School Psychology:
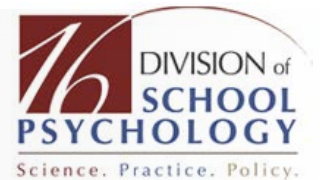# From Science to Practice to Policy

16 DIVISION of SCHOOL PSYCHOLOGY
Science. Practice. Policy.

In this Issue of *FSPP*

We are pleased to announce that this Summer 2014 issue is the first in which the title *From Science to Practice to Policy* (*FSPP*) has been adopted. This issue of *FSPP* begins with a message from SASP President, David Cheng, in which he discusses SASP achievements thus far and goals for the future. In addition, Dr. Christine Borgelt, a school psychologist in private practice, is interviewed and provides enlightening thoughts and advice on her experience entering private practice as a school psychologist. In the first installment of Insights on Policy in School Psychology, graduate student Rachel Stein discusses student advocacy in school psychology. And, in the Research Review, we feature an outstanding literature review examining executive functions in children with Autism by graduate student Seema Mahdavi. Texas Woman's University is featured in this issue's SASP Chapter Spotlight, and the issue concludes with a book review by Dr. Jennifer Greif Green, Assistant Professor at Boston University.

The SASP Student Research Award

This year we will again be awarding a $75 cash prize for the most outstanding student research manuscript accepted for publication in *FSPP*. The prize will be awarded subsequent to publication of the Winter 2015 issue. The winning manuscript will be selected based on the following criteria as determined by a panel of experts:

- o Potential for increasing the well-being of children by advancing the field of school psychology
- o Degree to which the research and/or findings add to extant evidence-based literature
- o Practical applicability for school psychologists (i.e., potential for bringing *Science to Practice to Policy*)
- o Quality and fit of research design (i.e., statistical methodology, analysis, interpretation)
- o Quality, clarity, and completeness of the manuscript (i.e., readability, grammar, punctuation, references, structure, adherence to *FSPP* guidelines)

Message From the President

David Cheng, *President*

Greetings SASP Members!

I would like to begin this message by taking time to thank the 2013 SASP Executive Board. The past year has seen SASP continue to grow and solidify itself as an integral piece to Division 16 and we look forward to carrying that on this year!

SASP President
David Cheng

It is my honor to provide you all with a brief update of the actions of the SASP Executive Board thus far in the year. The 2014 SASP Executive Board have focused on advancing relevant support to students through use of the Diversity Mentorship Program, monthly announcements, surveys to members about relevant topics, and outreach through Facebook and social media. Based on last year's success, a Diversity Committee was again formed in order to assist the SASP Executive Board and the Diversity Affairs Chair in our efforts to expand the diversity mentoring program, reach out to diverse school psychology graduate students, and improve diversity programming at convention.

These efforts have strengthened our ability to offer various awards that promote student scholarship, through the Diversity Mentoring Mentee Award, Diversity Scholarship, Student Travel Grants, and a Student Research Award. The Division 16 Executive Committee has been an incredible support in all of these initiatives, increasing the funding of both the Mentee Recognition Award and the Student Research Award.

I am happy to report back to you all about the success of this year's Student Research Forum at the 122nd APA Convention in Washington, DC. This year's convention brought great advancements to both SASP and Division 16 leadership and will likely have a great impact on the years to come! We look forward to engaging with you all in a more personal basis during the remainder of the year in order to continue advancing the field of school psychology! I encourage SASP members to email myself and other members of the SASP leadership team at any time throughout the year with their input regarding how we can better serve our members and make lasting student contributions to the field of school psychology. I am honored to continue to serve SASP and Division 16, and I look forward to hearing from you!

David Cheng
2014 SASP President

Lessons From the Field

School Psychologists in Private Practice
An Interview with Dr. Christine Borgelt

What led to your decision to open a private practice?

A delightful and unanticipated consequence of juggling family moves and professional demands for three decades is that I gained a variety of experiences, with depth in several areas (traumatic brain injury, gifted education, learning disabilities). On a resume, my work history can appear a bit hodge podge. What I have learned through these opportunities, however, is that I have two deep interests as the common professional thread: asynchronous development and family systems. After spending the past few years exploring opportunities that would play to my resume, I realized that private practice would be the clearest vehicle for tapping my passions. And I love setting my own schedule and work pace.

What skills and work experiences help you as an independent practitioner?

School psychologists in private practice need to be competitive clinically to sell our services to insurance panels, referral sources, and clients. We also need business savvy. I went to grad school with some of the most intelligent, compassionate, child-centered, interpersonally skilled people I have ever met. Those skills do not always translate into business acumen, however, so you have to learn business skills on your own.

