogue:

1.   A: What are your strengths and weaknesses?
2.   B: My strength is that I am a hard worker. This can also be my weakness because sometimes I just end up working too much! I am working on establishing better boundaries.
3.   A: How would your last co-workers/boss describe you?
4.   B: I'm not a mind reader, but hopefully as hard working and easy to get along with.
5.   A: Have you ever supervised others? Tell me about your supervisory experience.
6.   B: Well, I'm a people person…

Based on this exchange, it is likely safe to assume that person B is not getting the job. Few situations in life will require you to demonstrate your value with a smaller allotment of time. A job interview requires you to stand out. While each of the first two answers – or some variant – to the interview questions is firmly entrenched in our brains, the last question requires a bit more thought and preparation (okay, a lot more). As we transition from a student role to that of a professional, it is imperative to be able to answer these important questions. Whether your future holds a faculty position, practicing in a school, or an outside consult or clinical role, there is one commonality: the supervision of others. The ability to present valid, meaningful supervision outcomes is vital in demonstrating your skills as a supervisor. How do we do this?

Data, Data, and more Data!
An axiom I have adopted is that it is better to have too much data than too little. This is not meant to condone meaningless data collection; rather, having data from multiple sources can often increase the power of your efficacy conclusions. In accordance with best practices, conceptualizing assessment as an ongoing, wide-ranging system yields more accurate and reliable data than one-time measures (Prus & Waldron, 2008; Waldon & Prus 2006). In other words, having too much is better than having too little. But, how do we collect said data?

Use Pertinent and Sensitive Assessments

When deciding on means of assessment consider three things. First, spend some time deciding what specific skills epitomize your model of assessment. Consult the research and your program's internship assessment form(s) for guidance. Second, consider the scale of your assessment measures. A true-or-false analysis of your supervision style won't cut it. Absurdity aside, using a method of assessment that is insensitive to change will not give you an accurate depiction of your supervisory skills. Third, decide on your sources of information. For instance, consider this five-pronged approach:

• Supervisor self-evaluation
• Supervisee self-evaluation
• Supervisor evaluation of supervisee
• Supervisee evaluation of supervisor
• Student outcomes

Whereas examining each of these sources in isolation yields only tentative conclusions, combining them makes a more convincing argument. For example, presenting data that shows supervisee skill improvement is good. The addition of supervisee self-evaluation data showing the same improvement is great. The addition of improved student outcomes is the icing on the proverbial cake: It shows the value-added piece that demonstrates socially significant outcomes. Combine these sources of data (see figure 1) to form a data-driven, cogent evaluation of your supervisory skills.

Use Formative Assessments

Banta (1999) defined assessment as "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student [i.e., supervisee] learning and development" (p.4). While this definition was intended to refer to assessment in general, one could make the argument that it just pertains to formative assessment. In contrast to summative assessment's use in making a judgment of content mastery, formative assessment is given to improve performance. Gathering frequent assessment data from multiple sources will add a measure of reliability. Tables 1 and 2 represent supervisor and supervisee evaluation summaries that can be used to reliably show improvement over time.
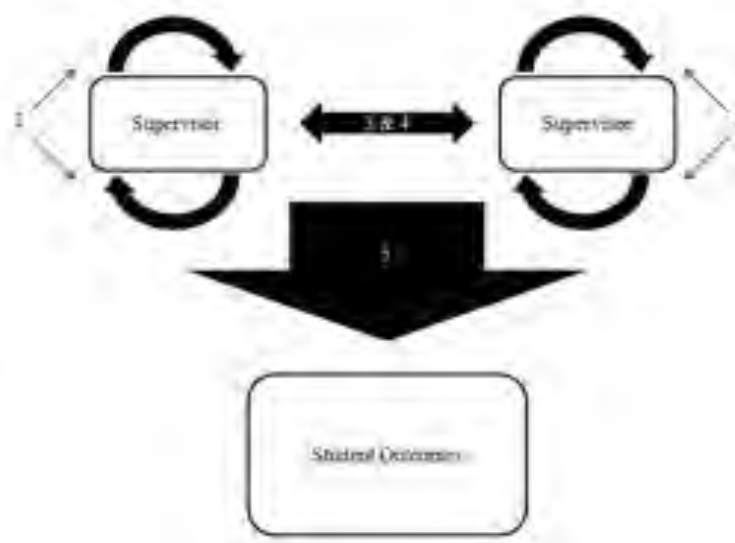

