School Psychology:
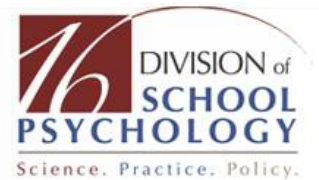# From Science to Practice to Policy

DIVISION of SCHOOL PSYCHOLOGY
Science. Practice. Policy.

In this Issue of *FSPP*

Hello *FSPP* Readers!

As the editors of *FSPP* we are excited to present to you our first special topics issue: *Mental Health in Schools!* Thanks to the help of our board members, student members, local SASP chapters, as well as school psychologists, professors, and graduate students from around the country, we have been able to compile an incredible Winter 2015-2016 Issue!

The issue begins with a letter from incoming SASP President, Aaron Haddock. From there we begin our coverage on school-based mental health, starting with an interview with Drs. Nancy Lever and Sharon Hoover Stephen. Next, you will read about lessons learned in the field using therapeutic consultation. Then, we cover multicultural competencies with a research paper from Amanda Pollifrone, Adis Arafet, Aaron A. Gubi, and Joel O. Bocanegra. The issue ends with visions for the future of school-based mental health, and a book review related to the topic.

We hope you enjoy, and we look forward to receiving your spring submissions!

Ashley Mayworm, Editor

Jacqueline Canonaco, Editor-Elect

The *FSPP* Editorial Board is currently accepting submissions for the Spring 2016 issue.

The submission deadline is: **March 20th, 2016**.

VOLUME 8, ISSUE 4

Message From the Board

Aaron Haddock, SASP President

Greetings SASP Members!

I am honored to serve as SASP President in the year ahead. Participating in SASP is an important way for graduate students to contribute to the field at both their university and at the national level. Having previously served as Editor and Co-Editor of the SASP publication *From Science to Practice to Policy,* SASP has made a tremendous contribution to my professional development and graduate education in school psychology. The outstanding leadership of past SASP Presidents has fostered SASP's stability, strength, and ability to realize its mission. In the year ahead, I aim to maintain SASP's current positive trajectory; enhance its vitality, visibility, and reputation; and further its positive contributions to the science and practice of school psychology. As President, my goal is to represent and address the diverse needs of graduate students from across the country and promote opportunities for student participation, advocacy efforts, professional development, and leadership roles as we work together toward shaping the future of school psychology. I encourage SASP members to email me at ahaddock@education.ucsb.edu with 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 my service to SASP and Division 16, and I look forward to hearing from you!

I would like to congratulate the 2015 SASP Executive Board on a successful year and thank the Executive Board members for their service. The SASP Executive Board was very active in 2015! I would like to take this opportunity to highlight some examples. A recent initiative led by 2015 SASP President Cait Hynes established three new ad hoc committees focused on Membership, Diversity, and Publication, which has enabled a greater number of students to participate in leadership roles in SASP. SASP's annual Student Research Forum held at the APA convention was a tremendous success! The Student Research Forum provides graduate students with an opportunity to network, present original research, and learn from a luminary in the field of school psychology. At the 2015 Student Research Forum, graduate students presented posters on a wide range of school psychology topics and Dr. Katie Eklund provided a very informative presentation on "Population-based approaches for addressing the mental health needs of all students."

SASP also continued to organize and oversee a very successful Diversity Mentoring Program thanks to the skillful leadership of the Diversity Affairs Chair, Isoken Adodo. The Diversity Mentoring Program connects graduate students with professionals outside of their own graduate program who share common interests related to diversity. The program provides opportunities for mentors and mentees to communicate regarding relevant professional issues related to diversity and multiculturalism, collaborate on research or other professional activities, and develop a lasting professional relationship. Currently, there are 32 mentor/mentee pairs.

Related to the Diversity Mentoring Program, SASP grants annual Diversity Scholarships with funds generously provided by APA Division 16. The Diversity Scholarships support SASP members from underrepresented cultural backgrounds as they endeavor to become a part of the school psychology profession. SASP offers three awards: two incoming student awards in the amount of $500 and one advanced student award in the amount of $1,000. Award winners are invited to attend the SRF and present a poster highlighting their research interests in diversity issues. This year's Advanced Award Winner was Melanie Nelson (University of British Columbia). Melanie is an Indigenous

woman from the Smith family of the Samahquam Band (In-SHUCK-ch Nation) and the Jimmie family of the Squiala Band (Sto:lo Nation). This year's Incoming Award Winners were Raul Palacios, a Mexican-American graduate student in the Ph.D. School Psychology Program at the University of Nebraska – Lincoln, and Chaturai Ranmali Illapperuma, a Sri Lankan graduate student in the Ph.D. School Psychology Program at Mississippi State University.

SASP is also proud to produce and disseminate this high-quality quarterly periodical, *From Science to Practice to Policy* (*FSPP*). I would like to congratulate Ashley Mayworm (Editor) and Jacqueline Canonaco (Editor-Elect) on their timely publication of an outstanding set of informative and enriching issues. This past year, the publication specifically addressed social justice issues in school psychology and published its first special issue, which focused on School Mental Health.

It was an honor and privilege to work with such an accomplished and dedicated group of individuals this past year. On behalf of the incoming 2016 board, we wish you the best in your future endeavors and know all of you will continue to flourish as professionals and leaders in the field of school psychology.

I would also like to thank everyone who participated in the 2016 SASP Executive Board elections this year. There were many qualified individuals, from programs across the nation, who submitted candidate nominations. SASP was eager to see the potential leadership that our field has to offer in the years to come. We were also pleased to see how many of you participated by voting for your preferred candidate. Please visit the SASP website to read profiles of your 2016 Executive Board.

In 2016, SASP will focus on sustaining and further developing several ongoing initiatives, including: (1) strengthening our relationship with our supporting organization, Division 16; (2) developing the website into a viable resource for our Division 16 Student Affiliate members; (3)

contributing to diversity efforts within school psychology through our Diversity Mentoring Program and Diversity Scholarships; and (4) extending opportunities for graduate students to get involved with SASP through ad hoc committees focused on Membership, Diversity, and Publication. In addition, the SASP EB is also currently working with Division 16 convention leaders to plan the 2016 Student Research Forum (SRF) at the Annual APA Convention to be held in Denver, Colorado, Aug 4 – 7, 2016. Please be sure to check out our website and listserv announcements to stay up-to-date on the day/time for the SRF, how to submit a poster proposal, and information about the notable keynote speaker and other program details. Food and beverages will also be provided!