Completing my pre- and post-doc training in a

clinical setting (because I had a school-based internship at the Ed.S. level and had worked several years in public schools) proved invaluable for private practice licensure. School psychology training is such a wealth of knowledge, but I have encountered a bias that we "only know about schools and testing." I had to develop patience for teaching others about the educational and clinical experiences that form our competencies. (It was a moment of professional growth ten years ago when a clinical psychologist "confided" in me that she and another colleague were concerned that I was not a "real" psychologist!) Instead of taking a defensive stance toward insurance panel participation, I educate insurance companies about the 3% of licensed psychologists who choose a school psychology track, and why that is an excellent resource for their clients.

On the business side, one employer allowed me to attend professional development training on financial management. In the schools, I asked directors to help me understand their budget decisions – not as a challenge, but in order to appreciate the complexities of funding educational programs. In clinical work, I sat in on conversations with case managers and learned what drove their funding decisions. When working at a foundation, I gained experience managing scholarship events and balancing large budgets. Understanding financial language to incorporate into a scientist-practitioner training model can be a unique asset. Financial knowledge has been a surprisingly natural extension of training in systems theory.

I learned in various jobs to interpret a financial statement, understand and build budgets, and write a business plan. While I am no expert, I

can ask informed questions about self-employment taxes, can create a formula for generating income, and can hold a constructive conversation with an insurance provider.

What are the different types of possible office/business arrangements?

Business models for private practice vary considerably. Each comes with its own set of ethical issues, as well as risks and benefits. It is possible to work in private practice as an employee, an independent contractor, a sole proprietor, or a partner in a corporation, for example. Hiring in as an employee, an existing practice might offer immediate referrals, a base salary, and health insurance in exchange for a percentage of all collections (often 40-50% of what you bill). The employer then controls your schedule and work setting, but likely handles all marketing and insurance billing. As an independent contractor, you maintain ownership of your schedule, but you pay your own self-employment taxes and likely interface with payors (or hire someone to do that on your behalf). Managing your own marketing, billing, and scheduling can yield a higher percentage of income at the end of the day, but time spent in those endeavors is time not spent with paying clients.

With ever-evolving health care in the United States, opportunity exists to think in new ways about private practice business structures. APA recently hosted a discussion on alternative models that match private practitioners with changes in health care reimbursement and a trend toward collaborative health-care delivery systems (a concept that fits naturally with our school psychology training!). For further reading about the APA discussion, see the May 2014 edition of the *APA Monitor*.

What business and networking resources have you found most useful?

The U.S. Small Business Administration has a wealth of resources including guides for starting a business, selecting a business entity, and writing a business plan (SBA.gov). The SBA also has cooperative relationships with many state and local organizations that may offer free face-to-face consultations. Likewise, local Chamber of Commerce and leadership organizations sponsor classes and networking events. In smaller communities, a locally-owned bank has a vested interest in business development. Several of the smaller banks where I live offer free banking to new businesses and low interest rates on small business loans.

While at my previous job, I completed two home-study continuing education classes for psychologists about private practice and business planning. My county small business development center has been a free or low-cost source of mini-courses and webinars. In addition to business content, they provide networking opportunities. Two surprising resources have been a therapist with whom I interviewed and an interior designer who was in one of my business classes. The therapist allowed me to borrow some test kits until I could afford my own and has sent referrals to me. The designer and I critiqued each other's business plans as part of our class. Ultimately, her newly launched firm gave me a great price on office renovation and design.

Recently, I attended a networking event hosted by our county school district. Mental health providers were invited to bring business cards and brochures in a meet-and-greet format attended by the pupil services staff from all of the county schools. In a few hours, I had spoken with counselors who worked at all grade levels. In addition, I met some fellow practitioners in the community, widening my referral sources and resources.

With the availability of Internet resources, finding information can be overwhelming. There is no substitute, then, for talking with colleagues at professional meetings and in your

own community, asking what they have found most helpful, to narrow down the information stream.

What advice would you give to SP students considering private practice at some later point?

- Consider if a scientist-practitioner-business person is an appealing model.
- Read licensure requirements now, while you are in school, for the state where you might practice. Gear your training to meet or exceed those requirements.
- Maintain reasonably detailed records of clinical experiences – types of clients, number of hours, etc.
- When you receive reports from outside mental health providers, notice what is and is not helpful to parents and to your school team.
- Seek out a follow up conversation with someone in private practice to learn more about the day-to-day ups and downs.
- Pay attention to what you enjoy most as you go through practicum and internship experiences.
- Talk to small business owners in your community.
- Develop strong skills in conflict resolution.
- Ask for feedback from colleagues about your strengths and areas for growth, and map how those might fit in a private practice setting.
- Know yourself and embrace what you do well and enjoy most, and be prepared to pay someone else to do the remaining business chores.
- And, of course, continue to learn to listen deeply to parents, teachers, and children.