Figure 1. Methods of Assessment

Table 1

Supervisee Evaluation

My supervisor/I...	Fall		Winter		Spring	
	Supervisee	Self	Supervisee	Self	Supervisee	Self
Provided appropriate support during assessment	6	6	7	7	8	8
Provided appropriate support during code development	7	7	8	8	9	9
Provided appropriate support during intervention planning	5	5	7	6	8	8
Provided appropriate support during parent meetings	7	6	6	7	8	9
Provided appropriate support during teacher meetings	6	7	7	9	7	9
Provided appropriate support during technical adequacy writing	8	8	8	10	9	10
Responded to emails promptly	4	5	8	9	9	10
Provided relevant info or person who could answer questions	6	8	9	9	10	9
Is approachable	7	6	4	7	8	8
I'm satisfied with the support I received/provided	6	7	7	6	9	8
Overall	6.7	6.6	7.6	7.8	8.5	8.9

Note. Ratings were given on a scale of 1–10 where 1 = strongly disagree and 10 = strongly agree.

Form a Plan to Address Weaknesses

Why collect data if you're not going to use it? An honest self-evaluation prior to becoming a supervisor should provide an initial indication of possible areas needing improvement. Once you begin to analyze your data, develop a specific action plan targeting your weaknesses. Aside from the obvious benefit of improving your skills, this will allow you to demonstrate your commitment to improvement. Speaking of demonstrating, let's try that again:

1. A: What are your strengths and
2. weaknesses?
3. C: As indicated by my data, my biggest strengths are _____. I was told some time ago that I needed to work on _____. I feel I have addressed this issue by…
4. A: How would your last co-workers/boss describe you?
5. C: As a supervisor, I value how the people I supervise perceive my competence. According to past supervisees I am _____. This compares to my self-analysis by _____.

A: Have you ever supervised others? Tell me about your supervisory experience.

C: Yes. I was able to improve my skills, my supervisee's skills, and make meaningful differences in the lives of students. According to my data…

Whom would you hire?

Table 2

Supervisor Evaluation

Self Assessment Statement	PES	Fall		Winter		Spring	
		PES	Self	PES	Self	PES	Self
Demonstrates knowledge of scientifically-based instruction/intervention approaches	1.1; 1.3; 1.4; 2.1; 2.7; 3.1; 3.6	3	4	5	4	7	6
Demonstrates knowledge of code development and selection of key targets	1.16	4	3	5	5	8	7
Demonstrates knowledge of scientifically-based approaches for PBS	1.2; 2.2; 3.2	3	5	5	6	7	8
Demonstrates knowledge of data-based decision making practices	1.5; 2.3; 3.3	4	4	6	5	9	10
Applies concepts of technical adequacy in decision-making	1.6; 2.4; 3.8	3	3	5	4	10	10
Plans, engages in, and evaluates staff development activities	1.7	5	4	4	5	7	9
Demonstrates use of information technology for activities	1.13; 2.8; 3.10	3	5	5	7	6	7
Demonstrates strong writing skills	5.16	2	4	6	3	7	8
Demonstrates use of collaboration and involvement of key stakeholders	2.5; 3.4	4	3	5	5	5	7
Personal and professional behavior	All section 5 statements	3	3	7	6	6	7
Overall	n/a	3.4	3.8	5.3	5.1	7.2	7.9

Note. PES = Program Evaluative Statement; Self assessment statements were created by the author to correspond with programmatic evaluative statement; a scale of 1-10 was used for all areas where 1 = non competent, 5 = minimally sufficient competence, and 10 = mastery.

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Practices and Reflections: Behavioral Consultation Services at a Practicum School

Mayo Fujiki

University of Missouri

Abstract: *The author reflects on her experience of providing behavioral consultation services at her practicum elementary school. Along with the descriptions of a case with a third grade teacher, several tips are presented to graduate students who are starting to provide similar services.*

Although providing behavioral consultations at school can be unnerving to many graduate students due to limited experience, the same feeling or conditions may be true among many practicing school psychologists. This trend may be likely because many practicing school psychologists either decide against consultations or are not allowed to provide consultations, as they spend more than half of their time in eligibility-related activities (Hosp & Reschly, 2002). School based behavioral consultation allows school psychologists to have an impact on more children than direct service, which involves working face-to-face with children (Kratochwill, 2008). Therefore, it is important for graduate students to obtain practical consultation experiences during their training in order to familiarize themselves with such services and develop their consultation skills.

