Internship
Supervision

plus Conference 2005 Coverage
Happy New Year and welcome to winter. This 41 page bonus issue of the NY School Psychologist spans the years from internship to supervision and celebrates the different phases of our profession. Within this issue you will find articles from supervisors as well as recommendations from graduate programs regarding internship activities, and recommendations from interns regarding their expectations and needs during their internship year. This issue also includes anecdotes, reflections, and food for thought for those of us at the beginnings of our careers and those of us who are more seasoned and providing supervision.

This issue also includes comprehensive coverage of the 2005 NYASP conference in White Plains, courtesy of the graduate students at Niagara University, University at Buffalo, and Alfred University. Many thanks to these grad students for their efforts and diligence in providing articles on conference presentations, as well as to Nancy Evangelista and Ruth Steegmann, who once again helped to facilitate workshop coverage.

I hope this issue provides you with useful information and guidance regardless of the phase of your career. If you are a practicing school psychologist, perhaps you will be inspired to provide supervision to an intern in the future - it is a wonderful way to contribute to our field.

Sincerely,
Kelly A. Caci
kcaci@newburgh.k12.ny.us
499 Lake Rd.
New Windsor, NY 12553

Submission Guidelines

Preferred document size is 750 words (review) or 1500 words (article).

Submissions are accepted via email attachment or on cd with revisions and corrections already made. Please include a short bio about the author, as well as your mailing address in order to receive extra copies of you published article.

Photos, cartoons, and drawings should be submitted as a .tiff file when possible. We will make every attempt to return hard copy submissions of art and photography.

MEMBER PROFILE: We would love to share the following information about our members: Name, contact info, training/credentials, position, favorite tool, biggest challenge, greatest success, and any other interesting information. Pictures (digital or hard copy) are encouraged, but not mandatory.

CORRESPONDENCE: Unless specifically noted by the sender, we will assume consent to publish correspondence addressed to the editor. Letters and e-mail addressed to NYASP Executive Board members, along with response, may be published with the consent of both parties.
## FEATURES

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Interns</td>
<td>5</td>
</tr>
<tr>
<td>Models for Guiding the Journey</td>
<td></td>
</tr>
<tr>
<td>Written by Nancy Evangelista</td>
<td></td>
</tr>
<tr>
<td>Creating a Collaborative Partnership with Your Intern</td>
<td>6</td>
</tr>
<tr>
<td>Written by Ned Engel, Susan Lee, Peter Faustino, Amity Currie, &amp; Kelly Caci</td>
<td></td>
</tr>
<tr>
<td>Two Interns Make ’02-’03 the Very Best of Years</td>
<td>7</td>
</tr>
<tr>
<td>Written by Vinny Martin</td>
<td></td>
</tr>
<tr>
<td>Intern Supervision</td>
<td>8</td>
</tr>
<tr>
<td>Tips for Those Looking to Take on an Intern</td>
<td></td>
</tr>
<tr>
<td>Written by Jessica Tolman</td>
<td></td>
</tr>
<tr>
<td>Internship - A Rite of of Passage</td>
<td>10</td>
</tr>
<tr>
<td>Written by Steve Hoff</td>
<td></td>
</tr>
<tr>
<td>My Internship Experience</td>
<td>11</td>
</tr>
<tr>
<td>Written by Julia Rodriguez</td>
<td></td>
</tr>
<tr>
<td>Suggested Activities for Practicum Students and Interns</td>
<td>12</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td></td>
</tr>
<tr>
<td>Written by Ruth Steegmann</td>
<td></td>
</tr>
<tr>
<td>How to Implement Social-Emotional Learning</td>
<td>15</td>
</tr>
<tr>
<td>To Improve Academic Instruction and School Climate</td>
<td></td>
</tr>
<tr>
<td>Written by Noelle Theodore</td>
<td></td>
</tr>
<tr>
<td>Positive Behavior Intervention and Supports</td>
<td>16</td>
</tr>
<tr>
<td>Written by Kristen Trubic</td>
<td></td>
</tr>
<tr>
<td>Creating Safer Schools for GLBT Young People</td>
<td>17</td>
</tr>
<tr>
<td>Written by Sulma Rowland</td>
<td></td>
</tr>
<tr>
<td>Psychopharmacology</td>
<td>18</td>
</tr>
<tr>
<td>Written by Katie Scipioni</td>
<td></td>
</tr>
<tr>
<td>Play Therapy with Children</td>
<td>20</td>
</tr>
<tr>
<td>Written by Kristen Plumeau</td>
<td></td>
</tr>
<tr>
<td>Wash and Learn: You Read with Children Where??</td>
<td>21</td>
</tr>
<tr>
<td>Written by Janine McArthur, Diana Malek, and Kathleen Kaszuba</td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction: Strategies to Make all Students Successful Learners</td>
<td>22</td>
</tr>
<tr>
<td>Written by Kristen Cassetta</td>
<td></td>
</tr>
<tr>
<td>Student Liaison Reports</td>
<td>23</td>
</tr>
</tbody>
</table>

## IN EVERY ISSUE

- From the Editor
- President’s Message
- 3T: Tom’s Tech Talk
- Legislative Update
- NASP Notes
- Book Review
- Chapter Rep/Executive Board Directory
- Membership Application
PRESIDENT’S MESSAGE

Robin Raphael. . .

The goal of this president’s column is to give you a better understanding of the workings of the New York State Education Department (NYSED). Through our participation on the Pupil Personnel Services (PPS) Advisory Group NYASP has developed a very beneficial relationship with our colleagues from the NY State Education Department. The PPS Advisory Group collaborated two years ago on an important document that can be found on the NYSED and the NYASP websites entitled Uses and Abuses of Regents Exams. We also co-hosted an extremely successful conference on Positive Behaviors Interventions and Supports (PBIS) in August 2004 at Siena College near Albany.

First, let me emphasize that the NYSED website (www.nysed.gov) is the way the Department communicates. All of the postings that are forwarded to the NYASP listserv can first be found on the NYSED website. Please spend some time exploring this site. Some examples of information on this website include:

- Certification requirements: http://www.highered.nysed.gov/tcert/certificate/index.html
- Graduation requirements: http://www.emsc.nysed.gov/part100/pages/1005a.html
- Board of Regents agenda items: http://www.regents.nysed.gov/

Second, the updates you read from NYSED on the NYASP announcement listserv originate from correspondence disseminated through the PPS Advisory listserv. NYSED believes that professional associations are a perfect venue to communicate updates and new information. Our NYSED representatives would be pleased to know that you are forwarding their information to school psychology colleagues and others in your workplaces and/or school settings. Paper mailings are cost prohibitive for NYSED and electronic dissemination is much more effective!

We have been encouraged by Anne Sciano, NYSED Assistant Director of Curriculum, Instruction and Instructional Technology to read the following items on a regular basis in the Elementary, Middle, Secondary and Continuing Education (EMSC) section:

- News and Notes (current priorities of Deputy Commissioner James A. Kademus)
- Newsletter—priority initiatives
- EMSC Strategic Plan
- Call for expertise, where we can be selected to participate in pertinent state initiatives: http://www.emsc.nysed.gov/ciai/call.htm

One of the links your teachers will appreciate is the Virtual Learning System (VLS) (http://eservices.nysed.gov/vls/). The VLS is still in its early stages but this site contains many lesson plans linked to the NYS Learning Standards. At this point there is nothing there for Pupil Personnel employees but we have been challenged to think of ways that we can contribute to this. For example, the site could include information on how PPS staff can overcome the barriers that interfere with students achieving progress toward the NYS Learning Standards.

NYSED’s internal hierarchy has changed over the years. One example is that the number of staffers in the Department has significantly decreased in the past few years. There are no school psychologists working in EMSC or VESID, which administer many of the projects and tasks about which we are most interested. Structurally, the message we always get is that State Ed. is changing to a decentralized operation. Monitoring and administering federal monies will likely be a major thrust for NYSED in the future.

What has happened is that as new projects and initiatives are identified, they will no longer be administered from NYSED as the central organization. Rather, a contract will be prepared (stricter guidelines than Requests for Proposals [RFP]) and the work will take place regionally. All current RFPs will be converted to the contract process. Among the contracts discussed at our most recent meeting: Student Support Centers, PBIS, Math, Reading Center, and School Safety.

As an example, the Reading Center will be another technical center (this will encompass Reading First and pre K-12 literacy). The charge of the Reading Center will be to conduct direct professional development with the Big 5 cities (NYC, Yonkers, Syracuse, Rochester, and Buffalo), act as a repository of research and disseminate this research through the Virtual Learning System. Projects that include collaborations between public schools and universities will be encouraged.

As you can see there is a lot going on at NYSED while the organizational model is continually evolving. The breadth and scope of current studies being undertaken by Elementary, Middle, Secondary and Continuing Education Department (EMSC) and continued on p. 26
If you haven’t visited nyasp.org lately, you might want to stop by and take a look. There have been a number of improvements and additions, specifically for members. In the members-only area, for example, you can download complete editions of the New York School Psychologist. Also available for members are alerts and updates about regulations, programs and services, as well as conference handouts and other professional resources.

Let’s say that you want to present a workshop on depression in young children, or teens, or adults. No problem. Complete presentations are available for you in the professional resources area. In the conference handout area, there are also quite a few handouts and presentations to look at. In the jobs area, you will find instructions on how to subscribe to the jobs network, and if you need to contact a NYASP board member a complete contact listing is available. Oops, did you forget to pay your dues. No problem. You can click on the membership link and head over to the NYASP Store to pay your dues online.

However, in order to access the members-only areas, you must register online. To do so, you will need your email address because your password will be emailed to you. Following registration, approval typically takes about 48 hours, but longer processing time may be required. Soon after registering, you will receive an email with your login and password stating that you have registered. After your membership has been verified, you will receive a second email stating that you have been approved. When you receive the second email notification that you have finally been approved, you will be able to access the members-only site.

Since the passwords for the members-only area are computer generated, they can be difficult to remember. After registration and approval, if you would like to change your password to something easier to remember, you can. Specific instructions are available on then Members Main Page.

If you would like to see your name up on the web, you can consider submitting something for the site. Materials can be made available to the general public or just to members in the members-only area. Most material ultimately needs to be converted into pdf files to maintain the integrity of formatting, photo or figure placement, etc. If you cannot submit material in pdf format, please try to limit formatting. In some cases, materials submitted in popular programs such as Microsoft Word can be converted when received without damage to formatting, but that is not always the case.

Well, let’s say that you are considering writing an article for the “Tips from your school psychologist” section. These tips are typically submitted by local school psychologists, as well as school psychology graduate students and interns. Occasionally, tips published on the site may be reprinted in The New York School Psychologist. Who do you think might read your tip? Well, you would be surprised to know how popular our site is.