References & Resources

http://www.apa.org/gradpsych/2011/11/private-practice.aspx

http://www.apa.org/monitor/2014/05/slc-alternative.aspx

http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business

Christine Borgelt earned a Ph.D. in school psychology from the University of Nebraska at Lincoln, as well as M.S. and Ed.S. degrees from UN-Omaha and a B.S. in psychology from Clemson University in South Carolina. Throughout her career, Dr. Borgelt has worked with individuals with learning differences – cognitive, emotional, social, and behavioral. On a good day, she has the opportunity to work closely with families and professionals to collaborate on methods to improve learning and life enjoyment. Her passions include parent training, traumatic brain injury rehabilitation, and gifted education.

Currently she is in private practice in northern Virginia where she holds licensure in school and clinical psychology. Dr. Borgelt's previous work settings include public schools, residential rehabilitation settings for brain injury, hospitals, private practice and the Jack Kent Cooke Foundation. Professional memberships include the American Psychological Association, plus Divisions 16 and 42, and the National Association of School Psychology.

She can be reached by email at drborgelt@gmail.com or by mail at 44135 Woodridge Pkwy, Suite 260, Lansdowne, VA 20176.

Insights on Policy in School Psychology
What Does it Look Like to be a Student Advocate for School Psychology?

Rachel Stein
University of California Santa Barbara

School psychology is a profession that is shaped by laws, regulations, and legal statutes. Although many laws and regulations are designed to ensure ethical and appropriate service delivery to children and schools, their intricate web requires that school psychologists remain astute about their implications for practice. Furthermore, it is prudent for school psychologists to engage in advocacy, to further promote the tenants of the profession, as well as best practices for serving children. Advocacy work happens at all levels of practice – from individual schools, districts, universities, municipalities, states, and at the national level. Even as graduate students there are steps we can (and should!) take to make our voices heard within the field of school psychology.

- Don't be afraid to speak up! This might include ensuring that there is a student voice within your graduate program, promoting best practices within your practicum or internship site, or writing a letter to a politician, advocacy group, or school psychology organization. No act of advocacy is too small to make a difference in the lives of children.

- Attend meetings. Staff meetings, district meetings, local council meetings, and school psychology agency meetings are all places where you have the opportunity to have your voice heard. Prepare thoughts ahead of time so that when you have a chance to speak you feel comfortable making your point.

- Seek leadership positions. This may mean heading a project or committee at the school where you are a practicum student or intern, or serving as a NASP student leader or SASP chapter representative at your university. Regardless of the type of leadership position you take on, these opportunities are a great way to hone your communication, organization, and leadership skills—all of which are essential to working as a school psychologist and advocate.

- Engage your fellow graduate students. Whether you work together to promote school psychology to undergraduates, write letters to congress people, or reach out to thank local community members who positively impact the lives of children, collaboration is the most effective tool for effective advocacy.

Regardless of the path you choose, advocacy plays an important role in school psychology. While at times the big conversations (e.g., making sure school psychologists are considered mental health providers in national school legislation) may seem daunting, it is the work that each of us can do on a smaller level that ultimately betters the lives of children. In our own way each of us can be an effective school psychologist by speaking up and making our voices heard; and by working to make school psychology and the educational experience of all children an essential part of all educational conversations.

Research Review
Neuropsychological Features of Executive Functions in Children with Autism Spectrum Disorders

Seema Mahdavi
Michigan State University

Executive functioning is a broad construct used to describe a large number of higher-order cognitive processes such as, working memory, attention, mental flexibility, planning and organization, and inhibitory control (Hill, 2004; Kenworthy, Yerys, Anthony, & Wallace, 2008; O'Hearn, Asato, Ordaz, & Luna, 2008). Generally, executive functions are involved in a wide array of daily tasks including learning, social interactions, decision-making, and goal-setting, among other skills. Several childhood psychological disorders have been associated with executive dysfunction including attention-deficit-hyperactivity disorder, specific learning disorders, and autism spectrum disorders (Dawson & Guare, 2004). Executive dysfunction may contribute to student's learning difficulties in various ways, such as difficulties sustaining attention during a lesson, initiating or completing tasks, organizing, remembering information, and controlling emotions, thoughts, and behaviors.

School psychologists are well-positioned to assess and intervene with students who experience such difficulties. Moreover, school psychologists may play an integral role in conducting research to examine the links between executive functioning and learning, as well as efforts to remediate executive functioning problems. Understanding the neuropsychological correlates of executive functioning in children, specifically those children with an autism spectrum disorder, is integral to improving their educational and psychological well-being, and will lead to more informed assessment and intervention practices.

Executive functions are associated with functioning in specific regions of the brain. Research on the neural basis of executive functions implicates mainly the frontal lobes, as well as cortio-cortical and cortico-striatal pathways (Kenworthy, Yerys, Anthony, & Wallace, 2008; Pennington & Ozonoff, 1996). Nevertheless, the extant literature on executive functions is muddied by differing definitions of executive functions, and due to the complex, multi-dimensional nature of the construct, integrating research on particular components of executive function is difficult (Kenworthy, Yerys, Anthony, & Wallace, 2008). Also, there are several direct and indirect methods of assessing aspects of executive function, which lead to varying conclusions about how executive functions may impact daily life functioning (Rosenthal et al., 2013).