As part of the program at the University of Missouri, I took a school consultation class during the spring semester of my second year in 2012. The course required me to conduct at least 2-3 consultation cases with teachers. In fall 2011, I started my yearlong practicum at a rural elementary school in mid-Missouri, but I did not start consultation until spring at the same school. The teachers at my practicum site did not have any consultation experience with school psychologists, so I sent a service advertisement email to them at the beginning of the semester in February. Because no

responses came, my school psychology supervisor attended a school staff meeting to explain the consultation service and my course requirement.

A few days after the staff meeting, I directly asked teachers with whom I had a good relationship to see if there were any students who needed to improve their behavior or academic skills. This was the best recruitment technique. Also, the school principal referred teachers who wanted help with a student with behavioral issues to us, the school psychology team, and we took most cases as behavioral consultations.

One of the three cases I completed was with Ms. Smith, a third grade teacher, who had a female student with a behavioral issue, which included talking to peers and leaving her seat without permission. Ms. Smith and I met about once a week for 15 minutes during teacher planning time. Following the behavioral consultation framework, I used the first meeting to identify the student's specific problem. According to the teacher, the student often left her seat and talked to her peers during independent work time throughout the day. Ms. Smith shared her understanding of the reason for this problem behavior by mentioning that the student wanted to seize any opportunities to interact with her peers. However, in order to explicitly communicate behavioral conceptualization, it was important for me to rephrase this point to the teacher by the function of the behavior: to obtain peer attention.

After the first consultation, I asked Ms. Smith to conduct an event recording by counting the number of times the student talked to a peer

during independent work time. Ms. Smith did this for 10 minutes a day for six days. Event recording is a simple way to collect data on problem behavior, and it provides a simple depiction of the problem to an observer, in this case the teacher, as it is happening. When presenting this data collection procedure, I made sure that Ms. Smith understood what she was supposed to be doing, gave the rationale of baseline data collection, and asked about the ease or difficulty of this procedure. Ms. Smith did not need much explanation and was open to this technique.

At the following meeting, the teacher shared the observation data, and again I asked her reflection of the experience, in order to improve my consultation skills and to encourage her involvement and sense of ownership in the case. One thing she suggested was to collect frequency data of teacher redirection. I welcomed this suggestion and this helped Ms. Smith know that she was the main player of the consultation.

Another key point in my consultation experience was allowing Ms. Smith to implement what she thought would work with the particular student as an intervention.

While I thought of a pass system as a potential intervention, the teacher wanted to use the Check In Check Out (CICO) intervention, partly because she and the school were familiar with it. The CICO is an evidence-based intervention effective when the function of the problem is adult attention-seeking behavior (Stormont, Reinke, Herman, & Lembke, 2012). My supervisor and I decided that the CICO could work because third grade children typically seek attention both from peers and adults. We also decided to modify the CICO by adding the peer attention component to correspond to a speculated function of the targeted problem behavior. Therefore, upon confirmation with the teacher that the student also liked teacher attention, the CICO was developed to provide

the student with adults' and peers' attention appropriately and systematically. Specifically, the student would use a CICO form every day to get either a smiley, regular, or sad face mark for each period of study from a teacher. If she obtained more than 13 smiley marks that day - more than an 80% success rate - she would earn a reward ticket from a peer.

The results of this intervention showed success! Before the intervention, the problem behavior occurred an average of 4.5 times per 10-minute period. During the CICO phase, the behavior occurred an average of 1.6 times per 10-minute period. After the start of the CICO, there was no day in which the target behavior occurred more than four times in a 10-minute period. Also, five days after the start of the intervention, the frequency of the target problem behavior stayed below two.

To conclude the consultation service, I gave Ms. Smith a three-page report to refer or pass to the student's fourth grade teacher. More importantly, this report was also intended to immerse the teacher with a scientific hypothesis testing procedure in problem-solving, as well as with an evidence-based intervention, just as the consultation had. It was vital that the report used teacher-friendly phrases with a diagram and a graph as visual representations of the texts so the teacher could easily understand and use it in the future. For a quick guide, the one-page general handout describing the CICO was attached as well as the form used with the student.

In addition to several points mentioned above, I practiced and learned the following through my practicum:

- Be enthusiastic about what you are talking about and what the teacher is

learning during consultation sessions.

- Show visual data to aid communication and validate your reasoning (e.g., graph).
- Obtain supervision or get insights from colleagues when necessary even for a brief time.
- Let go of teacher resistance, instead of taking it personally.
- Predict a "predictable" consequence and inform the teacher (e.g., extinction burst).
- Be persistent with teachers to stay involved and remain updated. This shows you care.