In order to provide professional development experiences for our members, SASP is also committed to further enhancing our quarterly publication *From Science to Practice to Policy (FSPP)* to make it the premier student-edited publication outlet for graduate students in school psychology. *FSPP* serves as a platform for (1) informing the membership of relevant activities, opportunities, and resources; (2) promoting and disseminating graduate student scholarship; (3) sharing valuable training experiences; (4) exchanging information and opinions on critical issues within the discipline; and (5) propagating scientific and applied insights from current professionals. *FSPP* will continue to feature diverse columns authored by graduate students, interns, faculty, and practitioners and offer the Student Research Article Award. *FSPP* publishes a wide-range of pieces, including original empirical research, research reviews, lessons from the field, book reviews, interviews with leaders in the field of school psychology, and more.

Aware of the critical need to address the internship crisis, SASP is partnering with the American Psychological Association of Graduate Students (APAGS) and Division 16 leadership to advocate for school psychology graduate students. In the year ahead, SASP will contribute to efforts to raise awareness of how the

internship crisis specifically impacts students in school psychology doctoral programs and advocate for the creation of additional APA-accredited school-based internship programs, such as the programs receiving support through the Division 16 Grant Program for School Psychology Internships (http://www.apadivisions.org/division-16/awards/internships.aspx?tab=1). To this end, SASP is currently collecting short video testimonials from graduate students in school psychology sharing why they believe it is important for school psychologists to obtain an accredited internship. If you would like to participate in this advocacy initiative, please contact SASP President Aaron Haddock (University of California – Santa Barbara) at ahaddock@education.ucsb.edu.

In sum, APA Division 16's Student Affiliates in School Psychology is thriving and actively pursuing its mission to support school psychology graduate students and advance the field. If you are interested in getting more involved with SASP, please visit our website (http://www.apadivisions.org/division-16/students/index.aspx) or reach out to one of the current SASP Executive Board members. We look forward to hearing from you!

Aaron D. Haddock

2016 SASP President

Luminaries in the Field

An Interview with Drs. Nancy Lever and Sharon Hoover Stephan

Co-Directors, Center for School Mental Health,
Associate Professors, University of Maryland School of Medicine,
Division of Child and Adolescent Psychiatry

1. Tell us about the Center for School Mental Health and the work done there.

The Center for School Mental Health (CSMH; https://csmh.umaryland.edu) is a federally funded program and policy analysis center housed in the Division of Child and Adolescent Psychiatry at the University of Maryland School of Medicine. The CSMH was funded originally in 1991, under the leadership of Dr. Mark Weist, as a national school mental health technical assistance center. Currently, the Center focuses works across research, training, policy, and practice to advance high quality, evidence-based school mental health services and programming at the local, state, and national level.. The CSMH promotes a multi-tiered system of mental health support to reduce barriers to learning and promote student success through strong family-school-community partnerships. Since 2014, CSMH has worked in partnership with the School Based Health Alliance on the National Quality Initiative (funded by the Health Resources and Services Administration), an effort to implement a national school health census and to develop performance standards for quality

and sustainability in school health (including school mental health and in school based health centers). The CSMH informs and is informed by our University school mental health clinical programs, helping our team to bridge the research to practice gap, while learning directly from frontline staff. The CSMH hosts a national conference, the 21st Annual Conference on Advancing School Mental Health (to be held September 29-October 1, 2016 in San Diego) and a regional conference, The School Health Interdisciplinary Program (to be held August 4-6th in Timonium, MD). The CSMH also facilitates the National Community of Practice on Collaborative School Behavioral Health and publishes and presents extensively on the advancement of school mental health.

2. How did you become interested in the field of school mental health? What did your path to your current position look like?

For both of us, we entered the school mental health field for the first time through our psychology internship program at the University of Maryland School of Medicine. Nancy graduated from a Clinical Psychology Program at Temple University and Sharon graduated from a Clinical and Community Psychology Program at the University of Maryland Baltimore County. School mental health was offered at the time as a clinical

rotation along with a community outpatient program rotation. While we both very much enjoyed our traditional outpatient training, it was readily apparent that schools offered unparalleled opportunities to support young people in their natural settings, promote early identification and intervention, and address disparities in access to quality mental health care, particularly for underserved, minority youth. Following the internship, we both completed postdoctoral fellowships at the Center for School Mental Health, taking on more research and training roles in addition to our clinical roles within Baltimore City schools. Sharon served as the Director of Research and Policy, while Nancy served as the Director of Outreach and Dissemination prior to becoming the CSMH Co-Directors. Following two years of postdoctoral fellowship, we both joined the faculty as Assistant Professors and were ultimately promoted to our current Associate Professor levels.

3. What particular clinical experiences, research projects, or policy initiatives are you particularly proud of or feel have made a large impact on the field?

We are very proud of the evolution of our quality improvement and sustainability efforts that have now helped to inform our newly release School Health Assessment and Performance Evaluation (SHAPE) System for school mental health (www.theshapesystem.com). It is a free interactive system that was developed as part of the National Quality Initiative to improve school mental health accountability, excellence, and sustainability. Schools and

school districts can use SHAPE to be counted in the National School Mental Health Census, access free targeted resources designed to help support the advancement of quality and sustainability, advance a data-driven school mental health team, and to achieve SHAPE recognition for a school or district. We are also very proud of our online training modules that have been developed by our CSMH team to help advance Community-Partnered School Behavioral Health at local, state, and national levels (see www.mdbehavioralhealth.com, our online learning platform). We are also thrilled to know that our training and clinical program efforts have helped to develop leaders in the field across the country whom are leading the way in high quality school mental health advancement. As Associate Director of Internship Training, Nancy has taken a particular interest in infusing school mental health training into the internship, successfully competing for a HRSA-funded Graduate Psychology Education award and expanding the size and focus of our psychology internship program. Sharon has been able to pursue a passion for travel and global mental health in recent international pursuits in school mental health, including working in partnership with South Korea to decrease suicide and trauma impact via a national school mental health effort; working with Ukraine schools to address post-conflict child mental health issues; and serving as an advisor to the World Health Organization across the Middle East to build school mental health infrastructure and support educator training in student

mental health.

4. What do you believe are the most pressing clinical and research issues in school mental health and why?

There are several pressing issues related to quality and sustainability efforts in school mental health. One issue is being able to effectively identify and broaden funding and other sustainability mechanisms to support a multi-tiered system of support in schools and school districts. Another issue includes quality improvement and developing data systems to document the effectiveness of referral processes and impact of school mental health service provision. While there is growing research documenting the value of school mental health, better understanding the impacts of school mental health on academics and social-emotional-behavioral functioning across the developmental spectrum and with specific populations is critically needed. Further, understanding the cost-effectiveness of school mental health and how to integrate schools into the broader child mental health care system is of utmost need in this current era of health reform. Another challenge relates to workforce development. Our mental health, health and education workforce needs to be able to collaborate with one another to develop a system in which social-emotional-behavioral skills are promoted and students at risk for or already displaying mental health needs are identified and provided with the supports and services they need to be successful in school and beyond. Finally, the impact of teacher mental health, and its impact on student mental health is an understudied area ripe for investigation.