We have on average over 5,000 visitors every month and our visitors are from all around the globe. For example, we have hundreds of visitors from Canada, the United Kingdom, Germany, Singapore and the Netherlands. And, we have dozens of visitors from Australia, Norway, Poland, Seychelles, China, the Philippines, Romania, Italy, the Czech Republic, Mexico, Japan, Israel, France, Saudi Arabia, the United Arab Emirates, and Malaysia. In addition, we have visitors from Austria, Belgium, Sweden, Spain, Portugal, Switzerland, Taiwan, Hungary, Greece, Brazil, Ireland, Argentina, Denmark, Samoa, New Zealand, Egypt, South Korea, the Russian Federation, the Slovak Republic, Thailand, Hong Kong, South Africa, Turkey, Indonesia, Finland, Burkina Faso, Costa Rica, Chile, Jordan, Croatia, Cyprus, Mozambique, Oman, Dominica, the Ivory Coast, Uruguay, Pakistan, Nigeria, Aruba, Trinidad and Tobago, Bulgaria, Zimbabwe, Benin, Iceland, India, Bermuda, the Dominican Republic, the Bahamas, Peru, and Estonia.

While we appreciate global exposure, we recognize the importance of serving our membership. So, if you have any suggestions or recommendations for improvement, please let us know. Also, if you spot an error or visit outdated link on the site, please tell us. Thanks!  

E-mail your tips or questions to Tom Kulaga: 3T@nyasp.org
Whatever Shall We Do?

Written by Pamela Madeiros

With each and every new legislative session, there is promise - hope that perhaps this will be the year that the state’s education system is improved, supported and redesigned in meaningful ways. New York may be unique in having created its Department of Education outside the reach of Gubernatorial control through establishments of its own Governance Board - the Board of Regents - ostensibly to protect the mission of the agency from the grips of politics. However, some political theorists have observed that such a well-intended governance design may have contributed to the present state of New York’s educational system - one defined more by the very political “state-aid runs” than by any stated public policy. The question remains, then, what to expect of this upcoming Legislative session - what ever shall “we” as a state do?

The Timothy’s Law Campaign is expected to continue its call for equitable access to mental health services through private insurance, commonly referred to as “parity”.

The Campaign for Fiscal Equity (the “CFE” case) promises to continue its efforts within and without the judicial arena.

The federal No Child Left Behind Act (under threat of serious cuts in federal funding) persists in enhancing expectations of the individual states, of districts, and parents. IDEA, as Reauthorized, imposed its own will on the State’s special education system, as the Legislature adopted a very minimalist approach to aligning state statute to new mandates. New State Performance Plans required under IDEA have been designed by the State Health Department (Part C) and State Education Department (Part B) with exacting emphasis on date collection and demonstrated efficacies. The collective requirements of NCLB and IDEA can be anticipated to draw calls for additional fiscal support from all aspects of the state’s educational system including salary increases and still greater flexibility for school districts. Increased mandates are not often met with the fiscal support necessary, forcing districts to demand greater latitude in spending their state-assisted funds.

Against this backdrop of known demands we must figure certain known “unknowns”. The federal regulations governing IDEA, as Reauthorized, are not now expected until the Spring of 2006. New York must move quickly to determine whether additional changes to our statutes are necessary in light of the “clarifying” regulations.

Not unimportantly, this will be the Governor’s final session. It will also be a legislative session with a new Chair of the Assembly Education Committee at the helm, upon Assemblyman Steve Sanders’ resignation of his seat effective January, 2006. And while tax revenue projections remain encouraging - slowly eroding the institutional deficit which begins each fiscal year - potential cuts in federal funding for education and Medicaid threaten to dampen the expectations of enhancing funding of education on the State level.

While all parties interested in the workings of Albany would welcome dramatic improvements to and revisions of our State’s educational system, the prophetic entrails do not appear to suggest any dramatic changes for 2006. This, for some, may invoke disappointment. Others, however, are harkened back to the rebuke “first, do no harm.”

NYASP Mission Statement

The New York Association of School Psychologists (NYASP) is the statewide organization that represents the profession of school psychology. NYASP serves children, their families, and the school community by promoting psychological well being, excellence in education, and sensitivity to diversity through best practices in school psychology.
Supervision Roles and Functions

Bernard has developed a useful model for supervisors to think about the different types of support they provide to trainees and how each type of support might be organized to support mental health practice (Bernard & Goodyear, 2004). This discrimination model organizes supervisory efforts by categorizing both the supervisor’s different types of roles and the focus of supervisory activities. Three different roles are generally utilized by supervisors: the teacher, the counselor, and the consultant.

When in the teacher role, the supervisor is providing direct information to the trainee that relates to skills or knowledge to be acquired. Supervisors might accomplish this by providing information about school district policies or by explaining concepts, providing readings or assigning skill-building exercises. In addition, the evaluative aspects of supervision, such as providing written performance ratings, would also fall under the teacher category.

The supervisor works from a counselor role in helping the supervisee to feel supported and to understand his or her own feelings and responses to aspects of the internship experience. In this role the supervisor might help the supervisee to recognize the interpersonal dynamics inherent within a counseling situation, or might work with the intern to learn adaptive coping strategies for handling a stressful encounter with a teacher or parent. Although the supervisor may assume a counseling role to assist the supervisee with specific situations, it is important to restrict this type of support to situations relevant to the practice as a school psychologist; any personal issues that go beyond the job should be dealt with through therapy for the intern which occurs outside of the supervisory relationship.

The consultant role is adopted by the supervisor in examining issues from problem-solving perspective, and to generate choices for resolving issues. As interns and novice practitioners gain experience, the needs for direct teaching gradually diminish, while the need for the intern to reflect on options and seek advice on more challenging issues. Political and system-wide issues are often effectively addressed through assuming a consultative supervisory role.

Supervisory activities are also categorized by Bernard in the discrimination model (Bernard & Goodyear, 2004) into three foci: intervention, conceptualization, and personalization. Since school psychologists are generally involved in a broader set of interventions than counselors, an adaptation of this model for school psychology practice utilizes the term applied skills for this function. Included in this role would be a variety of assessment and intervention skills, such as testing, counseling, behavior modification, and knowledge of academic instruction. Conceptualization is a set of skills relating to understanding child and adult behavior in realms such as diagnosis of learning and mental health disorders, understanding family, school, and systems issues, and appreciation of cultural and community factors. The ability to function

continued on p. 28

Nancy Evangelista is an Associate Professor in the School Psychology Training Program at Alfred University, where she coordinates the internship program and teaches courses in supervision.
Creating a Collaborative Partnership with Your Intern

Written by Ned Engel, Susan Lee, Peter Faustino, Amity Currie, & Kelly Caci

Two years ago at my retirement party my two first interns sat at the same table. Susan, from over 30 years ago, had actually been doing a fieldwork observation as an undergraduate psychology major; Pete, 20 years later, was in a master’s school psychology program. Sitting at the same table was Kelly, who completed her internship the year after Pete. They were not surprised to find out that they were all treated as “Associates.” Perhaps, then and now, this goes against the popular notion that supervisors should not set up egalitarian relationships. However, as a solution-focused practitioner I realize my clients and my interns have plenty of expertise that can be utilized to enhance their perspective and motivate behavioral growth. They can be the experts in their training!

When these former interns started to compare notes, they all discovered they had had similar experiences despite the difference in their respective training levels. Each had spent the better part of the year working together with their supervisor whenever he saw children, their parents, and staff. Over time they created their own blueprints. Perhaps it started with what they wanted to see happen in their career paths. By experiencing their own capabilities and inner strengths, they each became empowered.

For me, some of the most basic issues in supervision parallel the actual process of counseling. How are you going to create a safe place? How much dependence versus independence will be fostered? How will you learn about their expectations? How will you manage the time? How will you introduce new concepts?

I can recall having several interns who were very young and were unsure of what would happen when they were included in parent conferences. They had a lot of self-doubt about being able to offer anything of substance. However with encouragement, they took an active role and discovered that parents appreciated their participation.

In the spirit of collaborative conversations, which was the essence of my supervision, I decided to ask some of my former interns to describe their experiences. I sent each of them a copy of the beginning of this article and said, O.K. what would you like to add? The following are their perspectives about what worked during their internships.

Think Beyond the Book Learning, by Susan Lee

I always assumed that the internship that would complete my undergraduate college years would be a positive learning experience that would expand upon and reinforce what I had learned in the classroom. My internship with Dr. Ned Engel was all of that and more.

Various types of internships were available through my school, but it quickly became apparent that I had the “cream of the crop” because of the number and variety of learning experiences being provided (for example, being able to help run his study) and the time my supervisor was spending on my internship. He always encouraged participation in each experience and comments and questions were always treated with respect.

Dr. Engel always gave unsparingly of his time to answer my questions and to have discussions about various topics even if they had nothing to do with what was going on at the moment. He always encouraged me to think beyond what I had learned in school. If I was incorrect about something, he would, in a kind, encouraging way explain why and tell me what was correct.

My internship provided a wealth of both school and life experience that would be hard to measure. He provided just the right balance so that it was not only a positive learning experience, but also an enjoyable one. Being able to spend time with someone with his education and experience was a valuable learning opportunity and my expectation that classroom knowledge would be reinforced and enlarged upon was definitely realized. Dr. Engel stays in touch with his former interns and is still available to help them with their professional activities. I consider that those of us who were his interns are very fortunate to have had such a positive experience!

The Best Kept Secret, by Dr. Peter Faustino

That is how I like to refer to the year I spent with Dr. Engel. When I attended seminar to compare notes with other future school psychologists during their internships, I discovered what an amazing experience I was being given. It was too good to be true, and I sometimes hesitated to tell others for fear that my secret would be out.

I had studied hard in graduate school. I knew the manual of the WISC-III, the theoretical foundations of group counseling, and could recite P.L. 94-142 verbatim. But surprisingly in all the courses I had taken to become a school psychologist, I never took

continued on p. 30
After more than thirty years as a school psychologist, I thought supervising two interns during the 2002-2003 school year would provide a unique challenge and much needed services to the district. Here are some observations about this past year (with a sprinkling from the previous thirty):

Given the presence of minimum competencies, qualities most sought by a district in a school psychologist are a) an ability to maintain “peace in the kingdom” and b) a propensity not to cost the district any money. Therefore, understand district politics and individual building cultures. Some district policies or procedures may be at odds with individual professional standards. Teach by example. Provision of best practice is the best way to improve the system. However, remember that sometimes, “No good deed goes unpunished,” so don’t expect to be infinitely understood and appreciated.

However formally well-trained interns may be by their training institutions, intern independence is a gradual process. Two hours per week supervision is nowhere near enough. Therefore, Have an open door/open phone line policy available to interns (and all staff for that matter). Have conveniently located offices for yourself and do some work in the buildings where interns are placed in order to understand the intern’s challenges first hand.