Despite the present challenges, over the last several decades' advances in neuroscience and psychology have helped reveal more about the developmental trajectory of executive functions in typically and atypically developing children. Executive dysfunctions are commonly associated with frontal lobe damage, as well as neurodevelopmental disorders including autism spectrum disorders (ASD; Hill, 2004). ASD is a heterogeneous disorder that is defined primarily by deficits in social interaction, social-communication skills, and restricted and stereotypic behaviors (American Psychiatric Association, 2013). More broadly, varying degrees of executive dysfunction, language impairments, and intellectual deficits may be present. There is debate regarding the etiology of ASD, however there is mounting evidence to support neurobiological abnormalities in children with ASD, particularly those

underlying executive functions. In fact, some scholars have suggested that ASD is primarily an "executive disorder," because executive dysfunction may be the primary source of the symptomatology (Hill, 2004). A review of the most recent neuropsychological research on the development of executive functions in children with ASD, with a primary focus on mental flexibility, planning and organization, working memory, and inhibition, is presented.

Neuropsychological Characteristics of Executive Functions and ASD

Understanding how executive functions develop is particularly important when considering neurodevelopmental disorders, such as ASD, because it may provide information about the etiology of the disorder and better inform early intervention efforts. To begin, it is important to consider the developmental trajectory of executive functions in typically developing children. Executive function generally improves as children age, with specific sub-skills developing earlier or later than others. For example, some research indicates that typically developing children develop behavioral inhibition responses in early childhood, with slower progression later in adolescence (Best & Miller, 2010), whereas working memory and mental flexibility tend to develop later in adolescence (Best & Miller, 2010; Huizinga, Dolan, & van der Molen, 2006).

Neurologically, the typically developing brain undergoes synaptic pruning (grey matter) and greater myelination of axons, resulting in a greater ratio of white to grey matter and more efficient connectivity between anatomical regions of the brain (O'Hearn, Asato, Ordaz, & Luna, 2008). Research indicates that decreases in grey matter begin around puberty (Gogtay et al., 2004). Throughout adolescence and into early adulthood, anterior portions of the brain are one of the last regions to fully develop (e.g. increased connectivity and decreased grey matter), but new findings indicate that the

association cortices in the orbitofrontal and superior temporal regions develop even later (Gogtay et al., 2004; Toga, Thompson, & Sowell, 2006). This finding indicates that regions associated with merging information across multiple areas of the brain may be the last to reach full maturation. This is consistent with the notion of executive functions encompassing careful orchestration of multiple functions resulting in highly complex behaviors, and fits with the prolonged nature of executive function development. Furthermore, these studies implicate the importance of association cortices, as well as the frontal regions in executive functioning.

Subcortical regions have also been identified in typical development of executive functions. For example, cortico-subcortical tracts such as the corpus callosum, the largest collection of white matter tracks, are involved in integrating interhemispheric information which supports executive function, such as working memory (Nagy, Westerberg, & Klingber, 2004) and attention (Barnea-Goraly et al., 2005). Parallel to the age-related improvements in executive functions, Pujol and colleagues (1993) found increases in the size of the corpus callosum through adolescence and into adulthood. Other areas involved in functional connectivity across the brain, such as the internal capsule, arcuate fasciculus, and inferior longitudinal fasciculus, have also been implicated in executive functions (O'Hearn, Asato, Ordaz, & Luna, 2008). Overall, typical development of executive functions spans across childhood and into adolescence and adulthood. The development of executive functions is specific to the task and does not necessarily occur in a linear fashion. Finally, the frontal lobe and association cortices are among the last areas of the brain to fully develop, and have been implicated in executive functions.

Studies have pointed to several possible neuropsychological correlates of executive dysfunction in children with an ASD.

Differences in brain structures may highlight problematic cell migration, neuronal arborization, and synaptic pruning (O'Hearn, Asato, Ordaz, & Luna, 2008). Carper and Courchesne (2005) found that the sizes of prefrontal areas of the brain increase rapidly in children with an ASD, but Redcay and Courchesne (2005) noted that there appears to be little growth during childhood and adolescence. This finding might support the theories that suggest individuals with an ASD show extensive neuronal arborization and lack of typical pruning later in development. Another area where structural differences have been found is the corpus callosum; specifically Piven, Bailey, Ranson, and Arndt (1997) found smaller posterior regions of the corpus callosum in children with an ASD, although this finding has not been replicated in more recent studies (Fine, Musielak, & Semrud-Clikeman, 2013). The cerebellum is a third region where structural differences have been documented (Pennington & Ozonoff, 1996). These structural differences are implicated in executive dysfunction in children with an ASD, and may also be linked to abnormalities in functional processes within and between these areas (Hill, 2004).