5. What advice do you have for a current graduate student interested in school mental health research and/or clinical work?

Within a graduate training program, it is important for graduate students interested in school mental health to gain both clinical and research training experiences to help them function as scientist-practitioners in the field. Seeking externships in schools that allow for clinical experiences across a multi-tiered system of mental health support (from universal mental health promotion to tertiary treatment) can be valuable. If schools are not a viable clinical practicum site, consider ways to partner with schools while conducting clinical care in other settings (e.g., attend client school meetings, conduct client school observation, provide consultation to client teachers). In addition, joining research efforts that involve schools is another avenue to become more familiar with the role of mental health in education. While these school mental health experiences are important, it is also critical to build strong assessment and clinical foundations, including cognitive-behavioral therapy and family systems.   Increasingly clinical and research programs are interested in seeing academic potential, including presentations and publications. Also, be sure to stay updated on the literature in the field and on relevant policy related to school mental health. Joining in the CSMH listserv (https://csmh.umaryland.edu/Join-the-Listserv/) is a great way to keep up to date on the latest training, research practice and policy updates in the field!

Biographies

Nancy Lever, Ph.D., is Co-Director of the Center for School Mental Health and an Associate Professor in the Division of Child and Adolescent Psychiatry at the University of Maryland School of Medicine. Dr. Lever has led the advancement of high quality, interdisciplinary school mental health training for advanced graduate psychology, psychiatry, social work students, as well as for the current education, health, and behavioral health workforce. She represents the school mental health voice on national, state, and local committees, and has driven policy and program change. She has presented and written extensively about school mental health and is a Co-Editor of the First and Second Editions of the *Handbook of School Mental Health*.

Sharon Hoover Stephan, Ph.D., is Co-Director of the Center for School Mental Health and an Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry. Dr. Hoover Stephan has published extensively, with many peer-reviewed articles and editorial service, including serving as Editor in Chief of the journal, *Advances in School Mental Health Promotion*. Dr. Hoover Stephan has devoted considerable efforts to understand the implementation of "collaborative" mental health care in primary care settings, including school-based health centers.

Lessons from the Field:
Healthy Adults for Healthy Kids: Promoting Positive School Climate Through Therapeutic Consultation

Kathy M. Stanton, MA
University of Texas at Austin

"I feel completely shut down and overwhelmed. I care so much, but I just don't feel like myself anymore. I just feel like a failure." This sentiment is representative not of the students who I work with, but of many of their teachers. As a former 4th grade and 6th grade teacher in under-resourced, struggling schools, this sentiment was not unfamiliar to me, especially when I was a new teacher. I remember feeling stretched thin at times and not always capable of reaching all of my students, a fact that often haunted me and kept me up at night trying to devise new strategies and approaches. However, it did not occur to me that my sleepless nights could be a part of the problem. While my passion for teaching was important and admirable, there was likely a point at which it stopped being productive. It was not until I began learning about stress and stress-response that I began to understand the connection between my own self-care and my ability to connect with and engage my students.

In my current role as a Therapeutic Consultant, a position proposed and developed by Principal Investigator Dr. Elizabeth Minne as part of a grant-funded pilot project on Trauma-Informed Approaches to Behaviors in Schools, I am now able to return to schools and empathically share my understanding of stress and wellness with current teachers and staff. As a part of this pilot initiative, operated through a partnership between a local high school and a Private Practice (Vida Clinic) specializing in School Based Mental Health, my primary responsibility is to promote school wellness by promoting teacher and staff wellness. In my role, I provide a safe and non-judgmental space for staff to articulate their work-related needs and to engage in solution-oriented, mindfulness-based discussions about how to compassionately address their needs with an emphasis on strengthening self-regulation skills that can then be modeled in the classrooms. This support helps staff feel more intrinsically capable of helping young people learn even when they have behavioral and emotional challenges.

Now a fourth year student in a School Psychology doctoral program, I am learning in-depth tools of reducing stress and promoting wellness among children and the key stake-holders in their lives. Much like attachment-focused work with parents that emphasizes improving relationships with their children, teacher-focused intervention and consultation can promote similarly positive effects in schools. I have also had the opportunity to research teacher self-efficacy and its positive impact on student achievement and mental health. In my current position, helping teachers and staff manage stress and enhancing self-efficacy is an ongoing goal in each of my interactions. My work allows me to reach teachers and staff using multiple levels of support, much like Response to Intervention programs for students.

As a part of the first tier of support, Dr.

Minne and I collaborated to provide a school-wide training on how trauma and stress impact the brain and how emotional regulation and relationship building among students and staff can help mitigate the harmful effects of trauma and stress. This enables students to learn and staff to do their jobs more effectively. As a part of the second tier, Dr. Minne and I meet with small groups of teachers and staff in specific subgroups (such as new teachers, secretaries, or administrators) to assess needs and strengths. Based on these meetings, we collaborate with staff to promote feedback loops of what is going well to enhance staff-efficacy and expand practices that promote a positive school climate. To this end, we collaborated with the school staff to create a teacher and staff tribute project in which students can "shout out" staff members who inspired or motivated them. These positive feedback loops promote teacher and staff self-efficacy, enhance positive mood, and contribute to motivating staff to continue engaging in practices that inspire and motivate students.

As part of the third tier of intervention, staff and teachers can self-refer for support with job-related stressors, or personal stressors that are affecting their work. As a part of this third tier, I work with new teachers who feel overwhelmed with struggles to manage their classroom and learn new curricula, as well as veteran teachers and staff coping with life transitions or traumas such as death of a family member, divorce, sexuality/identity, a sick partner, a new baby. This third tier intervention can also support staff dealing with general stress who simply want to learn how to better care for themselves. Now in the fourth month of this project, I have learned three important lessons about how positive school climate can be fostered, enhanced, and maintained in schools:

1) Look for strengths.
2) Promote empathy, at every level, in every direction.
3) The answers are simple but not easy.

1) Look for strengths.