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My Year with the Head Start Program

Ethan J. Schilling, M.S.
University of Georgia

Finding a practicum placement for myself this year was a bit daunting. My previous placements had occurred in clinic settings conducting psychoeducational and neuropsychological evaluations so I knew I wanted to find an intensive school-based practicum experience this year, particularly as I prepared for internship. I also needed to find a local placement as I was dealing with transportation limitations. Unfortunately, the public school district here in Athens, GA was not accepting practicum students for the coming year. This news was pretty frustrating until a faculty member in my department suggested I check into completing my practicum with the local Head Start program, an option I hadn't even thought about. She had done a lot of work with this program in the past and was instrumental in setting up a meeting with their staff to explore this possibility.

As soon as I walked into that meeting, I could tell that this was a group of people who were extremely passionate about what they do; serving the needs of low-income children and families in the local community. They had not previously had a school psychology practicum student work with their program, but were eager to think of ways I might be able to contribute while also providing a rich training experience. For example, given my background in assessment, they suggested I could get involved in their regular Child Find screenings as well as assist in conducting program-wide screenings to target individual students for intervention at the beginning of and throughout the school year. Additionally, the Early Learning Center, in which the Head Start Program is centrally located, was beginning to roll out a system of school-wide positive behavioral interventions and supports in the coming year. They thought I could contribute some input to this process given my training in school psychology. These were just some of the ideas they had and, as it turned out, I would experience many more fantastic training opportunities in the coming year. There was just one final hurdle in that they did not have an on-site psychologist to supervise me, a detail that was remedied when my faculty advisor agreed to provide me with formal supervision on a weekly basis.

Upon beginning my practicum at the start of the school year, I was placed with the education team. For those not familiar with Head Start programs, they are full of "teams": education teams, health teams, teachers, home educators, directors and coordinators, etc., each with their own purpose in meeting the needs of students enrolled in the program. The goal of the education team is to provide classroom support through the mentoring of Head Start teachers, providing supportive strategies for students with challenging behavior and/or particular education needs, and ensuring that Head Start performance standards/Early Learning standards are being met. Within this team, I worked most closely with the Behavior Specialist whose job it was to address the needs of students experiencing emotional and/or behavioral health difficulties. Throughout the school year my work with her involved performing observations of students and classrooms with a particular eye to behavior management issues, conducting functional behavior assessments, designing behavior intervention plans for students in need of such services and consulting with teachers.

From these experiences, I learned the importance of finding a balance between respecting a teacher's point of view and the particular needs of students, especially when working with this unique group of students. Many of these children come from fairly disadvantaged backgrounds with sometimes-extensive trauma histories at a young age (i.e., exposure to violence, neglect, and abuse). I learned that it is one of the tasks of the school psychologist and others trained in issues around child development to help teachers see where students might be coming from and that they are usually "acting out" for a reason. Once this fact has been recognized, I have found that the task can then shift to identifying the most effective means of helping the child in the classroom. Through the experience of consulting with teachers in this setting, I learned how important it is to develop strong, trusting relationships with teachers and other school staff before any real meaningful work can be done. I think that as a practicum student in particular, let alone in a setting where they have not had a school psychology practicum student in the past, there is the danger of being misperceived. After all, how can a student help a teacher who has been working with Head Start kids for years? By starting off my experience with classroom observations, listening to teachers, and just lending a hand when it was needed in the sometimes chaotic Head Start environment, I was able to build up some mutual trust and respect that I feel made for a very rewarding and enriching experience in the end.

Following these initial experiences, I gradually became involved in more direct intervention work with students. With the help and support of the education team, I took on a caseload of four students identified as in need of individualized academic intervention. I quickly realized that most of these children were also in need of targeted social/emotional support. With much help and guidance from my university supervisor, I began more individualized counseling work with these students. Through my work with one child in particular, who at 4-years-old experienced physical and sexual abuse, neglect, and an unstable family environment, I came to appreciate the particular challenges faced by school psychologists working in the Head Start setting as well as the difference they can make in undertaking this work. Drawing on my training, I was able to make some strides in helping this child see that not all adults are there to hurt her and that there are better, alternative ways of dealing with her emotions than just running away from things when they are too difficult.

I don't want to downplay the positive role that good parents/caregivers can make in the lives of Head Start children as I came across many of these as well during my year of practicum. Family involvement is regularly encouraged as the program was always holding fun and educational events for families, which many would attend. I even assisted with a couple group sessions for fathers of children in the program designed to encourage involvement in their children's lives. I found this helpful in understanding that many of these families, although sometimes misguided, are trying their best in raising their children given the circumstances they've been dealt. As such, this experience has given me an appreciation for the potential usefulness of supportive parent training/management work families in supporting family relationships within the Head Start environment.