Scheduling flexibility is essential to make efficient use of time, while responding to ever changing priorities. Therefore, Post a schedule and let people know where you are, but don’t be a slave to the schedule (i.e. report writing on Friday afternoons). Encourage interns to be accountable for their own time (i.e. keep their own track of hours spent in areas of required competencies).

Recognize that the most stressful aspect of an employee’s job is the evaluation and supervision process. Interns need to feel secure that they will be personally and professionally supported. Therefore, Very early in the school year I told the interns that they would be getting very good recommendations from me and that, in fact, they would be writing their own letters of recommendation. Share with the interns how you are evaluated and supervised.

For example, although introduced to “cross-battery” assessment and the use of the Woodcock-Johnson tests, additional training was essential to establish competence. Give advice to interns with the understanding that (aside from reports, which are counter-signed,) they will make the final decisions about their functioning.

The field supervisor, not the intern, should be the “point person” to initially address sensitive issues and/or situations. Therefore, the field supervisor should countersign all reports and is ultimately responsible for their content. Administration can be very sensitive to the wording of psychological evaluation reports. Issues related to child abuse, day treatment placement, recommending counseling as a related service, etc. should be thoroughly discussed. Make the assumption that everyone is doing the best they can and that the vast majority of problems are systemic (not people) problems. Again, address issues, not personalities.

The internship is the probably the most substantial, intense, and meaningful relationship a school psychologist will have with another colleague. It’s an opportunity of a lifetime and not to be wasted. Nothing can be more important to a field supervisor than a question or comment from an intern.

Don’t assume that staff understands and accepts the qualifications of the interns or the field supervisor school psychologist. For example, one staff case manager referred to the interns as “college kids” and initially resisted sharing test results with them. Therefore, keep handy (and distribute) a copy of the contract the district signed with the interns and the training institution. It clarifies the experiences an intern must be provided by the district. Realize that no one has the answer to all questions, but that school psychologists are uniquely trained to know “where to go to be in the know”.

Emphasize “quality over quantity”. The referrals are never ending, but that doesn’t mean short cuts to quality service should be taken. Spend “extra” time on cases by doing more in depth parent interviews, doing classroom observations, giving an extra test or two (i.e. comparing two cognitive tests), etc. Review case studies to become familiar with unusual cases and other professional reports. Go through several “drafts” of psychological reports, while helping interns develop their “style”.

All love begins with self-love. Take care of yourself in order to care for others. Ψ
Intern Supervision:

Tips for Those Looking to Take on an Intern

written by Jessica M. Tolman

So you want to take on an intern? That would be great…someone to do initial evaluations, re-evaluations, counseling groups and best of all, write reports. You can spend more time taking on professional endeavors you enjoy while still getting the job done. Well here is a reality check; interns need guidance and skills to get the job done correctly. Supervisors have to remember that interns are a reflection of the expertise imposed upon them on the job. It would be nice if we learned everything we need to know about being a school psychologist from our graduate classes, however that is just not the case. Since I have completed three internships and am now undergoing numbers four and five, I have compiled a list of valuable assets an intern supervisor should possess. In my four years of intern experience, (I make it seem as though being an intern is my profession), these topics of interest have been important to learn about in the field. The purpose of these tips is to serve as a resource for what interns need and want from their internships.

Tour and Introductions: It is important for your intern to know who the important individuals are in the school, what they do and where their office is located. Some examples would be the principal, security officer, guidance counselors (if applicable) and related service personnel. Help your intern become acquainted with the building and the individuals they will be working with everyday. If something is needed from one of theses individuals, your intern doesn’t need to be attached to your hip and can go retrieve it themselves.

Supervision: As many of you (hopefully) know, it is important to be a good role model for your intern. Set high standards and stick to them. It is necessary to check for understanding on any material you go over by having discussions and asking questions. Reinforcing interns with genuine praise really does work and makes us feel like we are doing a great job. Going along with supervision, try and find some common interests between the two of you. Having something to discuss besides Suzie’s test scores over coffee in the morning will help form a more comfortable setting.

Crisis Intervention: Crisis intervention is a very important area to discuss with an intern. Go over the school policy with regards to lockdowns, intruders, bomb threats, etc. so they have an understanding of what to do in the situation. The intern should be able to answer the following questions: Where do I go? What am I responsible for doing? Who is in charge? What will my responsibility be if my supervisor is not around? How should the situation be documented? Taking it a step further, address other crisis situations that they, as a school psychologist may have to handle. Some examples include: A student who is self-injuring, a student who ran off the property during school hours, or a student dealing with a death in the family.

Classifications: When I first started out the terms 504, LD, OHI, SI, etc. were all as clear to me as the German language (and I know nothing about that language). Once comfortable in a position, acronyms and abbreviations are just common nature. A school psychology intern may be embarrassed to ask for clarification so explanation is key. Allow your intern to go through past folders so they see what types of modifications are used with 504 plans. Also, look through programs like IEP Direct so they can see how education plans are mapped out and implemented in the schools.

Committee on Special Education Meetings: CSE meetings can be scary and overwhelming, even if you are not an intern. Have a pre-conference chat about who attends, why the meetings are held, what steps will take place and when the appropriate times are to throw in your two cents. If a psychological report is being discussed the intern should know what to talk about from the report. It may not be necessary to know the child’s hair and eye color, but it is important to know the reason for referral, observations and results. Be sure to emphasize that whatever is discussed should be relevant to the meeting. As always, be sure to stress to the intern that they should never take a meeting personally. Some individuals may never be happy with testing results or interventions used so reinforce that you just have to do your best.

Counseling: When doing group or individual counseling an important aspect to take into consideration is the parents. Make sure they are okay with an intern sitting in and/or running counseling sessions. After clearance, don’t just throw the intern into the water; you have to teach them to swim. For group counseling, give them resources and tools and make sure to check over lesson plans. With regards to individual counseling, make sure the intern knows why the child is in counseling. They are not just there to play a fun game one-on-one during spelling; they have issues to work on that the intern should be aware of. Check to make sure these agendas are being discussed and reinforced between the intern and the student.

Testing: As some of you may know who have switched districts before, when it comes to testing, every district is different. As a

Jessica Tolman is a school psychology graduate student at Marist College in Poughkeepsie. She is currently in her last year of the program and completing internships in an elementary school and high school. She is looking to work in a New York public school upon graduation.

continued on next page
supervisor, it is important to expose your intern to as many testing materials as possible. These include cognitive and academic measures, behavior rating scales, observation data and even neurological materials. I have interned in a district where the psychologist gives the NEPSY so it is essential to be shown as much as possible. Have interns observe a testing situation a couple times and become comfortable with protocols and testing materials before they do their first assessment. Before you know it, they will be doing the majority of your testing just like a pro!

**Report Writing:** As an intern, that was one of my scariest tasks. The report is a legal document that parents, teachers, CSE committees, doctors and other psychologists will be viewing. For my first report I wanted to make sure it was perfect and I dotted all my i’s and crossed all my t’s. Help others that may be scared like me by providing a template disc for various report types. This template disc can include initials, re-evaluations, behavior scales, consent forms, etc. Over time, your intern will develop their own style by taking bits and pieces from supervisors, professors and classmates. Introducing the intern to report software may also be beneficial but be sure to stress that this is just a tool and they should be encouraged to use their own tables or charts to report findings. Be sure to give constructive criticism where needed and remember; the report your intern writes is a reflection on your professional skills as well. Both of you sign that report so be sure to check over results with the intern present. Make corrections as necessary and explain why it needs to be changed.

**In-house Services:** Doing some form of an in-house service for the school is a great idea and can help your intern see what important areas are necessary for discussion in the school. In-houses can be done on a professional development day or after school. Pick a topic and let the intern research the impact on the school environment. Topics can range from bullying to improving team work in the classroom. This type of presentation is good for the building, looks good on your part and is a great portfolio addition for the intern. Who knew something so small could benefit so many!

**Research:** For those of you who enjoy doing research, an intern is a great investment. They can help out with the grunt work and bring some great ideas to the table from all the information they are gathering in classes and textbooks. Having something published is every intern’s dream so I’m sure they will have no problem helping out with the research. The only downfall; having another name under yours after the article title.

**Conferences:** Giving interns the heads up on conferences in the area is a great tool. Impose your expertise on us about what topics are good to learn more about and who the best presenters are. Although we may be poor from working forty hours for free, the conferences are still good to know about. Some districts may even pay for you and your intern to go to a conference so find out the details. It doesn’t hurt to ask because the worst they are going to say is no.

**Information:** Interns feel smart and knowledgeable when they receive stacks of paper about different topics. We save everything in case information is needed for future reference. Load interns up on relevant information such as: GAI stuff, test and subtest explanations, counseling tips, resources for parents, hints for teachers, etc. I started saving all my information in labeled manila folders so when I have my first filing cabinet, I can load it up with all my great information.

**Documentation:** Stress the importance of organization and documentation. Taking note of when you talked to Mrs. Smith may really come in handy for the future. I have seen it be beneficial in many of my experiences as an intern. I have also seen psychologists look very silly for not recording information that they, at the time, felt was irrelevant to the child’s file.

**Feedback:** Give constructive criticism when necessary. You don’t want to always tell an intern they are doing a good job just to keep the peace. If they go out into the work force doing something wrong and say, “Wow, Mr. Supervisor never told me to do this that way” it is going to look poor on their part and very poor on yours. Give examples when they are doing something incorrectly and going back to supervision, be a good role model. Don’t allow interns to be late, dress inappropriately or talk improperly. When the situation merits, be honest with the intern’s college supervisor so they can address certain skills during intern seminars and meetings.

**Networking:** Helping your intern become acquainted with the VIP’s you know in the field will be of great assistance. When you don’t have a job, you want to know everyone you can. Give advice on how to get yourself noticed (in a positive way) and what to do in professional situations. Interns can relate to a supervisor when they hear about personal experience and what they had to go through starting out. We won’t get so down when negatives happen to us once we know others have been through it too. Just make sure to tell it like it is!

**Keep in Touch:** It will make you feel all warm and fuzzy inside to know that your little darling got their first job as a school psychologist. This is due to the guidance and knowledge bestowed upon by none other then, you! Take pride in both of your accomplishments. Some great ways to keep in touch are through traditional e-mail and phone or more creative methods such as conferences, pen-pals, research projects and dinner meetings. Once they are practicing school psychologists, there will be so much to talk about and many funny stories to reminisce regarding those days as an intern and a supervisor.