"I benefited so much from talking with another person and enjoyed our session as well. Talking works wonders!" A new teacher expressed this in an email after our first session together in which she was feeling overwhelmed and defeated after having six students with problem behaviors removed from her classroom the previous day. Understanding emotional underpinnings of behavioral problems, and the role that exposure to trauma often plays, she did not want to have to remove the students and felt like a failure for doing so. The following day she was anxious about that class, anticipating a repeat of the previous day. We processed what had worked with those students in the past and what she thought needed to happen for the class to be successful. Recalling that people under stress, especially those who have experienced trauma are often prone to negative cognitions about themselves or others and may have more difficulty trusting adults, she thought she needed to focus on building relationships with the six students., We generated the following goals for her next period:

1. Institute more structure in the class so the class starts out calm.
2. Check-in 1-1 with each of 6 students and express that they are starting fresh.
3. Say at least one positive thing about something specific each of the 6 students are doing right throughout the class.

Different from typical problem solving scenarios, we also focused on what she could do to give herself credit for having tried. She also was facing significant stressors in her own life, and with her fight or flight response on high patrol, was having difficulty seeing anything that was going well. I praised her for her self-awareness and pointed out all of the positive things she was already doing to make sure things improved in her classroom. She later emailed me stating that her 3rd period was remarkably better. She felt more connected to her students; she could tell they felt better about themselves and it was clear that she felt much

more efficacious as well. By focusing on the teacher's strengths, I was able to help build her up so that she could focus on student strengths, which resulted in an *amplified strengths* effect for students and teachers both.

2) Promote empathy, at every level, in every direction.

I spoke with a teacher who felt frustrated after a difficult conversation with an administrator. From discussing her work in the classroom, it was clear that she felt very passionately about relating to students and had no trouble seeing their perspectives. We connected our conversation about empathy for her students to empathy for her supervisors. She realized that staff at all levels, much like herself, were under a great deal of stress. We discussed how students were not the only people in the school facing trauma, stress, or hardship. In her classroom, she was talented at resolving conflict with students who might be triggered emotionally or reactive and naturally extended empathy to them and modeled her own emotional regulation. We discussed how she could used these skills to improve the school culture overall. We came up with the idea of extending the idea of "shouting out" what teachers are doing well to what administration is doing well. The idea of praising administrators was generated from a teacher who initially felt frustrated and threatened by them. Through this discussion, the teacher expressed feeling relief and wanting to become involved in efforts to promote positive school climate and we both realized the importance of empathy at every level of relationships.

3) The answers are simple but not easy.

We surveyed a group of approximately fifteen students, many of whom were dealing with significant psychological stressors and had experienced trauma. We asked these students to name teachers who had helped them in the classroom and to describe the characteristics that these teachers embodied. These students overwhelmingly responded that they liked teachers who were calm, authentic, caring and had a sense of humor. Their least favorite teacher behavior was yelling. It does not seem particularly ground-breaking that students feel connected to teachers who are authentic, caring and funny and not to teachers who yell. While empathy and authenticity are simple answers to positive school climate, these skills are not always natural or easy to develop, especially in atmospheres of high-pressure evaluation and stress. Though we seem to know what schools and the people in them need, my work has taught me that we need to continue to be creative and thoughtful in how we meet those needs, most importantly listening empathically and approaching problems with authenticity, and not forgetting a sense of humor.

As a result of our work together, teachers and staff have expressed feeling more grounded, authentic and empathic both with their students and other staff. Additionally, staff report enjoying their jobs more, having more energy, feeling more able to relate to students and consequently engage them, and feel more authentic as teachers. Our current work seeks to expand current efforts and produce a replicable model of providing trauma-informed support to new schools.

Kathy Stanton is a 4th year School Psychology Doctoral Student at the University of Texas at Austin. This work was conducted with Vida Clinic, a non-profit school-based mental health organization operating at a Central Texas high school.

Promoting Multicultural Competencies in School Psychology

Amanda Pollifrone, M.A., Adis Arafet, M.A.,
Aaron A. Gubi Ph.D. & Joel O. Bocanegra, Ph.D.

Abstract

The unique training, skill sets, and roles of school psychologists often make them the ideal school professional to assist diverse children experiencing educational challenges. American public schools are becoming increasingly diverse. Many assert that school psychologists must develop their cultural competency skills to better identify cultural factors that may impact the functioning of students and to avoid clinical errors or drawing inappropriate conclusions that could harm student learners. This article will examine the scope of the need and challenge related to cultural competency and will provide potential approaches to enable school psychologists to best serve all children.

Promoting Multicultural Competencies in School Psychology

School psychologists routinely provide assessment, intervention, and consultation services to students and families from diverse backgrounds. According to the National Association of School Psychologists standards for graduate preparation (2010), school psychologists must "provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics" (p. 15). In spite of this need, school psychology has historically struggled to address the learning and social-emotional needs of diverse children effectively (Bartolo, 2010). Many contend that struggles to address diversity are in part due to the foundation of the field of school psychology having been predominately based on the viewpoints and perspectives of Caucasian professionals and due to the exclusion of diverse racial, ethnic, and linguistic representation within the profession (Proctor & Truscott, 2013). A rapid change in the

demographics of our public schools in America raises further concerns as to whether school psychologists are culturally competent and able to effectively address the learning needs of the increasingly diverse children (Newell, Nastasi, Hatzichristou, Jones, Schanding, & Yetter, 2010). This paper will address these concerns and provide recommendations on how to advance cultural competency within the field of school psychology.

It is expected that by 2050, greater than half of the United States population will be comprised of individuals of non-European descent (Lichter, 2013). Our nation's diversity is even more apparent within our public schools. Data indicates that enrollment of students from minority backgrounds stood at 48% in 2010, and that the increasing birthrate of students from minority backgrounds, particularly from Hispanic and Asian backgrounds, was projected to push the total minority enrollment above that of the Caucasian student enrollment within our public schools by 2014 (United States Department of Education, 2014). Linguistically, there are over 400 languages spoken within our public schools nationally, with Spanish as the most prevalent language spoken other than English, and there are over 4.7 million students who are English language learners (ELLs) (United States Department of Education, 2013).

Children from minority backgrounds frequently need the support of school psychologists, as they continue to experience problems of disproportionality in special education, behavioral referrals, and academic attainment and achievement (Skiba, Poloni-Staudinger, Simmons, Feggins-Azziz, & Chung, 2005). For example, children from African American, Native American, and Hispanic backgrounds remain overrepresented in special education and school

discipline compared with Caucasian students, even when accounting for socioeconomic status (Hosp & Reschly, 2004; Skiba, 2011). Similarly, 86% of African Americans and 82% of Hispanic/Latino eighth graders read below grade level, whereas only 59% of White eighth graders read below grade level (U.S. Department of Education Office for Civil Rights, 2012). Graduation rates continue to vary by ethnic background, with findings in the 2011-2012 academic year indicating graduation rates of 85% for White students, 68% among African American students, 76% among Hispanic students, 93% among Asian/Pacific Islander students, and 68% among American Indian/Alaska Natives (United States Department of Education, 2015).