Finally, assessment is a large part of the Head Start experience as the federal Office of Head Start stipulates that local programs regularly track the developmental and educational progress of their students. As a doctoral student in school psychology, I was glad to get involved in not only conducting some of these

evaluations, but also spending a good bit of time discussing and providing input regarding larger issues around the assessment of Head Start children. Are developmental assessments designed for preschool students also valid for evaluating Head Start students? How should things proceed when the results of two different evaluative tools disagree as to whether a child is meeting developmental expectations? How should a program measure and quantify the school readiness of Head Start children as they exit this program? These are just some of the important questions that need to be asked when applying assessment principles to Head Start students.

I think my experience as a school psychology practicum student with the Head Start program was probably not so different than the experience I might have had within another public school setting since assessment, consultation, and intervention were all included in my list of duties. If anything, my time with this program has taught me that, as developing school psychologists, we need to be aware of the range of students and families we may serve regardless of the setting we practice in. It has also taught me that school psychology has a place in Head Start. Given our training in relevant areas (i.e., child development, school systems, consultation, intervention and assessment), it is clear that school psychologists can be instrumental in helping address the needs of children and families enrolled in this program. Personally, I look forward to staying involved with the Head Start program throughout my professional career. I hope others in the field might consider this option as well.

About the Author

Ethan Schilling is a fourth year doctoral candidate in the School Psychology program at the University of Georgia.

'Tis the Season of Internships

Kaleigh Bantum and Lindsey DeBor
Duquesne University

The pros and cons of becoming a summer intern

While you are enjoying the summer sun, and hopefully a break from your graduate coursework, it's never too early to start thinking about internship. Your school psychology training experience will not be complete without a year-long, comprehensive opportunity to integrate the knowledge you've gathered as part of your academic work within an applied setting. Internship allows you to build your professional repertoire and polish your education before beginning your career. Internships vary greatly and offer a wide range of practice experience, networking opportunities, and paths to becoming the school psychologist you hope to be.

Some things to consider when deciding on an internship:

- Be sure your internship meets the requirements for your program, the area you hope to work in, and the national certification qualifications (NCSP). Keep in mind that NASP standards require that doctoral internships include at least 1500 hours of supervised experience with at least 600 hours in a school setting.
- Consider the opportunities you will have to expand your professional knowledge with diverse experiences. What populations will you be working with? Are you interested in a particular area of specialization?
- What type of supervision do you need? Will your site meet these needs?
- Determine how important your geographic location is in selecting an internship. Be sure to consider the requirements of your program for out-of-state placements.

- Money! Financial support is always important. Consider compensation in terms of sick days, vacation, and health insurance benefits. If the internship is unpaid, think about how you will support yourself.
- Are there professional development opportunities available such as conferences and seminars?

Here's a timeline for the internship application process to help you along the way:

August/September

- Start researching potential sites of interest for your internship. Consider: consulting with your advisor & faculty within your program; contacting students from your program who have completed the internship process; looking for internship announcements in the NASP Communiqué or other professional newsletters and websites; contacting APA and APPIC for information on accredited internships, if interested
- Begin organizing your application materials, such as practicum logs, portfolio materials, etc. if you have not done so throughout your training. Be sure to gather all of the details of the experiences you've had during your training so that you accurately provide a comprehensive picture of your experiences.
- Think about whom you would like to serve as references for you.
- Consider acquiring professional malpractice insurance.
- Begin saving for the potential costs of applying. These may include mailing and printing of materials, fees for utilizing the

APPIC Match online service, transcripts, etc.

October/November

Update your resume or curriculum vitae

Ask people to serve as your references for letters of recommendation. Be sure these are people who can speak highly of your abilities as an intern and are able to provide personalized information about your individual skills.

Attend internship fairs that are available within your local area.

December

Make initial inquires to sites about the positions available. Many sites have information online, but call if you have questions!

Secure your letters of recommendation by providing all the necessary information to your writers regarding the sites to which you will be applying.

January

• Submit application materials! This should include cover letter, resume, transcripts, recommendation letters, and specific portfolio requirements for each individual site.

February

• Interview. There are plenty of resources available around potential questions you may be asked. Some questions you may be asked include:
  ➢ What do you want to get out of this internship?
  ➢ Why did you choose school psychology as a career? Tell me about yourself.
  ➢ What are your personal strengths/ weaknesses?
  ➢ What is your theoretical orientation?