With all this in mind, I hope I haven’t scared you away from taking on an intern in your future career. If you are now so interested you want an intern next year, there are several steps to take. Make sure you have at least three years experience in the field and check to assure your school allows interns. Contact a college with a Master’s program in School Psychology and express your interest in taking on an intern. During preparation seminars your name will be added to the pre-approved list and hopefully, the intern of your dreams will waltz into your office in the days to follow. It is a challenge so be sure to keep all these tips in mind. Good luck!
Internship - A Rite of Passage

This article is written especially for student interns. It is also intended to acknowledge field supervisors and faculty for the invaluable service they provide to their student interns.

Internship is your rite of passage. At the certificate and doctoral level students must go down the road that leads them to the doorstep of school psychologist certification. It is a road with twists, turns and potholes. It is often a scenic drive and the speed varies from very slow to head-spinning fast. It is a trip that all must take and a tremendous amount of growth is sure to occur en-route to the destination.

Just as you develop throughout your tenure in a graduate program, the internship year entails its own developmental process. During the year you will laugh, you will get angry, you may cry. You are likely to experience the full gamut of emotions: the joy of seeing a child succeed due to your intervention; the pain of having to make your first abuse-related report to social service; the confusion of trying to navigate systems and bureaucracies more complex than the Labyrinth at Knossos, home of the ancient Greek Minotaur.

The Relationship

In Crazy all the time (Covan, 1994) the author writes about the experiences of interns and supervisors on the psychiatric unit at New York’s Bellevue Hospital. Covan, Bellevue’s former Chief Psychologist, shares insights about the mutually beneficial relationship between intern and supervisor in a chapter provocatively titled “Drinking the blood of virgins”:

I watched, amused. Rhoda, at age sixty-two with thirty-five years at Bellevue, is brilliant and feisty, a true cynic who manages to see the cloud in every silver lining. But every September, when the interns arrive, she gets a new lease on life. While everyone on the staff loves to train, I suspect that some of Rhoda’s enthusiasm comes from the possibility of making converts to her religion of classical psychoanalysis. She never lets us forget that when she was a kid, “giants” like Freud and Adler walked the earth. “Great crop of students,” said Rhoda, beaming at David and Kitty, who were already deep in conversation. “They make me feel energized.” “I know what you mean,” I said. “It’s like drinking the blood of virgins.” She looked at me quizzically. “God, Fred, what a thing to say.” “You know what I’m talking about, the ancient rituals where the elders sacrifice virgins and drink their blood to be rejuvenated. Not that we sacrifice our students, we just feed on their energy and youth, their naïveté and idealism. We nurture them and they keep us alive.”

Covan captures some of the key aspects of the reciprocal relationship you and your supervisor will share. Your supervisor will nurture you, guide you, encourage you, and challenge you. You, in turn, will fuel your supervisor’s passion for the work. You bring new ideas, enthusiasm, and perhaps the belief that you will change the world. You represent hope and future. You afford your supervisor the opportunity to help shape your beliefs and values and influence the type of school psychologist you will be. This is a great gift that you bring.

The Growth Process

By the time you begin your internship you are ready to stretch your wings. You have two years of graduate coursework under your belt in addition to some field experience. Your skills are at a solid “readiness” level. You are not (yet) expected to be an expert. As your year commences you will become more and more able to work independently. Your supervisor will expect this and will encourage you to take on more as you are seen as able to rise to the challenge. You may feel anxious as the expectations mount; you may feel excited – knowing that it won’t be long until you are the school psychologist.

The significant growth that you will experience during this year can be roughly broken down into two categories:

Skills: You will learn new skills in a number of areas including assessment, consultation, counseling, crisis intervention, and system change. You will become better able to integrate your classroom knowledge into your understanding of children and families. As one of my supervisors told me years ago, you will begin to develop your own theory of what makes people tick that you will “feel in your bones”.

Emotional Development: Some of you came to graduate school straight from undergraduate study; some of you have taken other paths. Regardless, upon conclusion of the internship year you will make the quantum leap from student to professional. Along the way you will be forming the professional identity that you will bring to your inaugural year as the school psychologist. Many questions will present themselves along the way: What is your work ethic – are you in on time, do you watch the clock in anticipation of the end of the day, do you bring work home? What are

Dr. Steve Hoff, NCSP, is a Licensed Psychologist in New York and Massachusetts, and holds School Psychology certification in New York and Massachusetts. Currently he is Assistant Professor of School Psychology at the College of Saint Rose in Albany. Previously he spent seven years as Clinical Director of Valleyhead, a residential school for teenage girls with special needs, in Lenox, Massachusetts and seven years as School Psychologist and crisis response trainer in the New York City Public Schools.
My Internship Experience

written by Julia Rodriguez

During the 2004-2005 school year, I was an intern at Fostertown Elementary school in the Newburgh Enlarged City School District. This was the last requirement that I had to fulfill before completing the Advanced Certificate in School Psychology program. At first, I was going to complete this requirement in another school district. However, what attracted me to Newburgh was the ability to work with a school psychologist who conducted bilingual assessments. This was an opportunity of a lifetime. I was not only going to learn the appropriate assessment tools to use with monolingual children, but also with bilingual children and why it was appropriate to use tools in the child’s native language.

I worked three out of five days. My hours at the internship were from 8-3:15 pm. Things started slowly in the beginning, which was great. I observed my supervisor administer a number of assessment tools that were new to me. I attended building level meetings where teachers discussed children that they had concerns with and why. Most times, a referral to the Committee on Special education was made for full psychoeducational testing. And that is where it all began.

Less than a month into the internship, I was testing children and writing reports. My internship supervisor read all of my reports and provided me with valuable input on how I could improve my reports. At times it was difficult testing a child and writing reports because we shared an office. However, as I became familiar with the staff of the school building, I was able to work on these tasks in different areas. Also, due to many referrals for bilingual testing outside of this elementary school, we were able to travel elsewhere and while I was in one place, she was in another. It worked out well.

Another part of my internship was counseling. I have to say that counseling was one of the greatest experiences that I was able to tackle. As a student, you learn about the types of things that you can discuss in a counseling session, or the type of counseling model you want to adopt as being your own. But nothing can prepare you for working with children and/or families than a hands-on learning experience. I was able to counsel children of a variety of ages with many different classifications. I grew very close to my children who were classified as emotionally disturbed. For me that was a natural thing. I wanted them to realize that they could learn skills and become better people. I wanted them to realize, that by taking small steps, they could choose a path leading away from negative behaviors. Each week I worked with the children and they grew to trust me and opened up to me. They appeared to be happy when coming to the counseling session, and many times did not want to leave. I offered these children a quiet place away from their classroom environment where they could be themselves and open up without feeling like others would make fun of them. It was great!

I want to say that although this was a great experience, it was not always easy. The job description of a school psychologist involves a lot of different things. There were deadlines that had to be met, meetings to attend, observations of children in their classroom, meetings with parents, and reporting the results of my evaluations. If you are the type of person who is not organized or cannot handle pressure, than this may be a difficult position for you. As a school psychologist intern I had to learn to work with everyone in the elementary school, other school psychologists, and all types of children. I had to be open to criticism and be willing to change things that I may have done incorrectly. That is not an easy thing. But hey, that is how one learns.

This experience gave me a step in the right direction. I was able to use the skills that I learned, plus those that I already had, to go on an interview and hired as a school psychologist in an elementary school. Everyday I recall things that I did while I was an intern, and I am so happy to have had that opportunity. It has shaped me into who I am today. Now I need to do the best for the group of children with whom I am currently working, and learn more strategies in helping these children succeed.

Good luck to those searching for a job as a school psychologist!

Julia Rodriguez, MA, CAS, is working as a school psychologist in the Wappingers Falls school district
Suggested Activities for Practicum Students and Interns

State University of New York at Buffalo

written by Ruth Steegmannnn, NCSP

The National Association of School Psychologists (NASP) has been striving to promote increasingly rigorous and relevant standards for training and practice in school psychology. A “Blueprint” was developed in 1984, which had a significant impact both on the curriculum and field requirements of university training programs and on how school psychologists “on the firing line” delivered their services. It also led to the creation (in 1988) and development of the National School Psychology Certification System.

A Blueprint II was published in 1997, and continues to drive both training and practice in school psychology. In this document, NASP identifies 11 domains of experience, to which students in training are required to be exposed, and which are expected to be included in the practice of professional school psychologists.

This article offers suggestions for enabling practicum students and interns to gain experience, knowledge and proficiency in these various areas. As noted, students are not expected to have the opportunity to do all of these things, nor is it likely that all of the domains will be covered in any one field placement. Over the course of the academic program, the practica and the internship, every school psychologist in training should have had some experiences in each of the domains.

The Blueprint II describes each domain in considerable detail and also offers a sample schedule of activities, keyed to the various domains. It can be accessed on the NASP website: www.nasponline.org

M.A. and Ph.D. Programs

The following are suggested activities for satisfying the terms of the contracts for practicums and internships in the School Psychology Program at the University at Buffalo. They are based on a practitioner-scientist model of training approved by the National Association of School Psychologists and detailed in NASP’s Blueprint for Training and Practice II. This list is by no means exhaustive, nor is it expected that every site will offer all of these experiences. It is the student’s responsibility to document these activities through a daily log.

Domain 1 Data-Based Decision-Making and Accountability

- Supervisor should promote an awareness and conceptual understanding of both Direct and Indirect service models and should model applications of them.
- Provide opportunity for student to conduct all phases of psychoeducational evaluations, including:
  - Selection of appropriate instruments.
  - Review current literature and critiques of instruments.
  - Discuss which instruments are used in the district and why those particular ones were chosen.
  - Provide student with opportunities to review test reports written by supervisor and other school psychologists in district to learn how data determine interpretations, conclusions and recommendations.
  - Student should observe supervisor in several testing situations, including cognitive, achievement an others as deemed appropriate.
  - Student and supervisor can “double-team” a child in a testing situation, with student and supervisor administering alternate sub-tests immediately followed by appropriate feedback.
  - When supervisor is satisfied that student has attained proficiency at test administration, student should be assigned independent assessments, with supervisor observing first few administrations and immediate feedback given.
  - Provide opportunity for student to conduct classroom observations and gather data.
  - Student should be given the opportunity to observe children in multiple settings as part of psychoeducational evaluations and planning pre-referral interventions. Observational settings should include:
    - General education
    - Special education
    - Related services
    - Non-classroom settings (i.e. gym, playground, lunchroom)
    - Diverse age ranges
  - Student should become acquainted with both formal and informal observational techniques
  - Student should be given access to school records and oriented to their use as part of psychoeducational evaluations.
  - Student should be instructed about issues and laws governing privacy, confidentiality and access of school records.
- Student should generate written documentation of all activities.
- Supervisor should review all reports written by student.
- Supervisor should review all reports written by student “with a fine tooth comb”, until supervisor is satisfied with scope and quality of reports. All further reports should be read and co-signed by supervisor, and discussed in supervision when appropriate.
- Specific areas of weakness, if any, should be directly addressed.
- Supervisor should determine that interpretations, conclusions and recommendations in reports written by student are data driven.
- Supervisor should discuss recommendations with student.