A second line of inquiry surrounds abnormal connectivity in specific regions of the brain that may contribute to executive dysfunctions. Some research indicates that hyper-connectivity in local areas and decreased connectivity between farther brain regions may underlie executive dysfunction in individuals with ASD, although this distinction may be overly simplistic and not capture the variance in functional and structural connectivity as measured by various neuroimaging techniques (Vissers, Cohen, & Geurts, 2012). Overall, Vissers, Cohen, and Geurts (2012) did find some evidence to support that individuals with ASD have less connectivity in the frontal cortex, and also found less efficient white matter tracks in older individuals with ASD. This may relate to one theory of executive dysfunction in individuals

with ASD; Happe and Frith (2006) discuss the weak central coherence theory in which individuals with an ASD have difficulty processing information and integrating parts into a whole, in which functional connectivity may play an important role. Studies have also found reduced connectivity in several other areas of the brain related to executive functioning, including in the temporal lobe, the anterior cingulate, and the corpus callosum (Barnea-Goraly et al., 2004). O'Hearn and colleagues (2008) note that while these findings support problems with functional connectivity when integrating information, such as information required to process complex social situations, this does not represent global functional connectivity problems, thus individuals with an ASD can present with heterogeneous intellectual abilities.

Phenotype of Executive Functions in Individuals with an ASD

The neurobiological correlates of executive functions in individuals with ASD is still under investigation, but clinical observations of executive dysfunction have revealed specific patterns of strengths and weaknesses that are related to ASD symptomatology. Mental flexibility, which is the ability to set shift or change one's thoughts and behaviors accordingly, is more difficult for individuals with an ASD. For example, difficulties with mental flexibility may be related to stereotypic behaviors (Hill, 2004). Schmitz and colleagues (2005) found increased activation in the right inferior and left parietal lobes when individuals with an ASD were presented with a set shifting task, and they conclude that this increased activation specifically in the parietal lobe might be due to abnormalities in brain structure. Similarly, deficits with planning are also found in individuals with an ASD (Hill, 2004). Despite these impairments, children with an ASD tend to perform similarly to typically developing children on tasks of behavioral inhibition (Hill, 2004). Overall, the impairments in executive

functioning may vary depending on the nature of the ASD. The literature on executive functioning in individuals with an ASD indicates that there may be several neurobiological correlates underlying the primary executive dysfunctions. These impairments may be a result of a combination of factors including, anatomical differences in the brain, abnormal connectivity, and varying demands from the external environment.

Implications for Practice and Future Research

School psychologists receive training in a wide range of assessment and intervention practices. Greater knowledge of the neuropsychological correlates of executive functioning in typically and atypically developing children can inform the type of assessment procedures and instruments used, as well as intervention recommendations. Conducting a comprehensive, multi-component assessment is important when trying to understand a student's functioning. Within such an assessment, different tools may be used to probe specific aspects of executive functioning. For example, asking additional questions about the student's developmental history during a semi-structured interview may help guide the practitioner in developing hypotheses and collecting additional information. Rating scales completed by parents, teachers, and the student such as, the Behavior Rating Inventory of Executive Function (BRIEF; Gioia, Isquith, Guy & Kenworthy, 2000), are another important source of information that can provide information about a student's environmental demands, as well as other individuals' perceptions of the student's functioning in areas such as, planning and organization, mental flexibility, and behavioral regulation. Standardized assessments such as, the Delis Kaplan Executive Function System (D-KEFS; Delis, Kaplan, & Kramer, 2001), the Wide Range Assessment of Memory and Learning, 2nd Edition (WRAML-2; Sheslow & Adams, 2003), and the NEPSY-II A Developmental

Neuropsychological Assessment (NEPSY-II; Korkman, Kirk, & Kemp, 2007) may be used to measure a student's inhibition skills, motor planning, problem solving and planning, mental flexibility, and working memory, among other skills.

Through a comprehensive assessment, school psychologists can link executive functioning deficits with specific academic, social, and behavioral problems to recommend the most appropriate interventions. For example, research indicates that difficulties with reading decoding may be related to poorer verbal working memory, set shifting, and inhibitory control (Willcutt et al., 2001). Likewise, difficulties in mathematics such as, setting up calculation problems, applying arithmetic rules, or manipulating numbers may be related to poor monitoring skills, difficulties with organization, and poor working memory skills (Barkley, 2006). Interventions may be targeted to help the student develop specific executive functioning skills and learn specific compensatory strategies. For example, increasing environmental structure such as, using visual cues or chunking tasks may help a student exhibiting working memory or sustained attention difficulties. Teaching specific strategies such as, using schedules or lists and using "think aloud" procedures are also effective tools (Dawson & Guare, 2004). It is important for school psychologists to consider how executive functioning skills influence a student's learning and to continue to examine how interventions can help students with executive dysfunctions become more successful learners, including children with autism spectrum disorders. Future research is needed to better understand the neuropsychological correlates of executive functions and how intervention can influence the developing brain.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.).* Arlington, VA: American Psychiatric Publishing.