• Be sure to come up with your own questions for the site. After all, you are

interviewing them as much as they are interviewing you; you are looking for a perfect match as well! Be sure you've done your homework, so you are not asking questions about information that has already been provided to you.

Examples include:
➢ What is the ratio of school psychologists to students?
➢ What are your likes/dislikes about working in this district?
➢ How often do you get new test instruments?
➢ What services are school psychologists expected to provide in this district?
➢ Send personalized thank you notes to interviewers to show your appreciation.

March

1. As the offers come in, think carefully about the pros and cons of each, and choose wisely!
2. **Relax**! You survived, so reward yourself for all of your hard work!

Please note that if you are interested in utilizing the APPIC process this timeline may vary.

More Graduate Student Resources:

• NASP Career Center Resources for Students
• State requirements for credentialing school psychologists or state psychology boards for licensing psychologists are provided.
• NASP Internship Fact Sheet (PDF, 59KB)
• Internships in Psychology: the APAGS Workbook for Writing Successful Applications and Finding the Right Fit,

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How Do I Become Culturally Competent?

*Both research and practice-oriented psychology students can
benefit from a healthy dose of self-reflection, experts say*

Rebecca A. Clay

gradPSYCH Magazine

As a former Asian-American studies minor with an interest in diversity and a minority-group member himself, Ali M. Mattu thought that he was ready to tackle just about any cultural issue when he began doctoral studies in clinical psychology at the Catholic University of America five years ago. As it turned out, the future diversity chair for APAGS was flummoxed by one of his first clients.

"He was going on and on about confession, using a lot of Catholic lingo that I'm not familiar with," says Mattu, now chair-elect of APAGS. "Then he looked at me and asked point blank, 'Have you been to confession here?'" Instead of owning up to not being Catholic, Mattu sidestepped the question and missed an opportunity to explore a topic that meant so much to his client.

Since then, Mattu has taken an intensive course on cultural issues in clinical psychology, which included lectures, self-reflection and community service. But while APA accreditation requires programs to cover cultural competence, and many states require such training for licensure, not all psychology programs offer the thorough grounding Mattu received.

"Traditional models of training don't focus very much on learning how to adapt one's skills to different populations," says Janet E. Helms, PhD, director of the Institute for the Study and Promotion of Race and Culture at Boston College. "People still have a tendency to make cultural competence the topic they cover at the end of the semester, so they really don't cover it very well."

That won't do, says Helms, who wants cultural competence integrated into every aspect of graduate training. "We're becoming an increasingly culturally complex country," she says, adding that training in cultural competence should include race and ethnicity, sexual orientation, age, gender, disability status, and other demographic characteristics.

Fortunately, say Helms and other experts, there are plenty of ways to get that training and experience on your own:

- **Learn about yourself.** Get started by exploring your own historical roots, beliefs and values, says Robert C. Weigl, PhD, a psychologist at the Franklin Center in Alexandria, Va., who described a protocol for such self-reflection in a 2009 paper in the *International Journal of Intercultural Relations* (Vol. 33, No. 4). The eight-step process includes such exercises as describing your ancestors and their

experiences, thinking about how your family functions as a group, and characterizing your most representative style of thought as emotional or rational, "me-centered" or "we-centered," and the like.

Self-assessment makes participants realize the pervasive role culture plays in their lives, says Weigl. It also makes people aware of their own biases while sparking open-minded curiosity about other cultures. Plus, it's fun, he says, adding that students are "sometimes swept away by healthy narcissism" as they explore their own backgrounds.

- **Learn about different cultures.** If you know you're going to be researching or providing therapy to people with unfamiliar backgrounds, seek cultural insight through journal articles and academic books, says Mattu. But don't stop there. "There's a richness to memoirs, for example, that scientific journal articles just cannot capture," he says. He also recommends novels such as "The God of Small Things" — an examination of India's caste system — and such documentaries as "Divided We Fall," about post-9-11 hate crimes against South Asians.

  However, one of the best ways to immerse yourself in another culture's worldview is to learn a second language, says private practitioner Pamela A. Hays, PhD, of Soldotna, Alaska, and author of "Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy" (APA, 2008). "One of the most mind-expanding experiences is to learn a word or concept that doesn't exist in your own language," she says. "Plus, learning a language means you're more able to reach out and connect with people who speak that language."