While such differences in academic placement, treatment, or outcomes cannot be blamed solely on educators or school psychologists, a lack of familiarity with diverse children can lead to erroneous assumptions that lead to inaccurate assessment, treatment, and responses to children from diverse backgrounds (Sue & Sue, 2013). With a clear record of unjust outcomes of diverse children and increasing diversity within our public schools, it is essential that school psychologists be able to provide the best possible services to diverse student learners. This need for cultural competency appears especially prescient in light of the individual differences between school psychology practitioners and the children and families they serve.

State of Diversity Within School Psychology

The National Association of School Psychologists conducts a national study of the field every five years. The most recent study conducted from 2009-2010, documented the demographic characteristics of school psychologists (Curtis, Castillo, & Gelley, 2012). According to this data, 76.6% of the entire field of school psychology was female, with an average age of forty-seven. This reflects the trends within the field, in which school psychology a predominantly female profession

over the past 30 years. In terms of language and disability, less than a third of the participants responded. This may be indicative of the lack of understanding school psychologists hold regarding the importance of language and disability status, and may also be representative of the dearth of knowledge within the field regarding the second language and disability status among its own practitioners. One factor that does appear consistent over the past 30 years is the lack of racial and ethnic diversity among school psychologists, as evidenced by the 2010 data reflecting 90.7% of practitioners as being Caucasian. It is apparent that cultural diversity representations in school psychology remains low and below what would be expected when examined in light of national census data. For example, findings from the NASP survey indicate that 3% responded identify as Black/African American, 0.6% American Indian/Alaska Native, 1.3% as Asian/Pacific Islander, 3.4% for Hispanic, and 1% responded as "Other". These numbers are well below what would be expected if the field were representative of census demographic expectations (Curtis, Castillo, & Gelley, 2012).

The increasing diversity within our public schools and the continuing homogeneity of school psychologists raises concern over the ethnic incongruence, or the ethnic differences, between school psychologists and the children and families they support. According to a study by Loe and Miranda (2005), ethnic incongruence between school psychologist and child accounted for between a third and half of assessment, consultation, and counseling cases reported. Furthermore, such racial and ethnic disparity between school psychologists and the students they serve may lend itself to cultural bias when conducting assessments. This partiality could cloud a school psychologist's judgment and affect decisions in classification, treatment, or determination of children's eligibility for special education (Loe & Miranda, 2005).

For example, a study by Mohr, Weiner, Chopp, &

Wong (2009) provided an intake report of a clinical case involving a hypothetical male client to 108 therapists. All of the clinical data was identical, with the exception of the sexual orientation of the client. With regards to sexual orientation, a third of the therapists each received anecdotal information alluding to sexual orientation of the client as being heterosexual, homosexual, or bisexual. The therapists were asked to clinically rate the client based on the case report. Therapists who were provided case information that the client was heterosexual or homosexual were not found to provide differing clinical interpretations of the client in the case study vignette. However, when given data suggesting the client was bisexual, the therapist/participants were more likely to identify the otherwise identical client as demonstrating "emotional disturbance". The researchers in the study concluded that the reported differences among diagnostic reports were the result of stereotypes held by the therapists who participated in the study, who (perhaps unknowingly) had internalized stereotypes of bisexual men being conflicted and uncertain of their sexuality and lives (Mohr, Weiner, Chopp & Wong, 2009). School psychologists, like all people, are susceptible to such stereotypical thinking, demonstrating the need for ongoing development of cultural competency.

School psychologists who are culturally competent are able to better identify cultural factors that may impact the functioning of the child and/or influence the delivery of psychological services (Wright, Filter, Nolan, & Sifers, 2012). For that reason, and due to the profession remaining a predominantly Caucasian one into the foreseeable future, school psychologists must seek out opportunities to become culturally competent professionals (Newell et al., 2010).

Potential Approaches to Advance Multicultural Competency

Developing one's self-awareness of unique cultural background. Developing one's self-awareness is a critical starting point for multicultural competence (Hays, 2013). Counselors who are culturally competent are aware of their own culturally learned assumptions about themselves (Pedersen, 2002). The ability to self-reflect in such a manner makes one better able to understand that one's own culture is only one of many other possible ways of thinking and acting, and in this manner facilitates greater awareness of one's own biases and assumptions about others and of diverse cultures and customs (Sue & Sue, 2013). Similarly, individuals can relate better when they are introspective about their own culture-based reactions (Roysircar, 2004). Therefore, school psychology trainees should seek out didactic instruction, experiential learning activities, and other instruction and experiences that facilitate greater self-awareness.

Immersion experiences. Research suggests that a high level of experience with other cultures is positively correlated with a higher perception of multicultural competence (Wright, Filter, Nolan, & Sifers, 2012). Further, research also indicates that immersive experiences facilitate greater cultural competency, and may help school psychologists from Caucasian backgrounds feel more comfortable and willing to serve in urban and more ethnically diverse school settings. Although there is scant research regarding the effectiveness of immersive experiences in promoting cultural competency among school psychology graduate students, there is research within related disciplines that supports such programs. For example, master's-level counseling and counseling psychology doctoral students who participated in an immersive service learning experience demonstrated improved cultural competence at the end of the experience as measured by changes in attitudes towards diversity, choices of professional development activities, and

self-reports of personal development (Koch, Ross, Wendell, & Aleksandrova-Howell, 2014). Similarly, gains were reported in measures examining worldviews, global awareness, and multicultural sensitivity among master's-level students who completed an international course (McDowell, Goessling, & Melendez, 2012).

Participate in professional development or trainings. Research indicates that training and didactic exercises related to cultural competency and diversity can influence one's comfort and interest in refining their cultural competency. In the Loe and Miranda's (2005) study, 66.1% of school psychologist respondents who had some sort of diversity training reported to be either satisfied or very satisfied with their training, and 77.2% reported to be satisfied or very satisfied with their perceived cross-cultural competence to provide school psychological services to ethnically different students and families. It is imperative that school psychologists know how to work with diverse students due to the diversity of students that they serve on a daily basis in schools (Lopez & Bursztyn, 2013). Therefore, school psychologists should regularly participate in professional development opportunities in order to strengthen their understanding of their own biases and their understanding of diverse cultures.