Barkley, R. A. (2006). *Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis* (Vol. 1). New York, NY: The Guilford Press.

Barnea-Goraly, N., Kwon, H., Menon, V., Eliez, S., Lotspeich, L., & Reiss, A. L. (2004). White matter structure in autism: Preliminary evidence from diffusion tensor imaging. *Biological Psychiatry, 55,* 323–326. doi:10.1016/j.biopsych.2003.10.022

Barnea-Goraly, N., Menon, V., Eckert, M., Tamm, L., Bammer, R., Karchemskiy, A., et al. (2005). White matter development during childhood and adolescence: A cross-sectional diffusion tensor imaging study. *Cerebral Cortex, 15,* 1848–1854. doi:10.1093/cercor/bhi062

Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. *Child Development, 81,* 1641–1660. doi:10.1111/j.1467-8624.2010.01499.x

Carper, R. A., & Courchesne, E. (2005). Localized enlargement of the frontal cortex in early autism. *Biological Psychiatry, 57,* 126–133. doi:10.1016/j.biopsych.2004.11.005

Dawson, P. & Guare, R. (2004). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2nd ed.). New York, NY: Guilford Press.

Delis, D., Kaplan, E., & Kramer, J. (2001). *Delis-Kaplan executive function scale.* San Antonio, TX: The Psychological Corporation.

Fine, J., Musielak, K.A., & Semrud-Clikeman, M. (2013). Smaller splenium in children with nonverbal learning disability compared to controls, high-functioning autism, and ADHD. *Child Neuropsychology,* (ahead of print), 1-21. doi:10.1080/09297049.2013.854763

Gioia, G. A., Isquith, P. K., Guy, S. C., & Kenworthy, L. (2000). *Behavior rating inventory of executive function.* Odessa, FL: Psychological Assessment Resources.

Gogtay, N., Giedd, J. N., Lusk, L., Hayashi, K. M., Greenstein, D., Vaituzis, A. C., et al. (2004). Dynamic mapping of human cortical development during childhood through early adulthood. *Proceedings of the National Academy of Sciences of the United States of America, 101,* 8174–8179. doi:10.1073/pnas.0402680101

Happé, F., & Frith, U., 2006. The weak coherence account: detail-focused cognitive style in autism spectrum disorders. *Journal of Autism and Developmental Disorders, 36,* 5–25. doi:10.1007/s10803-005-0039-0

Hill, E. L. (2004). Executive dysfunction in autism. *Trends in Cognitive Sciences, 8,* 26–32. doi:10.1016/j.tics.2003.11.003

Huizinga, M., Dolan, C. V., & van der Molen, M. W. (2006). Age-related change in executive function: Developmental trends and a latent variable analysis. *Neuropsychologia, 44,* 2017–2036. doi:10.1016/j.neuropsychologia.2006.01.010

Kenworthy, L., Yerys, B. E., Anthony, L. G., & Wallace, G. L. (2008). Understanding executive control in autism spectrum disorders in the lab and in the real world. *Neuropsychology Review, 18,* 320–338. doi:10.1007/s11065-008-9077-7

Korkman, M., Kirk, U., & Kemp, S. (2007). *NEPSY-II: Clinical and interpretive manual.* San Antonio, TX: The Psychological Corporation.

Nagy, Z., Westerberg, H., & Klingberg, T.

(2004). Maturation of white matter is associated with the development of cognitive functions during childhood. *Journal of Cognition and Neuroscience, 16*, 1227–1233. doi:10.1162/0898929041920441

O'Hearn, K., Asato, M., Ordaz, S., & Luna, B. (2008). Neurodevelopment and executive function in autism. *Development and Psychopathology, 20*, 1103–1132. doi:10.1017/S0954579408000527

Pennington, B. F., & Ozonoff, S. (1996). Executive functions and developmental psychopathology. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 37*, 51–87. doi:10.1111/j.1469-7610.1996.tb01380.x

Piven, J., Bailey, J., Ranson, B. J., & Arndt, S. (1997). An MRI study of the corpus callosum in autism. *American Journal of Psychiatry, 154*, 1051–1056. Retrieved from http://ajp.psychiatryonline.org/data/Journals/AJP/3679/1051.pdf

Pujol, J., Vendrell, P., Junque´, C., Martı´-Vilalta, J. L., & Capdevila, A. (1993). When does human brain development end? Evidence of corpus callosum growth up to adulthood. *Annals of Neurology, 34*, 71–75. doi:10.1002/ana.410340113