- **Interact with diverse groups.** Arranging a research project, practicum experience or internship where you work with people from a culture that's unfamiliar to you is a great way to enhance your cultural competence. Depending on the kinds of cultural experiences you're seeking, you may want to volunteer at community centers, religious institutions or soup kitchens, says Mattu. Take a friend or two with you, he recommends, and spend some time afterward discussing how the experience may have changed your views.

  It's also important to supplement work and volunteer experience with nonclinical social interactions, recommends Hays. Instead of solely interacting with members of diverse groups who are seeking help, get a fuller picture by interacting with them as peers at parties, religious services and cultural events. "Put yourself in social situations where you're the only one of your cultural group," she recommends.

- **Attend diversity-focused conferences.** Get formal training on diversity-related research and practice issues, learn about the latest research, and meet potential collaborators at APA's Annual Convention, as well as conferences that are focused specifically on diversity issues. Check APA's online events calendar for news about upcoming meetings. One such conference, the biennial National Multicultural Conference and Summit, will take place Jan. 27–28 in Seattle. "We'll be exploring how science can be more sensitive to diversity, as well as how science can have an impact on diverse communities that have been marginalized in the past," says Francisco J. Sánchez, PhD, the summit's lead coordinator and a psychology research fellow at the

University of California, Los Angeles, School of Medicine.

Interested students who are short on cash can often volunteer at conferences in exchange for reduced fees, or apply for a travel grant. Check out APA's searchable database of scholarships, grants and awards.

• **Lobby your department.** If your program isn't giving you the training you need, push the faculty to do better, says Helms. Whether you plan to send the departmental chair a formal letter with concrete suggestions and complaints or handle the matter more informally, be sure to gather allies — students from within and outside your department — to help you make your case. That way, says Helms, "the program gets the message that this is something important to students."

And remember: These steps are just the beginning, says Hays.

"Cultural competence is a lifelong project," she says, adding that competence with one group doesn't mean you're competent with another. "You have to keep finding ways to expand your learning."

This article was reprinted with permission from September 2010 issue of *gradPSYCH.*

University of Missouri Student Affiliates of School Psychology Chapter Spotlight

Sarah J. Beyers
Department of Educational, School, and Counseling Psychology
University of Missouri

In the summer of 2009, the University of Missouri (MU) School Psychology faculty and students decided to charter a Student Affiliates of School Psychology (SASP) chapter. For the past three years, the MU SASP chapter has grown into a recognized student organization on campus and has been working to increase leadership skills of School Psychology graduate students. In its first year of operation, the MU chapter became a MU student organization and provided the initial structure of the chapter today. This groundbreaking year laid the foundation for future executive boards with evolution in mind. Over the last two years, the MU chapter restructured it committees to best meet the needs of our students.

What makes the MU chapter unique is our organization of leadership roles. The executive board is composed of a faculty advisor, an Ed.S. co-chair, a Ph.D. co-chair, an historian, and 6 representatives for the following committees: program relations, professional development, recruitment, public relations, and the first year cohort.

Co-Chairs

The two overarching co-chair positions each represent our two degree tracks (Ph.D. and Ed.S.) and oversee our 5 committee chairs, the first year representative, and the historian. The co-chairs also serve as the liaisons between students and the faculty by attending biweekly faculty meetings. The Ed.S. chair is the school psychology representative on the department's student organization: Graduate Student Network. Similarly, the Ph.D. chair is the student representative for the American Psychological Association.

Furthermore, the co-chairs also serve as official organization leaders with our campus student organizations department. For two years in a row, the MU chapter has received travel grants to assist students to travel to national conferences for professional development and networking opportunities. Recently the co-chairs have also secured general funding to provide additional intervention and professional materials for student use in practicum placements.

Professional Development

The MU chapter professional development committee has provided over fifteen professional development seminars to our graduate students on a range of topics, from working with traumatized children to obtaining an internship. The professional development chair also serves as our student representative to the National Association of School Psychologists (NASP) and works to provide additional support at the annual NASP conference.

Program Relations

The program relations committee provides social events and pairs first years with a mentoring tree. The mentoring tree links students throughout all years of the program with similar advisors or research interests together for additional mentoring and support. In addition, the program relations chair also schedules academic support groups, which enable students to come together to discuss program requirements and the most

efficient way to navigate our program. This past year the MU chapter held its first ever school psychology football tailgate to encourage alumni participation in the chapter and foster informal networking within the program.

Recruitment

The recruitment committee assists faculty with organizing and executing our fall informational preview and our program interview day. In addition, the chair also designs and sends promotional flyers about our program to psychology, education, and human development undergraduate programs throughout Missouri and neighboring states.