THE SUPERVISOR IS THE PSYCHOLOGIST OF RECORD AND IS ULTIMATELY RESPONSIBLE FOR THE CHILDREN...
ASSIGNED TO THE PRACTICUM STUDENT OR INTERN.

- Student should document all other activities (i.e. parent conferences, intervention programs, counseling, participation on building teams, etc. by brief notes or summary statements about the activity.
- Include student in meetings of child study / student assistant teams to observe how data are used in planning interventions.
- Provide student with opportunity to co-facilitate an intervention group for a data-identified population and academic or behavioral concern.
- Discuss accountability issues throughout all phases of the practicum or internship experience.

Domain 2 Consultation and Collaboration

- Include student in staff, multidisciplinary team meetings, district-level committees, staff development days.
  - Student should initially attend meetings with supervisor; later can participate more independently. Process and outcomes of meetings provide appropriate content for supervision sessions.
  - Student should document the above meetings in a log, notebook or electronic organizational system for later reference.
  - Student should be given the opportunity to observe supervisor consult with teachers and parents for the enhancement of academic, behavioral and affective interventions.
  - Provide opportunities for student to observe, collaborate with members of other professional disciplines (i.e. co-facilitate an intervention group with a school counselor, accompany a social worker to family court regarding a child with whom the student has had contact, “walk through” referral process to outside agency or practitioner).
  - Student should gain experience in collaborative settings, in clearly identifying a problem or need, generating and considering alternatives and making evidence-based recommendations.
  - Provide opportunity for student to participate in a collaborative setting, in appropriate follow-up and evaluation of effectiveness of intervention.

Domain 3 Effective Instruction and Development of Cognitive / Academic Skills

- Provide opportunities for student to interpret evaluation results to school personnel, parents, other professionals, discussing goals based on identified abilities, handicaps, special needs.
- Include student in meetings of CSE, child study teams, etc., in which program recommendations are developed from identified abilities, handicaps, special needs.
- Provide opportunities for student to work with a variety of age levels, abilities, and presenting problems, both directly (i.e. testing, counseling, facilitating an intervention) and indirectly (through consultation with parents, teachers, other school personnel).

Domain 4 Socialization and Development of Life Skills

- Provide student with samples of reports which integrate background information with other data.
- Critique student reports to ensure that student has included and meaningfully integrated background / developmental information with other data.
- Provide opportunities for student to become proficient with instruments and observational methods for assessing affective characteristics, social and adaptive skills.
- Provide opportunities for student to develop intervention plans based on assessments of affect, social and adaptive skills.

Domain 5 Student Diversity in Development and Learning

- Students should develop and apply their understanding of multicultural issues in psychoeducational assessments, consultation, therapeutic interventions and program planning.
  - Provide opportunity for student to work both directly and indirectly with a variety of children representing diverse racial, ethnic and linguistic backgrounds, ability levels, presenting problems.
  - Student should be assigned some cases involving children from minority groups when possible and appropriate. He / she should become knowledgeable about values, customs, expectations of families from minority groups before working with their children, to the extent possible.
  - Make available whatever information you have on the background of the child’s family / community.
  - Encourage the student to seek out additional information (i.e. library, internet, personal interview) on child’s background.
  - Provide opportunity for student to have some contact with a child with a low incidence handicap. Provide opportunity for student to learn about that handicap.
  - Provide opportunity for student to share information he / she has learned, either through consultation or presentation at staff meeting or building team.

Domain 6 School and Systems Organization, Policy Development and Climate

Students should develop an awareness of schools as working systems and acquire specific knowledge of the organization and operations of schools through the following kinds of activities:
- Take student on tour of district and introduce him/her to school personnel. (administrators, clerical staff, representative teachers, support personnel).
- Give student a map of the district. Identify the buildings in which the student will be working.
- Give student other written materials which describe the district and outline its programs and policies.
  - Brochure or other documents describing history, demographics, mission statement.
  - School calendar (holidays, vacation days, parent/teacher conference days, standardized testing and exam days, staff development days)
  - School schedules (starting/ dismissal times, schedule of class periods for secondary schools)
  - Employee’s Handbook or other compilation of policies.
  - District’s crisis plan.
  - Telephone, e-mail lists of school personnel.
  - Forms for conference attendance requests, personal leave, mileage reimbursement, ERSS contacts, Medicaid reimbursement if applicable.
- Make clear the district’s policies on working hours, absences, use of telephones, copiers, etc.
- Make clear student’s assigned working space, equipment, etc., as well as procedures for obtaining working space in other buildings.
- Encourage student to make copies of documents, forms, etc.,

continued on p. 32
Congratulations to Conference 2005 Winners

School Practitioner of the Year
Randi Brown, Psy.D.

Legislative Award
Assemblyman George Latimer

Leadership in School Psychology
Karen Green, Psy.D.

Presidential Service
Mistie Eltrich, Psy.D.

NYASP president Robin Raphael with award winners Karen Green, George Latimer, Randi Brown, and Mistie Eltrich

Ted Berstein Award Winners
John Benz
Marissa Deyro
Irene Garrick
Nicole Giordano
Kerri Higginson
Melissa Klika

Kimberly Krup
Staci Montarello
Rebecca Sachs
Kristin Sladewski
Esther Solomon
Kitty Voos

Ted Bernstein Award Winners pose with NYASP president Robin Raphael at the awards luncheon
Dr. Maurice J. Elias of Rutgers University gave a presentation on using Social-Emotional Learning (SEL) to improve academic instruction and school climate at the 2005 NYASP conference.

Dr. Elias was right in that you cannot teach SEL without engagement and communication between everyone involved. With this in mind, Dr. Elias set up an exciting interactive workshop which drew each person in and made it fun to learn how to use SEL techniques in order to improve the school climate and academic instruction at your school. Dr. Elias began by stressing the importance of making people understand that in order to have academic success other needs within the school must be met. Children should be learning in an environment in which they feel safe and valued. So much time is spent making sure all of the academic subjects are taught that the importance of teaching basics such as self-control and good character is often overlooked. In Dr. Elias’ opinion, if you do not have character, being smart is dangerous. School psychologists need to be on the forefront of building character within the schools in order to not only improve school climate but to improve the academic success of all children as well.

Dr. Elias highlighted the fact that strengths can indeed outweigh deficits. As school psychologists, we need to make it clear that it is the school’s job to engage children in their strengths and make them feel like they are not being lost in the crowd. Part of making kids eager to learn is teaching them new skills, not remediating their deficits. Exercising their strengths and knowing how to build skills in a various contexts is critical in SEL. Every person working within a school should strive to figure out the pathways through which kids will feel like they have something to contribute. Children are desperate to make contributions but they often have little opportunity to do so during the school day. SEL is not just about bringing a program into a school. We can not just teach skills - we must also give children a sense of positive purpose. Creating a safe, supportive school climate that fosters a respectful, challenging and engaging learning community is the foundation of SEL.

Greater attachment, engagement, and commitment to schools makes for better academic achievement and success not only in school but in life as well. If we strive to create a better learning environment, less time for disciplinary action will be needed. Evidence-based SEL programs create safe, caring, cooperative, and well-managed learning environments. Teaching essential competencies such as self awareness, social awareness, self management, relationship skills, responsibility, and decision making skills are the foundations of this program. Studies conducted by Rutgers University have found that, in second grade, future academic success is predicted better when based on social skills than academic success. This highlights the importance of building on these core competencies. SEL programs have created participatory, open environments where routines consist of greeting every child in the morning and having morning meetings in the classroom to get kids ready to learn. It has been shown that these methods have decreased truancy and aggression and increased academic success. Also, making your school stand for something (i.e., school slogan) and incorporating those values into the curriculum is essential to making children feel more attached to their school.

As school psychologists we have the opportunity to be SEL development leaders. Children should feel a sense of appreciation, belonging, and confidence as soon as they walk through the door of their school. This can be done by building competencies and making kids feel like they have something to contribute to the school and community. Involving everyone within the school as well as parents and families is also critical to the success of SEL programs. Using the key skills emphasized in SEL and weaving them into the curriculum will make for a positive school environment in which children want to develop not only academically but socially and emotionally as well.

Web Resources:
www.CASEL.org
www.Character.org
www.communitiesofhope.org
www.nprinc.com

Noelle Theodore is a school psychology graduate student at the University at Buffalo
Dr. Robert March presented two sessions at the NYASP Annual Conference in White Plains, NY. The first covering “School-wide Positive Behavior Support: Strategies for Developing and Maintaining a Safe and Effective Learning Environment, and the second entitled “Using Positive Behavior Strategies to Create Effective Learning Environments and Improve Academic Achievement. The first session provided the current research behind school-wide behavioral supports and demonstrating the need for a proactive model of behavior support in schools. The second session focused on specific proactive strategies that prevent problems from occurring as well as reactive strategies to handle negative behaviors that do occur. Although a broad topic to cover, a thorough job was done by Dr. March summarizing the main points of interest to school based professionals. I took a special interest in this topic because my practicum site, Heritage Heights Elementary School in Amherst, NY successfully has Positive Behavior Interventions and Supports (PBIS) in place.

Dr. March began by describing PBIS as a framework, not a program. This framework is formed from the individual needs of your school, and there is much room for variation. Next, it was reviewed how schools typically respond to problem behavior. These reactive strategies, including exclusion and punishment, are not effective for a variety of reasons. Wouldn’t it make more sense to have proactive strategies in place, with the hope that fewer negative behaviors will occur? Dr. March identified six components of school-wide PBIS. 1) Select and define expectations and routines. 2) Teach behavior and routines directly in all settings. 3) Actively monitor behavior. 4) Acknowledge appropriate behavior. 5) Review data to make decisions. 6) Correct behavior errors.

Starting a school wide initiative would appear to be overwhelming, but Dr. March presented logical steps to take in making it happen in any school. The first step in designing an effective plan involves sharing PBIS ideas with the entire staff. Next, review existing teams within the school, and then form a PBIS team with one or two coaches. As a team, select 3-5 positively stated behavioral expectations. Lastly, review current data systems; discuss what questions you need answered, and brainstorm ideas as to what data sources may answer these questions. The next series of steps involves turning the plan into action. First, students need to be taught school-wide expectations. Next, clarify behaviors that should be reported to the office versus handled in the classroom. Lastly, report data that is necessary, and develop a systematic way for reviewing and reporting data.