Redcay, E., & Courchesne, E. (2005). When is the brain enlarged in autism? A meta-analysis of all brain size reports. *Biological Psychiatry, 58*, 1–9. doi:10.1016/j.biopsych.2005.03.026

Rosenthal, M., Wallace, G., Lawson, R., Wills, M., Dixon, E., Yerys, B., & Kenworthy, L. (2013). Impairments in real-world executive function increase from childhood to adolescence in autism spectrum disorders. *Neuropsychology, 27(1),* 13-18. doi:10.1037/a0031299

Schmitz, N., Rubia, K., Daly, E., Smith, A., Williams, S., & Murphy, D. G. (2006). Neural correlates of executive function in autistic spectrum disorders. *Biological psychiatry, 59*(1), 7-16. doi:10.1016/j.biopsych.2005.06.007

Sheslow, D., & Adams, W. (2003). *Wide Range Assessment of Memory and Learning,* 2nd ed. Wilmington, DE: Wide Range.

Toga, A. W., Thompson, P. M., & Sowell, E. R. (2006). Mapping brain maturation. *Trends in Neurosciences, 29,* 148–159. doi:10.1016/j.tins.2006.01.007

Vissers, M. E., Cohen, M., Geurts, H. (2012). Brain connectivity and high functioning autism: A promising path of research that needs refined models, methodological convergence, and stronger behavioral links. *Neuroscience and Biobehavioral Reviews, 36*, 604-625. doi:10.1016/j.neubiorev.2011.09.003

Willcutt, E. G., Pennington, B. F., Boada, R., Ogline, J. S., Tunick, R. A., Chhabildas, N. A., & Olson, R. K. (2001). A comparison of the cognitive deficits in reading disability and attention-deficit/hyperactivity disorder. *Journal of*

Seema Mahdavi, M.A., is a fourth year doctoral student in the School Psychology program at Michigan State University. She works as a data consultant for the National Center on Intensive Intervention through the American Institutes for Research. Her broad research interests include understanding the neuropsychological basis of learning and social-emotional functioning, particularly in children with learning disabilities, autism spectrum disorder, and other neurodevelopmental disorders. She is interested in best practices in assessment and intervention in school and clinical contexts.

Student Affiliates of School Psychology Chapter Spotlight: Texas Woman's University

Katy Caldwell & Krishna Parikh

The Student Affiliates in School Psychology (SASP) chapter at Texas Woman's University (TWU) strives to promote growth and knowledge in the area of school psychology. Additionally, our chapter works to enhance communication between the faculty, students, and other professionals on topics relevant to the field. Members of SASP continually introduce and encourage graduate students to become involved in pertinent research within the field, including research that is being done within the school psychology graduate program.

Leadership Roles
SASP officer elections are held annually and students are elected by a majority vote. Officer positions include: President, Vice President, Secretary, Treasurer, Public Relations Liaison, House of Representatives Delegate, Social Chair, Historian, and Newsletter Committee Chair. Our chapter also has one Faculty Advisor. All officers attend monthly meetings in addition to the chapter meetings and collaborate to: discuss how to present topics relevant to school psychologists, highlighted by NASP and APA, in upcoming chapter meetings, create and update the survival guide for all school psychology graduate students, brainstorm ideas and opportunities to raise awareness, volunteer at different school psychology events (e.g., conferences), and plan the overall organizational agenda.

Activities
Our chapter holds monthly meetings, socials, and other activities to promote comradery among graduate students and encourage enthusiasm for the program as well as the field. The monthly meetings include many opportunities for graduate students to enhance their skills and learn from other students and professionals in the field by creating forums for discussion and inviting faculty members and other professionals from the field to share their knowledge and experiences. Additionally, the chapter began holding Grand Rounds at meetings last year, which were designed for students to present on current topics and issues related to the field. The Social Chair plans monthly outings for the organization to encourage all graduate students to get to know members of other cohorts.

School Psychology Awareness Week is a week designated by NASP, which is celebrated annually in order to raise awareness regarding the field of school psychology and the different roles that school psychologists often play as professionals. Throughout the week, SASP members give presentations to several undergraduate classes about the role of a school psychologist and the steps needed to become a school psychologist. Fundraisers are also held throughout the week in order to raise money for our chapter, through the means of bake sales and sales of school psychology paraphernalia. Money from these fundraisers helps contribute to sending one of our graduate students to a national conference. Our chapter also dedicates a day towards faculty appreciation, where SASP members provide the faculty with individual thank you cards signed by all students, lunch, and various gifts to show our appreciation and gratitude for their constant hard work and support. Our chapter has designed school psychology t-shirts, tote bags, mugs, and water bottles in order to represent our program and the field of school

psychology. The paraphernalia is worn at SASP events, by both faculty and student members, and is encouraged to be taken to other conferences and school psychology events.