Seek out practicum and internship within diverse settings. Early practicum and internship experiences within urban or diverse school settings make it more likely for practitioner candidates to seek and gain employment within such diverse settings in the future (Barnett, 2004). This is important, as urban schools frequently have difficulties filling positions. Well-trained and culturally competent school psychologists have a lot to offer to our urban school settings. Unfortunately, the research indicates that

White school psychologists tend to work within schools that have higher proportions of White students, whereas Black and Hispanic school psychologists work in schools with higher racial minority student populations (Castillo, Curtis, & Gelley, 2013). This would be less of a problem if there were not problems recruiting individuals from culturally and linguistically diverse backgrounds into the profession of school psychology (Bocanegra, Gubi, Hau-Fan & Hansmann, 2015).

Fortunately, the evidence suggests that White graduate students who completed training experiences within urban settings or within settings or schools that served large minority student populations tended to demonstrate greater willingness to work within such settings in the future (Berry, Montgomery, Curtis, Hernandez, Wurtzel, & Snyder, 2008). It appears that exposure to urban settings supports a process of acclimation. For example, pre-service school counselors who completed their practicum in an all African American urban school setting experienced holding a minority status. They also experienced the discomfort of being perceived as incompetent in working with African American students. Results at the end of their practicum indicated less discomfort, as the practicum students were able to connect with the diverse students and demonstrate competence in their abilities to help individuals from diverse backgrounds (Holcomb-McCoy & Johnston, 2008). Other findings suggest that urban placements make it more likely that future practitioners can develop increased awareness of tools and strategies to work effectively with diverse children and families (Bergman, 2013).

Conclusion

School psychologists are increasingly working with children and families from diverse backgrounds. The unique training, skill sets,

and roles of school psychologists within school settings often make them the ideal school professional to assist diverse children who have experienced educational setbacks or challenges that impede optimal learning outcomes. However, too often school psychologists do not seek out experiences with diverse children and families or do not possess the cultural competency to effectively meet the needs of diverse student learners. To facilitate cultural competency, school psychologists should seek out opportunities while in graduate school and throughout their lives thereafter to enhance their multicultural competencies. This is not an easy or direct process. Rather, school psychologists should begin by finding opportunities and experiences to enhance their self-awareness of their own cultural identity. They should also engage in different immersive experiences, both professional and personal, to better understand themselves and their place within the wider world. Practicum, internship, and other professional experiences within institutions and settings that serve diverse children can facilitate cultural understanding, as can participation in professional development and training exercises related to multicultural competencies and diversity. In such manners, school psychologists of all backgrounds can develop into more culturally competent professionals, able to more effectively support all students.

References

Barnett, B. (2004). Recruiting and retaining "highly qualified teachers" for hard-to-staff schools. *National Association of Secondary School Principals.NASSP Bulletin, 88*(638), 5-27. Retrieved from http://search.proquest.com/docview/216039418?accountid=11809

Bartolo, P. A. (2010). Why school psychology for diversity? *School Psychology International, 31*(6), 567-580. doi: 10.1177/0143034310386532

Bergman, D. J. (2013). Comparing the effects of suburban and urban field placements on teacher candidates' experiences and perceptions of family engagement in middle and high schools. *School Community Journal*, *23*(2), 87-112.

Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). Creating and sustaining urban teacher residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts. *The Aspen Institute.*

Bocanegra, J. O., Gubi, A., Hau-Fan, C., & Hansmann, P. R. (2015). Undergraduate psychology students' knowledge and exposure to school psychology: Suggestions for diversifying the field. *Contemporary School Psychology, 19*(1), 12-20. doi: 10.1007/s40688-015-0046-x

Castillo, J. M., Curtis, M. J., & Gelley, C. (2013). Gender and race in school psychology. *School Psychology Review, 42,* 262-279.

Curtis, M. J., Castillo, J. M., & Gelley, C. (2012). Professional practice school psychology 2010: Demographics, employment, and the context of professional practices – part 1. *Communique, 40*(7), 1, 28-30.

Hays, P. (2013). *Connecting across cultures.* New York: Sage.

Holcomb-McCoy, C., & Johnston, G. (2008). A content analysis of pre-service school counselors' evaluations of an urban practicum experience. *Journal of School Counseling*, *6*(16), 1-26.

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic and economic predictors. *Exceptional Children, 70*, 185–199.

Koch, J. M., Ross, J. B., Wendell, J., & Aleksandrova-Howell, M. (2014). Results of immersion service learning activism with peers: Anticipated and surprising. *The Counseling Psychologist, 42*(8), 1215-1246. doi: 10.1177/0011000014535955

Lichter, D. (2013). Integration or fragmentation? Racial diversity and the American future. *Demography, 50*(2), 359-391. doi:

10.1007/s13524-013-0197-1

Loe, S. A., & Miranda, A. H. (2005). An examination of ethnic incongruence in school-based psychological services and the diversity-training experiences among school psychologists. *Psychology in the Schools, 42*(4)*,* 419-432. Doi:10.1002/pits.20062

Lopez, E. C., & Bursztyn, A. M. (2013). Future challenges and opportunities: Toward culturally responsive training in school psychology. *Psychology in the School, 50*(3), 212-228. doi: 10.1002/pits.21674

McDowell, T., Goessling, K., & Melendez, T. (2012). Transformative learning through international immersion: Building multicultural competence in family therapy and   counseling. *Journal of Marital and Family Therapy, 38*(2), 365-379. doi: 10.1111/j.1752-   0606.2010.00209.x

Mohr, J.J., Weiner, J. L., Chopp, R.M., & Wong, S.J. (2009). Effects of client bisexuality on clinical judgement: When is bias most likely to occur? *Journal of Counseling Psychology, 56*, 164-175.

National Association of School Psychologists (2010). *Standards for graduate preparation.* Retrieved from http://www.nasponline.org/standards/2010 standards/1_Graduate_Preparation.pdf

Newell, M., Nastasi, B., Hatzichristou, C., Jones, J. M., Schanding, T., & Yetter, G. (2010). Multicultural training in school psychology: Recommendations for future directions. *School Psychology Quarterly, 25*(4), 249-278.

Pedersen, P. B. (2002). The making of a culturally competent counselor. *Online readings in psychology and culture, 10*(3), 4.

Proctor, S., & Truscott, S. D. (2013). Missing voices: African American school psychologists' perspectives on increasing professional diversity *The Urban Review, 45*(3), 355–375. doi: doi: 10.1007/s11256-012-0232-3

Proctor, S. L., Simpson, C. M., Levin, J., & Hackimer, L. (2014). Recruitment of diverse   students in school psychology programs: Direction for future research and practice. *Contemporary*

School Psychology, 18, 117-126. doi: 10.1007/s40688-014-0012-z

Roysircar, G. (2004). Cultural self-awareness assessment: Practice examples from psychology training. *Professional Psychology: Research and Practice, 35*(6), 658-666. doi: 10.1037/0735-7028.35.6.658

Skiba, R. J. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review, 30*, 85-107.