Overall, it was helpful to see the research behind PBIS, as well as how to get started in the initiative. Moreover, it was informative to learn practical strategies to become proactive in the schools. Because of this logic, I thought it would be helpful to provide examples of how PBIS looks in a school where it is successfully implemented. I know I was impressed with the strategies my current practicum site, Heritage Heights, had in place, but I was even more astounded at the noticeable positive climate felt within the school. Kathy Peterson, School Psychologist, Principal Scott Wolf, and School Counselor Salvatore Glorioso, along with the rest of the staff, over time, have developed an effective PBIS framework.

The honor code at Heritage Heights provides a positive guide for the school. Everyone is to live by the following expectations: Respect everyone and everything; Be safe; Be caring; Be ready; and Make good choices. What the honor code ‘looks like’ is taught to students in an assembly the first week of each new school year. Older students role play behaviors that are encouraged, so expectations are clearly defined. Throughout the school year, students who demonstrate the honor code are awarded a PAWS ticket (Positive Attitude Winning Spirit). Teachers are encouraged to give out at least ten PAWS tickets each day. I have seen students ask teachers to give out a PAWS ticket to another student they thought was doing the right thing. This demonstrates how students are being influenced by the positive strategy. A drawing is held at the end of each week and one student’s PAWS ticket is randomly drawn to receive a prize. A large drawing at the end of the year occurs, where one student can win a grand prize, such as a bicycle. Parents can even earn PAWS tickets for attending a conference or volunteering their time. Their tickets go into a drawing to win movie passes, dinner gift certificates, or other prizes.

Data reveals what areas of the school have effective systems in place, as well as areas in need of improvement. The cafeteria showed to be an area in need of improvement. Therefore, a positive behavior support strategy was developed. Each class is rated on a scale of 1-4, based on how they followed the ‘fabulous four’ expectations in the lunch room. Each class is moving towards the grand prize of a ‘Polar Express’ movie and popcorn party. They can see their progress on a bulletin board, representing the race to the party, in the cafeteria.

These are just a few examples of what makes PBIS successful at Heritage Heights. This is a collaborative effort, and from what I have seen, the support of your school principal is crucial to PBIS success. I benefited greatly from attending Dr. March’s presentation, as I learned the theory behind the practice. Hopefully more schools will join the PBIS initiative strategies to foster an overall safe and positive environment where all students will be given the opportunities to reach their full potential. ψ
Creating Safer Schools for Gay, Lesbian, Bisexual, and Transgender (GLBT) Young People

Written by Sulma Rowland

James Fallarino led a workshop on Friday afternoon discussing how school psychologists can make their school safer for gay, lesbian, bisexual and transgender (GLBT) youth. Mr. Fallarino is the Safe Schools Coordinator for the Long Island Gay and Lesbian Youth (LIGALY). LIGALY is the sole agency on Long Island created specifically to deal with issues that the GLBT population have. They have services ranging from education and social recreational services to holding a LIGALY Idol contest.

Mr. Fallarino began the workshop by asking the audience for their definitions of certain terms associated with the GLBT population. Sexual orientation was defined as to whom a particular person is attracted to; attraction was further defined as a physical, emotional and spiritual connection. Homosexuals, therefore, are people who are predominately physically, emotionally and spiritually attracted to members of the same sex, and bisexuals are predominately attracted to both sexes. Mr. Fallarino further clarified that bisexuality is a legitimate sexual orientation; some people may feel that someone can be only homosexual or heterosexual, but there are people who feel attractions to both sexes and call themselves bisexual.

There is a distinction between sexual orientation and sexual identity. While sexual orientation concerns attraction, sexual identity concerns the gender that a person identifies with. This leads to the term transgender, which is really an umbrella term for four gender identities. A transsexual is a person who believes that they were born the wrong sex, and so usually dress up as the opposite sex and may eventually get surgery to fully become the sex that they believe they were meant to be. A transvestite doesn’t identify with the opposite sex, but dresses in the opposite gender’s clothes to fulfill a sexual purpose or need. Drag Queens or Kings cross-dress for performance but identify with their own gender; Ru Paul is an example of a Drag Queen. Finally, cross-dressers identify as their biological sex but dress as the opposite sex for some reason other than to perform or fulfill a need. All of these terms are self-identifying terms, which means that the individual identifies themselves with these terms; other people cannot identify a person with one of these terms. Intersex is a fifth term that may be encompassed by the term transgender; these people have both male and female sexual organs, and are usually called hermaphrodites.

After these terms were defined, Mr. Fallarino discussed common stereotypes of homosexuals. People usually think that gay men are effeminate and gay women are overly masculine. This is why people confuse gender identity with sexual orientation. Gay men do not necessarily identify themselves as women, and vice versa. Mr. Fallarino also talked about another stereotype, that sexual orientation is the same as sexual preference. Sexual orientation is not a choice; the research supports this but doesn’t tell us why it is not a choice.

Mr. Fallarino then discussed the statistics related to the GLBT population. Thirty percent of suicides are from the GLBT population, and GLBT youth are two to three times more likely to kill themselves than are heterosexual youth. Sixty percent of homeless youth identify themselves as GLBT. Safe Place to Learn surveyed all youth in California public schools, and found that 91% of students had heard negative comments about sexual orientation, 46% report their schools to be unsafe for GLBT students, and 44% report hearing school staff’s negative comments based on sexual orientation. Mr. Fallarino concluded that GLBT youth do not hide their sexual orientation because they are GLBT, but because our culture says that being GLBT is not okay.

Finally, Mr. Fallarino handed out papers with twelve suggestions for creating safer schools for GLBT youth. The first thing we can do as school psychologists is to supervise a Gay Straight Alliance (GSA). GSAs are places for students to socialize, defeat stereotypes about GLBT youth, and create safer school environments. Research on GSAs on Long Island show that 65% of their members are heterosexual, demonstrating that both GLBT and heterosexual youth can come together to create a more positive school environment. As school psychologists, we need to combat the use of derogatory words associated with GLBT youth, especially the common-place word “gay.” Gay is being used now to describe something negatively; we need to stop students who use the word in these ways and tell them that it offends us and others. Other suggestions on the list include supporting and validating student’s feelings about their sexuality, putting something gay-related in our offices, becoming a role model for our students, and guaranteeing confidentiality to students who are coming to us about their feelings. Finally, for schools on Long Island, LIGALY will present a workshop to teachers, parents, students and members of the community.

For anyone who would like to contact LIGALY about holding a workshop, their website is www.ligaly.org; they can also be contacted through email at safeschools@ligaly.org.

Sulma Rowland is a school psychology graduate student at Alfred University
For many children with psychiatric or behavioral issues, taking medications is a must in order to regulate their behavior and allow them to get through a typical school day. As school psychologists (or school-psychologist-in-training in my case), we see an increasing amount of kids being prescribed drugs to regulate their behavior, primarily in children and adolescents with ADHD. Dr. Alan Wachtel discussed a model for understanding the pharmacueticals children will take for disorders frequently seen in schools. By using ADHD as the model, he discussed ADHD as a disorder by presenting relevant research, followed by a highly informative section on explaining the FDA-approved ADHD medications. He then concluded with a brief synopsis of the medications prescribed to children with several other disorders as well.

Dr. Wachtel began by commenting on the issue of over treating kids with ADHD. Recently, many practitioners have seen a surge of kids on medication for a variety of disorders (particularly ADHD) thus resulting in many kids being over medicated or getting prescribed inappropriate drugs to meet their needs. The issue is not necessarily that physicians are over-prescribing medications, but that the diagnostic process does not properly identify the appropriate course of treatment for children with ADHD. In order to address this, it is necessary to go back and examine ADHD and how it functions in the body, and then make the proper match with a medication if medication is warranted. One issue in diagnosing ADHD involves gender differences. Dr. Wachtel discussed how ADHD appears to be more common in boys than girls (3:1), but that in actuality, it is a 1:1 ratio. A diagnosis of ADHD is often missed in girls as girls are more likely to present with the inattentive form of the disorder. Girls with ADHD more often than not slip through the cracks.

He then presented several research articles that explained certain aspects of ADHD; specifically, he discussed rates of prevalence, brain mapping that indicates the areas of the brain affected by ADHD, and co-morbidities of ADHD. By explaining this research, Dr. Wachtel broke down why medication is necessary to treat ADHD. When examining long term effects, prescribing medication for children with ADHD can also prevent future problems. By understanding the medical research behind ADHD, it is easier to understand where medications will be effective in treatment for many children with not only ADHD, but several other disorders as well.

The remainder of this presentation involved explaining the drugs available for treating children with ADHD, depression and anxiety, bipolar disorders, tic disorders, and sleep disorders. The table on the next page summarizes the drugs he spoke about, and brief descriptions of the medications. Dr. Wachtel spoke at length of the ADHD medications but unfortunately was unable to go into great detail about the medications to treat other disorders due to time constraints. This is a brief and useful guide to begin to understand the different medications children in your district may be taking. By taking steps to understand the medical aspect of psychiatric and behavioral problems children in the schools may have, school psychologists can become better consumers of research, can begin to develop a greater understanding of the disorders, and can start to conceptualize how the disorder will affect each child. Collaborating with physicians is a great first step to accomplish this.

Katie Scipioni is a school psychology graduate student at the University at Buffalo

The NY School Psychologist is accepting articles for the following issues:

Spring 2006 - Response to Intervention - Deadline 3/15/06
Summer 2006 - Pre-School & Readiness - Deadline 5/30/06
Fall 2006 - Multicultural Issues- Deadline 7/15/06

Email articles for consideration to Kelly Caci at kcai@newburgh.k12.ny.us
**FDA Approved Medication**

<table>
<thead>
<tr>
<th>Attention-Deficit Hyperactivity Disorder (ADHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>d,l methylphenidate</strong></td>
</tr>
<tr>
<td><strong>d- methylphenidate</strong></td>
</tr>
<tr>
<td><strong>Mixed amphetamine salts</strong></td>
</tr>
<tr>
<td><strong>D amphetamines</strong></td>
</tr>
<tr>
<td><strong>Atomoxetine</strong></td>
</tr>
</tbody>
</table>

**Depression/Anxiety Disorders**

<table>
<thead>
<tr>
<th>Serotonin Reuptake Pumps</th>
<th>Zoloft, Celexa, Paxil CR, Prozac, Luvox, Lexapro</th>
<th>Dr. Wachtel recommended Zoloft and Lexapro as the best options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serotonin and norepinephrine reuptake pumps (SNRI’s)</td>
<td>Cymbalta, Effexor, Wellbutrin XL</td>
<td></td>
</tr>
<tr>
<td>Anxiolytics (purely used for anti-anxiety)</td>
<td>Buspar, Inderal (test anxiety), Xanax, Klonopine</td>
<td></td>
</tr>
<tr>
<td><strong>Bipolar Disorder</strong></td>
<td>Depakote, Lamictal, Lithium, Neuronton, Topanex</td>
<td>Neuronton and Topanex are also used as seizure medications, tend to reduce cognitive functioning</td>
</tr>
<tr>
<td><strong>Tic Disorder</strong></td>
<td>Ionidine, Tenex, Catapres Patch, Risperdal (as a last resort)</td>
<td></td>
</tr>
<tr>
<td>“Internal Distractibility&quot;, Impulse, PDD</td>
<td>Abilify, Geodon, Risperdal, Seroquel, Zyprexa</td>
<td></td>
</tr>
<tr>
<td><strong>Sleep Disorder</strong></td>
<td>Clonidine, Sonota, Remeron, Trazadone, Ambien CR, Lunesta, Rozerem</td>
<td></td>
</tr>
</tbody>
</table>

*This is the only FDA approved non-stimulant medication for treating ADHD.*
Play Therapy with Children

Play therapy originated in the 1920’s as a form of psychotherapy used with children experiencing emotional stress and trauma. Today, it allows for therapists to view the perception of the child while exploring distressing internal and external concerns. When children are unable to express their thoughts, play therapy allows for a healthy and natural mode of communication. Practitioner have used this style of therapy with children encountering numerous problems including dilemmas involving the family, school, and social development. Students in special education have also benefited from these activities.