Public Relations

The program relations committee organizes School Psychology Awareness Week and serves as our student representative to the Missouri Association of School Psychologists. The PR committee also helps the MU chapter to be involved in community projects. For example, this past holiday season our SASP chapter collected over $250 in supplies for a local early childhood center for disadvantaged students and families.

First Year Representative

Since elections are held in the spring, the MU chapter has made an effort to include the first year students by having them nominate a representative in the fall of their first semester. This allows them to learn more about the SASP executive board and share any concerns they may have while navigating the program.

Historian

As the chapter grew, a need arose for a central secretarial role and a designated person to promote the chapter on campus. The historian position was developed to fill this need. The historian's responsibilities include taking minutes at meetings, posting minutes to our blackboard site, and compiling and

disseminating *SASP NEWS*, the chapter's monthly newsletter, which highlights student happenings in the program. As the chapter grows, this position will also be responsible for developing and maintaining the MU SASP Facebook page to reach out to more students and alumni.

Faculty Advisor

The faculty advisor oversees meetings and provides faculty updates to students. The faculty advisor acts as a mentor to the chapter and has provided unconditional support and guidance in the development of the executive board.

Future Directions

In three short years, the MU SASP chapter has made tremendous progress in defining a student organization committed to leadership, professional development, and camaraderie. However, there is still a determination for more. In the future, the chapter envisions establishing a stronger connection with MU school psychology program alumni. While we celebrate our accomplishments, we are forever looking ahead for future MU school psychology students.

About the Author

Sarah Beyers is a fourth year doctoral candidate in the school psychology program at the University of Missouri. She has been involved with the University of Missouri SASP chapter since its inception in 2009.

Reminder From SASP:
SASP Diversity Mentorship Program
Kennetha Frye, M.S.
Diversity Affairs Chair, SASP

Greetings Members! I would like to remind students and faculty about 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 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 <u>mentees</u>, 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 <u>mentors</u>, 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/.

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SCHOOL
PSYCHOLOGY
Science. Practice. Policy.

Student Affiliates in School Psychology (SASP):

Student Research Forum Flyer

PLEASE DISTRIBUTE!

Student Research Forum

Division 16 Student Affiliates in School Psychology (SASP)

The 2012 Student Research Forum will be a total of three-hour programming that will feature:

A presentation on **applying for internships** by Dr. Susan Swearer of the Univeristy of Nebraska-Lincoln and Nebraska Internship Consortium in Professional Psychology

A keynote address given by Dr. Michael Furlong of the University of California Santa Barbara on **Positive Psychology and Strength-Based Assessment**

Student poster presentations on topics such as **Cyberbullying, Cognitive Behavioral Intervention for Trauma in Schools and Teen Dating Violence** and a chance to network with D16 & SASP members

Mark Your Calendars!

Thursday, August 2nd: SASP Forum Part I: 11-11:50
Building: Convention Center
Room Description: Room W303A
Room Location: Level III

Thursday, August 2nd: SASP Forum Part II: 1-2:50:
Building: Convention Center
Room Description: Room W304H
Room Location: Level III

Further information and a detailed schedule of events for the forum will be distributed through the SASP and Division 16 listservs, so please be on the lookout! If you have any questions regarding the SASP Student Forum at APA, please do not hesitate to contact Eric Fenclau Jr @
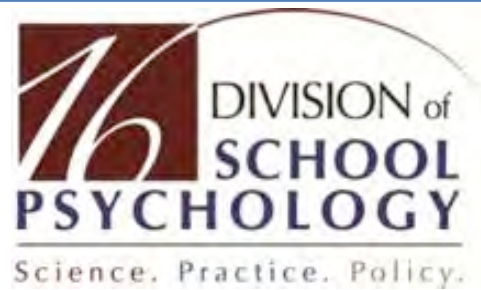
Student Affiliates in School Psychology (SASP):
Individual Membership Application

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:

1. 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.
2. Receive cutting edge publications such as School Psychology Quarterly, the Division's APA journal and the high quality peer- reviewed newsletter The School Psychologist.
3. Network with colleagues and leaders in the field who share your interest in School Psychology.
4. 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.
5. Join the Division 16 listserv to keep up to date with current trends, professional opportunities, and the on-going dialogue on School Psychology matters.
6. 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).
7. Become involved in Division 16 governance. There are many opportunities to join committees and run for executive office in the Division.
8. Visit our website for more information: http://www.indiana.edu/~div16/index.html