Skiba, R. J., Poloni-Staudinger, L., Simmons, A. B., Feggins-Azziz, L. R., & Chung, C.-G. (2005). Unproven links: Can poverty explain ethnic disproportionality in special education? *The Journal of Special Education, 39*(3), 130-144. doi: 10.1177/00224669050390030101

Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, N.J.: John Wiley & Sons

United States Department of Education. (2013). *Condition of education 2013.* Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubs2013/2013037.pdf

United States Department of Education. (2014). *Racial/Ethnic enrollment in public schools*. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/programs/coe/indicator_cge.asp#info.

United States Department of Education. (2015). *Public high school graduation rates*. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/programs/coe/indicator_coi.asp

U.S. Department of Education Office for Civil Rights. (2012). *The transformed civil rights data collection*. Retrieved from

http://ocrdata.edu.gov/.

Wright, J. B., Filter, K. J., Nolan, J. D., & Sifers, S. (2012). School psychologists' self-perceptions of multicultural competence: The relevance of experience and training. *Trainers' Forum: Journal of the Trainer's of School Psychologists, 31*(1), 7-20.\

Amanda Pollifrone, M.A., is a graduate student at Kean University and School Psychologist Intern at the North Arlington school district in New Jersey. She can be reached at pollifra@kean.edu or through Kean University, Department of Advanced Studies in Psychology, Attention: East Campus, Room 125, 1000 Morris Avenue Union, NJ 07083.

Adis Arafet, M.A., is a Licensed Associate Counselor, graduate student at Kean University, and School Psychologist Intern at the West New York school district in New Jersey.

Aaron A. Gubi, Ph.D., is an Assistant Professor in the combined School and Clinical Psychology program at Kean University. A licensed psychologist and nationally certified school psychologist, he has clinical and research interests in the areas of child maltreatment/trauma, multicultural competency and diversity practices, and autism spectrum disorders.

Joel O. Bocanegra, Ph.D., is an Assistant Professor at Idaho State University who specializes in multicultural competency, diversity recruitment, and system-wide interventions. He received his PhD from the University of Wisconsin-Milwaukee.

School-Based Mental Health:
Visions for the Future

Abigail Mitchell, B.A.
University of Texas at Austin

Current State of the Field

The School-Based Mental Health (SBMH) movement has existed in one form or another since the middle of the 20th century. It was not until the 80's and 90's, however, that the field gained momentum with a profusion of services, defined broadly as "any program, intervention, or strategy applied in a school setting that was specifically designed to influence students' emotional, behavioral, or social functioning" (Rones & Hoagwood, 2000). However, despite its history, SBMH as a concept never fully coalesced into a coherent framework with a clear agenda, aligned stakeholders, and robust evidence base (Adelman & Taylor, 2010). In their book *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools*, Adelman and Taylor characterize the current state of the SBMH field as fragmented and uncoordinated, both a reflection and a symptom of its relegated position on the broader educational agenda (Adelman & Taylor, 2010).

As currently practiced in schools, SBMH encompasses a wide variety of models and service delivery mechanisms. It reflects initiatives that span the continuum from universal prevention through targeted intervention; from the individual to the district; from general to special education; and from behavior to social and emotional targets for change. It includes such activities as direct one-on-one support, consultation, classroom-based curricula, on-site mental health units, school-community linkages, as well as multi-component, multi-tiered systems of support (Adelman & Taylor, 2010). SBMH programs

likewise differ in the theoretical frameworks from which they operate. Some programs operate from a strengths-based promotion perspective, while others from a treatment-based clinical one.

Various research and practice agendas have shaped the SBMH movement into the broad landscape it occupies today. Adelman and Taylor break down these agendas into the following categories: increasing access to services for youth; increasing the availability of MH to the school community; encouraging school adoption of programming; improving specific processes and interventions (e.g., referral systems); enhancing economic interests of school-related entities; and entirely re-conceptualizing how students supports are conceived in schools, such as through efforts to enhance multidisciplinary teamwork, to improve service coordination and integration, or to develop multi-tiered systems of support (Adelman & Taylor, 2010). While such widespread agendas indicate a lack of coordination within the field, they also reflect how truly complex it is to bridge the mental health and educational worlds.

In spite of this reality, SBMH services are commonplace across the U.S. According to results from a 2002-2003 survey (Foster et al., 2005), one-fifth of students were receiving some type of school-supported mental health service. Likewise, the majority of schools reported having at least one staff member responsible for providing mental health services, most often a school counselor, nurse, school psychologist, and/or social worker. In the early 2000's, the majority of schools reported providing mental and behavioral

assessment for students, as well as some form of individual or group counseling. Almost half of the schools surveyed reported contracting with community-based service providers, most often county mental health agencies. Unsurprisingly, financial constraints and inadequate resources were the most-cited barriers to SBMH efforts (Foster et al., 2005). Clearly, SBMH services are being developed and implemented in schools, even if the specifics of their impact is as yet poorly understood (Hoagwood et al., 2007).

The paragraphs below are my efforts to make sense of the vast information and idea base that is SBMH. It is by no means a comprehensive review, but rather a thematic take on needs the field has to address based on my understanding of the literature thus far.

Educational Alignment and Academic Impact: A First Step

A growing body of research has supported the positive impact of certain mental health treatments on the clinical and socioemotional functioning of children and adolescents (Burns & Hoagwood, 2002, 2004). Despite effective treatments, however, much research on SBMH programming has neglected to include outcomes of relevance and value to education (Hoagwood et al., 2007). With already-strained school budgets and accountability for meeting achievement standards, it is crucial for SBMH to better align with the educational 'mission' of schools, foremost by demonstrating its impact on academic outcomes. In her review, Hoagwood speaks to the "uneasy alliance" between mental health and academics, noting how each has pursued its knowledge base in "significant isolation" (Hoagwood et al., 2007, p. 66).

As graduate students who have seen firsthand how socioemotional functioning impacts a child's ability to benefit from the educational environment, we need to support the field's efforts to develop a stronger empirical base for

these impacts. As Hoagwood points out, the literature base on Social Emotional Learning offers support for the relationship between socioemotional and academic functioning (Hoagwood et al., 2007). In the case of factors such as student engagement, motivation, and agency, for example, one is hard pressed to argue against their influence on academic achievement.