Typically, play therapy takes place in either a designated play room or a special play area where specifically selected materials are used. Children are encouraged to choose which materials they would like to work with during each session. Manipulatives (e.g. blocks, crayons, clay), themed toys, and puppets are popular materials in therapeutic play. It is essential that a safe and accepting environment is created so that the child can express his/her feelings without criticism. Generally, each meeting has a duration extending between thirty and sixty minutes.

The use of play therapy in schools has become increasingly popular. Advocates of therapeutic play believe that it has the potential to reduce emotional, social and behavioral barriers to learning. According to the British Association of Play Therapists (2004), play therapy is especially appropriate in educational institutions. Teachers and staff are at an optimal position where they can use their unique perspective of students in their classroom to detect problems as they begin. Close interactions between student and school staff render an opportunity for modifying problematic situations. With the help of play therapy, communication skills, emotional expression and adaptation can improve.

Charles E. Beers, retired certified school psychologist, spoke about play activities using puppets, stories and song for children grades K-6. His presentation entitled, “Play Therapy” provided information regarding which materials are used in therapy as well as how they are incorporated into treatment. Several case examples were given to illustrate successful implementation.

Mr. Beers initially used both animal and people puppets, but soon learned that children appeared to connect better with the animals. “Big Bear” was an immediate favorite and started off his collection of puppets. The rest of the accumulation consists of a wide variety of animal puppets which include mammals, reptiles, and insects. These puppets are used in combination with well known children’s stories. The stories are read aloud as children pantomime the tale. Several suggested stories include The Tale of Peter Rabbit by Beatrix Potter, The Adventures of Little Bear by Elsie Minarik, and What are Friends For? by Sally Grindley and Penny Dann. Music is often added to these lessons by using short verse songs that involve caring about people, animals and nature. Recommendations for instrument selection include keyboards, bongo drums, castanets and train whistles.

An example of a successful outcome provided by Mr. Beers involves a young boy by the name of Nicholas. Nicholas was frightened by thunder and lightning and had a great deal of difficulty when it stormed. Nicholas was brought to play therapy where he discovered various ways in which animals coped with thunderstorms in the forest. He learned that when animals took shelter, they weren’t hurt by the storm. He took a liking to the toad puppet who could find shelter in many places on land. When it thundered, Nicholas requested to take “Mr. Toad” to class. Over the course of the school year, he showed more strength and less panic during these storms. Eventually, he no longer needed “Mr. Toad” when it stormed and could manage alone. He appeared much more relaxed, independent, and self-assured at the conclusion of therapy.

Mr. Beers attributes the success of his play therapy sessions to the opportunity that puppets, stories and music give children to open up and easily communicate their thoughts and ideas. Practitioner and student learn about animals and behavior and the mutual love that we share with them. This understanding guides later conversation about how we need to love not only people and animals around us but ourselves as well. The goal of play therapy is to assist children in overcoming learning and emotional difficulties in school, ultimately leading to long-term happiness and productivity.

Kristen Plumeau is a graduate student at University at Buffalo.
As three school psychology graduate students, we completed practicum hours at a community-based literacy program known as Wash and Learn™. This program puts education and psychology majors into laundromat waiting areas to provide a relaxed and enjoyable reading experience for children of all grade levels in a literacy circle/social reading context.

The program’s creator, Georgina H. Smith, is a graduate of the New York City Teaching Fellows Program. During her pedagogical training at Brooklyn College, she became troubled after discovering that some children living in low socio-economic communities experienced literacy problems, such as limited exposure to vocabulary words, lack of content/experience knowledge and a myriad of language barriers (Freppon, 1995).

With these issues in mind, she founded the Wash and Learn™ program based on research that demonstrates that children and adults gravitate towards reading when it is social, fun and relaxed and takes place outside the traditional classroom structure (Beals, De Temple, & Dickinson, 1994; De Temple & Tabors, 1994). More importantly, Wash and Learn emphasizes parent involvement, specifically, that parents will work with their children on reading if they are shown how to do so.

By participating in the program, we were exposed to a variety of children from diverse cultures, with differing learning styles and abilities. For school psychology students with no teaching experience, this opportunity provided us with invaluable practical skills.

Enhancing Academic Motivation
We witnessed firsthand how positive reinforcement and maintaining an environment free from evaluative pressure can stimulate a child’s motivation to read. We built rapport with the children in such a way that a relationship could be developed unlike any other in the child’s life. These relationships allowed us to act as mentors to children by modeling socially appropriate behaviors and encouraging thoughtful discussion while exploring the books. Basic principles of positive reinforcement were used when working with the children. Verbal praise helped to build confidence, which was revealed by their increased enthusiasm for reading and receptiveness to interacting with us. For example, when reading with a young girl of Indian descent whose reading fluency was low, she was complemented on those words that she did read well, and was not allowed to struggle over pronunciation for a long period of time. By decreasing her frustration and providing social praise, such as, saying “Great job!” or “You read so beautifully!” the girl smiled and laughed. She was more receptive to our approaches and the week immediately following this interaction, she brought her younger brother and cousins to the site to read with us as well.

When working with the caregivers, we focused our feedback on each child’s strengths. It was often very easy to see and feel the sense of pride caregivers would experience upon hearing good news about their child. Instilling this sense of pride also helped ensure that caregivers would continue to bring their family to the program. Referring to the young girl once again, when her mother was told about her progress, the level of pride soared and resulted in her standing outside the reading room to watch her children and listen to the read. Thus, the mother was learning how to read with her child.

An environment free from performance pressure was established. Children were given the freedom to choose the book(s) they wanted to explore. Often, a child’s own curiosity would lead to spontaneous conversation between us and/or the child’s peers. In turn, these discussions allowed us to facilitate critical and creative thinking. Furthermore, we helped the children develop a love of reading, which will most likely increase the chance that they will view reading as an important part of their life (Sanacore, 2002).

Frequently, children would choose a word game, such as Boggle Jr., Mad Libbs, word searches, or crossword puzzle workbooks. By facilitating these games, we were able to instruct the children using non-traditional methods. These unschool-like methods appeared to reduce performance anxiety for many children. In addition, we served as models for appropriate social interactions. By observing proper turn-taking and acceptance of loss, the children were provided with a prosocial model of interaction.

Building Consultative & Collaborative Skills
Having the opportunity to work closely with parents and teachers improved our consultative and collaborative skills. Often while working with groups of children, the caregivers would pull us aside to ask for professional advice. Working in direct view of caregivers gave us the opportunity to model techniques and behaviors for some parents who did not possess the skills necessary to explore books with their children. In one instance, a mother asked one of us what she should do with her son Ricardo because whenever they read together he told her that he could not focus. We asked her if the television is on when they read or if there are other people speaking around them. When she responded yes, a tutor suggested that when other things are going on that seem more interesting like cartoons on tel-

continued on page 37
Differentiated Instruction
Strategies to Make All Students Successful Learners

written by Kristen Cassetta

Lynne Thies, Ph.D., a school psychologist in the North Merrick School District and an Adjunct Professor at St. John’s University and Adelphi University presented on the techniques of differentiated instruction.

Dr. Thies began by asserting that school psychologists often need to function as a resource for teachers since teacher training programs often lack a strong foundation in instructional strategies. Particularly at the middle and high school levels, teachers may be better trained in the content of their particular area than in instructional methodologies. She also noted that in her experience, one of the biggest obstacles to effective practice has been getting teachers to realize these gaps in their training.

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences in order to meet the needs of all of the students in their classroom. Dr. Thies included in her presentation a suggestion by Howard Gardner that the “greatest single error in modern education is to perceive students as variants of the same individual, granting us permission to teach them the same things in the same way.” Rather than marching all students through the curriculum similarly, a differentiated classroom provides different avenues to acquiring content, making sense of ideas, and developing products by addressing varying student readiness levels, learning preferences, and interests.

Dr. Thies noted that “differentiation is not modification” and commented that teachers frequently implement modifications such as changing testing conditions and varying homework assignments. Differentiation is theoretically different - it offers different learning experiences and provides students with opportunities to make their own educational choices.

A teacher can differentiate instruction by providing multiple ways to demonstrate understanding. This can occur in the area of content, process, or product. Teachers can address the same content with all students but adjust the degree of complexity. Some students can be provided with more challenging tasks while others receiving additional scaffolding depending on their degree of readiness relative to the topic. Different products can allow students to demonstrate and extend what they have learned. For any given lesson, the teacher should focus on a key concept as well as a key skill that helps the students work with that concept. Then, activities should be designed to aid all students to understand the same idea and skill at different levels of simplicity/complexity, concreteness/abstractness, number of steps, and independence.

Dr. Thies used a fifth grade social studies lesson on westward movement as an example of what differentiation looks like. She said that the outcome for all students could be the same - a journal that each student keeps about a historical fiction character. To merely modify this curriculum, some students with reading difficulties could listen to the story while others read independently. But differentiation of this topic relies on how excellence with the given assignment is defined for each student. For those students that need more of a challenge, research could be conducted on a famous person during the time period. Information found could then be tied into the journal entries of that particular character. A student who might not be able to make such abstractions could write journal entries on something more concrete; for example, what a particular character did at school in the time period. All students would be given the same topic from the same curriculum; what would vary by student is the outcome or the product. By adjusting the degree of complexity rather than the content, students at different levels of abstraction ability could use the skills they possess to demonstrate their understanding of the curriculum.

For teachers interested in implementing the techniques of differentiated instruction into a classroom, Dr. Thies recommends starting small by trying a differentiated task for a small block of time, taking notes on what works and what doesn’t for various learners, and assessing before a new topic is taught using previous results to guide future differentiation.