When interviews are held for students who have applied to the school psychology graduate program at TWU, SASP members volunteer to assist applicants on the day of the interview. Members assign applicants into multiple interview groups and assist with creating the interview schedule. SASP members greet applicants and eat lunch with them on the day of the interviews before then escorting each group to their respective interview rooms with the faculty members. This process is designed to welcome all prospective students and give them a glimpse of our program and its students.

First Year Students
The mentor/mentee program is designed to encourage interactions and relations between different cohorts as well as to help make the students, who are new to the program, feel welcome. First year graduate students are assigned to a dyad with two graduate students in their second or third year. This gives students an opportunity to meet other students outside of class and have an outlet in which they can ask questions and adjust to life as a graduate student.

Two years ago, the SASP officers created a survival guide in order to provide first year students with general information about the program, including tips on how to "survive" as a graduate student in school psychology. Members of SASP continue to collaborate in order to provide new students with the most relevant and updated information regarding specific classes, time management, and practicum placements.

Goals for the Future
Our chapter hopes to continue raising awareness regarding the field of school psychology as a whole. We strive to not only introduce students to relevant research, but to also encourage them to play an active role within research in order to contribute more to this growing field. Additionally, we seek to network with other school psychologists throughout the Dallas and Fort Worth area as to provide our graduate students with direct access to those with experiences in the field.

Katy Caldwell is a fourth year doctoral student at TWU. She has been a member of the SASP chapter since 2011 and currently serves as the chapter's President. She received a BA in psychology from Texas A&M University. Katy is currently a member of a research team examining the efficacy of the video self-modeling intervention in elementary age students. Her other research interests include resiliency in children and adolescents, autism and selective mutism.

Krishna Parikh is a third year doctoral student at TWU. She has been a member of SPGSO/SASP since 2012 and currently serves as the chapter's Vice President. She received a BA in psychology from The University of Texas at Austin. Krishna's research interests include resiliency within children and adolescents and family systems impacts on children with mental health issues. She is currently beginning a research team studying factors that influence an adolescent's development of resiliency, as measured on the BASC-2.

Book Review

Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students

Reviewed by Jennifer Greif Green, Ph.D., Boston University

Book Reviewed:

Herman, K.C., Reinke, W.M., Frey, A.J., & Shepard, S.A. (2013). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students.* Springer Publishing Company.

Dr. Jennifer Greif Green is an Assistant Professor in Special Education at Boston University and a child clinical psychologist. Her research focuses on understanding the role of schools in providing services to students with emotional and behavioral disorders.

What book would you recommend to graduate students in school psychology?

I have found the principles of Motivational Interviewing to be some of the most useful strategies in my work with children and families. A book on MI that I specifically recommend for students in school psychology is: Herman, K.C., Reinke, W.M., Frey, A.J., & Shepard, S.A. (2013). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students.* Springer Publishing Company.

What topic is addressed in this book?

This book describes the value of MI and its underlying theory, then provides a practical step-by-step guide to implementing MI in schools. The authors include a number of case examples of MI as well as handouts that school psychologists can use in their work with children and families.

What was the most important information, knowledge, or perspective that you gained from reading this book?

Changing behavior is complex and difficult. MI has been shown in healthcare and mental health settings to be one of the most effective approaches to facilitating change; however, there are few resources that are specifically dedicated to applying MI in a school setting. This resource is unique in its provision of practical steps and details explaining how to use MI in K-12 schools.

Why is this book important to our field and why is it important for school psychology graduate students to read?

MI is a collaborative approach that is focused on enhancing motivation to move people in the direction of change. The strategies that school psychologists use when they apply MI (e.g., eliciting change talk, supporting self-efficacy, rolling with resistance) are powerful and can be quite different from other approaches to counseling and consultation. In one of my classes I teach these skills to special education teachers, who often talk about their value in working with parents, other teachers, and in their interventions with students. For school psychology graduate students, exposure to MI might similarly change their perspective on motivation, change, and opportunities to improve student outcomes.

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 sign me up for the Division 16 listserv: _____Yes _____No

Please choose your Division 16 membership status:

_____ Member $45.00
_____ Fellow $45.00
_____ Professional Affiliate $55.00
_____ 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 (with School Psychology Quarterly) $30.00
_____ Student Affiliate in School Psychology (SASP member) $20.00 (complete below) I attest that I am a
         graduate student in school psychology
                        Student signature: _____
                        Institution: _____
                        Program (circle): Specialist   Doctoral; Expected Year 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

         ***Division 16 provides one year of free membership to new members, including SASP members, who
            have not previously been Division 16 members. Please indicate if you are a new Division 16 member
                                          on your application form***

_____ I am a new member to Division 16

                 You can also submit your division membership application online at:
                        http://www.apa.org/about/division/join.aspx

Division 16 membership activities, benefits, and services include:

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

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