There are many promising and innovative ideas for how to conceptualize and structure SBMH systems, but in order for these to receive the attention and resources they require, academic impact must be better understood and articulated. As part of this mission, Hoagwood calls for strategic efforts to document the assessments and interventions that address mental health in conjunction with educational outcomes; at the same time, closer attention should be given to identifying the contextual and environmental variables that may mediate the effects of SBMH programming on achievement.

Paradigm Shift: A Comprehensive, Integrated Systems Approach

Key thinkers in the field of SBMH have been calling for broad-based changes in the way SBMH is conceived and structured within education, necessitating significant changes in current research, policy, and reform efforts. A major obstacle, according to Adelman and Taylor, has been in the marginalization of SBMH on the educational landscape: "The marginalized status and associated fragmentation of efforts to address student problems are long-standing and ongoing" (Adelman & Taylor, 2010, p. 31). At the heart of their work at the UCLA-based *Center for Mental Health in Schools* is a vision for large-scale systemic and organizational change aligned with school reform and improvement efforts. According to them, "The time has come to change all this. New directions for student and learning supports must become a fundamental agenda item for school

improvements" (Adelman & Taylor, 2010, p. 31).

What Adelman and Taylor propose is a new framework for addressing barriers to learning and teaching. The concept of *learning supports*, they assert, must be embodied in a unified, comprehensive system of interventions (Adelman & Taylor, 2010). This system can only emerge through fundamental changes in the organizational and operational infrastructure of educational entities (e.g., schools, districts, etc.) that support integration, sustainability, and replication. Adelman and Taylor propose a detailed model for school improvement that incorporates what they've termed an *Enabling Component* to reflect a comprehensive, multi-faceted system for enabling learning (Adelman & Taylor, 2010). Meant to guide policy and practice, the *Enabling Component* organizes a set of approaches to address barriers to learning and re-engage students.

In a similarly nuanced reform approach, Atkins and colleagues highlight the promise of ecologically based approaches to SBMH. They assert the need for programs to be better woven into the fabric of the school ecology rather than added onto it (Atkins, 2010). They emphasize that greater use of resources already situated within the school and community will foster program implementation and sustainability. They likewise assert the importance of examining day-to-day classroom and school-based factors that promote academic and socioemotional development (e.g., instruction or teacher-student interactions) and thus represent targets for intervention. They also echo the widespread call for multi-tiered service models that support *all* students across the continuum from promotion, to prevention, to intervention (Atkins, 2010).

Conclusion

These expansive visions for coordinated, systemic approaches to SBMH offer many opportunities for future school psychologists. They are inspiring in their scope, complexity, and sheer potential for impacting the lives of children and adolescents in their schools, families, and communities.

References

Adelman, H.S. & Taylor, L. (2010). *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools*. Thousand Oaks, CA: Corwin Press.

Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). 04) Toward the Integration of Education and Mental Health in Schools. *Administration and Policy in Mental Health and Mental Health Services Research, 37*(1-2), 40–47.

Burns, B. J., & Hoagwood, K. (2002). *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders*. New York: Oxford University Press.

Burns, B. J., & Hoagwood, K. E. (2004). Evidence-based practice, part I: Research update. *Child and Adolescent Psychiatric Clinics of North America, 13*(4), xi-xiii.

Foster, S., United States. Department of Health and Human Services, & Center for Mental Health Servies (U.S.). (2005). *School mental health services in the united states, 2002-2003*. Rockville, Md.: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.

Hoagwood, K. E., Olin, S. S., Kerker, B. D., Kratochwill, T. R., Crowe, M., & Saka, N. (2007). Empirically Based School Interventions Targeted at Academic and Mental Health Functioning. *Journal of Emotional and Behavioral Disorders, 15*(2), 66–92.

Book Review:
Acquainted with the Night
By: Paul Raeburn

Review by: Jacob Kopf, Andrea Lupas, Lana Mahgoub, Ryann Morrison, and Katie Ostrander

Briefly, what is this book about?
The author, Paul Raeburn, writes of his experience navigating the mental healthcare system to get treatment for his children. Raeburn's narrative gives a comprehensive view of the way families handle mental health issues and provides a context for bipolar disorder that one cannot get through reading research on the topic.

How did reading this book change the way you think about mental health services in schools?
This book demonstrated the importance of communication. Raeburn's children met with many outside service providers, but throughout the book there was very little communication amongst these doctors or between the school and any other provider. Even when Raeburn's son, Alex, transferred schools, there was no sharing of information between his previous school and his new one. Everyone involved struggled to provide appropriate care because of this.

Throughout the book, there was no contact at the school who could provide a comprehensive list of resources for families facing mental health issues. This could be an efficient way to quickly direct families to reputable providers in the area.

What did you learn about working with parents and families of kids with EBD?

Siblings of a student with EBD can go under the radar for a while. Raeburn's story showed how the urgency and attention placed on his son's disorder led to his daughter's late diagnosis. The genetic and environmental overlap between siblings may be enough to warrant screening them for similar disorders.

Additionally, practitioners need to be explicit when talking with parents. Raeburn's family struggled to get a diagnosis for their son, and, like so many other families, they did not know what any of their son's symptoms or the diagnosis meant. Providing clear, accurate information to parents needs to be a priority.

Would you recommend this book to others in the field?
Yes, this book would be great not only for graduate students and professionals in schools, but also for parents and family members of students with mental illness.

Jacob Kopf, Andrea Lupas, Lana Mahgoub, Ryann Morrison, and **Katie Ostrander** are second-year doctoral students at the University of Wisconsin-Madison. They read this book, *Acquainted with the Night,* as an assignment for their Social, Emotional, and Behavioral Assessment course.

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

CALL FOR SUBMISSIONS

Manuscript submissions are now being accepted for the Winter 2015 and beyond issues of *School Psychology: From Science to Practice to Policy (FSPP)*, the quarterly publication of the American Psychological Association Division 16's Student Affiliates in School Psychology (SASP). *FSPP* includes 8 sections for which manuscripts are accepted: *Scholarship, Research Reviews, Lessons From the Field, Forum, Chapter Spotlight, Commentary, Perspectives, and Book Reviews.* **SASP will be awarding a $250 cash prize for the most outstanding student research manuscript accepted for publication in any 2016 issue of** *FSPP*.

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

Please submit all manuscripts and/or questions to
Jacqueline Canonaco, Editor, at jacqueline.canonaco@gmail.com.

SPRING 2016 ISSUE SUBMISSION

DEADLINE: March 20, 2016

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: ـ____Yes ـ____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 ـ____

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 to Policy (FSPP).*
- 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.