Resources designed for in-service trainings given to school personnel can be accessed through the Member Services Section of the NASP website. For further information, refer to the work of Carol Ann Tomlinson through the Association for Supervision and Curriculum Development.

Kristen Cassetta is a school psychology graduate student at University at Buffalo
News from NY Graduate Programs

Adelphi University will graduate its first School Psychology class this May, 2006. Being part of a new evolving program has been exciting, rewarding and enlightening. As a new program the latest concepts in School Psychology have been incorporated into the program, including Response to Intervention and Consultation models.

Some highlights of the program include several research projects that resulted in poster presentations at various conferences by students, and the formation of Adelphi’s School Psychology club. The main event of this club was a Hawaiian Luau in which the guests of honor were youngsters with their mentors and parents from the Family and Children’s Association in Hempstead. A fabulous time was had by all as the school psychology students and invited guests participated in a fun filled evening, replete with Hawaiian attire, food, and fun at Adelphi’s University Center. As the year progresses we are anticipating other special events and additional research projects, and of course… graduation!

Nancy Hoffman, M.A., Student Liaison
Adelphi University

On November 4th Queens College hosted a day long seminar where Dr. Nahari gave a presentation about issues in Bilingual and Multicultural Assessment. The meeting was attended by students from colleges around the greater New York area. In addition, the School Psychology Club is collecting donations to the Red Cross for Hurricane Relief and plans a toy drive for children in December.

Jeremy Sawyer, Student Liaison
Queens College

The School Psychology graduate students at St. John’s University continue to strive for excellence in terms of academics, research, professional development, and commitment to serving the community. Several of our students have been invited to give workshops and trainings on various topics throughout their district.

Danielle Rannazzisi was invited by the Chairperson of Special Education in her District to give a presentation at their Superintendent’s Conference on “Identifying and Working Effectively with Discouraged Learners.” Jennifer Rosen in conjunction with Dr. Fotini Effie Kyvelos, prepared a presentation for a workshop on “Response to Intervention” for the Superintendent’s Conference in the East Meadow School District. In addition, Carrie Bodnar will be presenting a workshop to her Committee on Special Education regarding best practices and procedures of nondiscriminatory assessment and evaluation of culturally and linguistically diverse students. She has given a few

continued on p. 34
NASP Notes

Lynne Thies

NASP president Bill Pfohl at the NASP table at NYASP Conference 2005.

NASP president Bill Pfohl with NYASP president Robin Raphael and NYASP president-elect John Kelly.

NASP 2006 Anaheim Convention
March 28 - April 1

Prevention IS an Intervention

Don’t Miss It!

Written by Rekha Murthy and Lisa-Lorraine Smith

Research Press, Champaign, IL 2005

What’s the one subject nearly everyone (including school psychologists) feels uncomfortable talking about? Death. When NYASP asked for individuals to review books this past summer, I responded enthusiastically. However, when assigned the book “Grieving, Sharing and Healing”, I had mixed emotions. That would not have been my first choice (nor second choice!). However, as I read it, I was increasingly pleased that this had been my assignment. Here is a guide developed for middle school and early high school psychologists and counselors that, as you read it, stimulates thoughts and feelings. This is the type of book that makes you respond on both emotional and intellectual levels. If we accept the view that “the process of grieving is nature’s way of healing a broken heart” (author unknown), we can accept the fact that the role of school psychologist includes the assistance of such a process.

The authors are part of the Children’s Bereavement Project, an offshoot of Interfaith Neighbors Inc. This is a community organization based in New York City that provides educational and social work services. Both authors are social workers who are extensively involved with issues of bereavement, trauma and stress. Their emphasis has been on the healing process, helping adolescents discover their strengths and enable them to become active participants in a caring community. Following the Columbine shootings and the tragedy of September 11, 2001, they recognized the need for adolescents to grieve. The authors realized an appropriate way to reach teenagers was through the school system. Over the years, as they worked within the school environments, they developed a multidisciplinary curriculum that stressed healing through the use of peer grouping. Ms. Murthy and Ms. Smith present a cogent and complete process that clearly outlines the steps necessary for adolescents to learn the language of loss and grief, to express feelings in an appropriate manner, to connect with peers and adults and to learn how to progress and move on with life.

The book’s design makes it easy to use. It is divided into two parts. Part I provides an overview and can be a reference for many types of counseling groups. The authors propose a three-stage bereavement group process over twelve weeks. The beginning stage sets the ground rules and develops a sense of common concerns. The middle stage is more complex and involves more intimate personal sharing. The last stage provides the opportunity to review what has been learned. The authors describe how grieving affects the development of adolescents. They discuss teenagers’ self-conscious reactions, and the fact that not only is the teenager grieving the loss of a person, but of the relationship with that person, as well. It is the authors’ belief that grieving does not mean, “saying good-bye”, but rather involves the development of “connections to their loved ones after the death has occurred”. The authors continually refer to the healing attributes of bereavement groups. It is their conviction that through such groups, teenagers can discover they are not alone, they can help each other develop feelings of hope, they can express feelings in a safe venue and they can be taught coping mechanisms that can be used throughout life. An important component of the group process includes the development of “mutual aid”. It is incumbent upon the group leader to facilitate “mutual aid moments” by helping the group members interact, communicate and support each other. Conversation is not solely group member to leader, but also includes member-to-member, identifying and nurturing individual strengths.

A somewhat controversial component of the author’s approach includes the ability of the group leader to present him or herself as a role model. That is, the facilitator must have taken “the time to reflect upon their own prior death experiences so they can understand others’ feelings about death” and not be uncomfortable with sharing some of their thoughts and feelings (The authors are clear that it is not about the leader having a cathartic moment, but using your experiences to move the group along). The facilitator’s role changes as the group progresses from beginning to middle to end stage. Interestingly, the chapter entitled “The Evolving Role of the Facilitator” serves as a good introduction for all psychologists into the dynamics of the group process approach.

Part II examines the 12-week process and is organized in a simple and easy to read fashion, clearly outlining the overall dynamics of each of the three stages week by week, the role of the facilitator, and the anticipated outcomes. As a group leader, it provides you with the outline for ensuring success. Activities are clearly described, emphasizing procedure, necessary materials and guidelines for discussion. The authors have anticipated many concerns and supply the reader with all the necessary forms, letters and additional materials necessary.

continued on p. 29

Jill Greenstein, M.Ed., ABSNP is a school psychologist at Putnam Valley Middle School

Reviewed by Jill Greenstein

NY School Psychologist Volume XXIV number 2
approved by the Board of Regents are topical, broad, and far-reaching in their scope. The next five paragraphs refer to some of the specific projects and studies currently being conducted.

Persistently Dangerous Schools: Rebecca Gardner, team leader from the NYSED Office of Student Support, reported that the current data collected for this study are flawed due to lack of consistency in definitions and degrees of violent behaviors. At this point, it is difficult to compare schools.

Family Involvement: The Regents developed a policy in the 1990s called the Regents Parents Policy. They are now taking steps to update this policy, which discusses how to improve a child’s education by encouraging family participation. The lead office for this is the NYC School Improvement Regional Office (another example of decentralization). The questions that were discussed at the regional forums include: definition of parent involvement, what’s working well, and what’s needed. NYASP members who are on the announcement listserv received an invitation to submit a survey and/or attend the state-wide hearings on family involvement.

High School Initiatives: The overall graduation rate between 2000 and 2004 was unacceptable. On average, only 68% statewide graduated within 4 years; in 5 years, the total rose to 74%. As a result, NYSED identified the 12 districts and 138 schools with very low graduation rates. These schools and districts have been brought together to develop a “Community of Practice” whose charge is to set a goal of having 80% of all students graduate in 4 years. These schools and districts have been participating in a series of conferences called Destination Diploma to study the issues and make recommendations. Although most of our schools were not invited to attend this series of conferences, all can make use of the information reviewed at each conference. For example, the December 2005 conference, The Journey to Adolescent Literacy, reviewed the research report written by the Carnegie Foundation called Reading Next–A Vision for Action and Research in Middle and High School Literacy (http://www.ncte.org/edpolicy/literacy/research/122355.htm).

Supportive Learning Environments: NYASP’s leadership (Nancy Evangelista, John Kelly, and myself) participated in a conference last year hosted by Adelman and Taylor from UCLA. NYSED studied the Adelman and Taylor model among many others and is in process of developing a document called Supportive Learning Environment, which will be presented to the Board of Regents in March 2006 after which it will be released to the field. NYASP envisions this model as a way to develop accountability and answer the all-important question “how are students better because of what we do?”

Math Standards: The standards were recently amended by the Board of Regents for the first time in over 10 years. The Regents were scheduled to determine in December 2005 how to change the assessments and course requirements at the high school level. (http://www.emsc.nysed.gov/3-8/home.html).

The last item I want to discuss relates to the evolution of school psychology as a profession. NASP standards have continued to become more rigorous over the years, but NYS certification standards for school psychologists have not. To that end, NYASP is in favor of updating certification standards for school psychologists in NYS. This process happens through changes made by the Board of Regents. We are pleased to hear that after the Regents approve the updated certification standards for administrators (leadership) in March 2006, they will be ready to begin to update all pupil personnel certification standards. To that end, NYASP has formulated our recommendations and will share them shortly with NYSED.

I hope that through this column you have a better understanding of the New York State Education Department and its relationship to NYASP. Additionally, it is important that we as an association link what we do with the NYS learning standards and Department initiatives. Commissioner Mills’ objective is to close the achievement gap while raising achievement for all students. He has stated that all professions need to show how they contribute to raising the standards. Here’s what you can do to be part of that process:

- sign up as an expert to assist with state level work
- provide information to NYSED by responding to surveys and data gathering questionnaires
- stay current with special education and general education updates by checking the NYSED website monthly
- volunteer to attend NYSED regional forums in NYASP’s name (we’ll supply you with talking points and/or pertinent information)

NYASP members willing to commit to active participation in this process should contact me at robinmr@delphia.net. Ψ
Students Against Violence Initiative (SAVI)

An Educational Outreach Program of the New York State Office of the Attorney General

Educates our high school students to resolve conflict due to hate, intolerance, and other destructive feelings, as well as deal with relationship violence, bias, harassment, hate crime, weapons, and gangs.

SAVI offers schools tools and resources to assist in handling - safely and constructively - potentially volatile situations that threaten the security and well-being of school staff and students.

For more information, visit the SAVI link at www.nyasp.org/violence_prevention.html

NYASP executive board member Tom Kulaga presents information on SAVI at the 2005 NYASP conference.
within a professional role, to understand personal responses, and to self-evaluate comprise the personality skills set.

For each skill set, the supervisor moves between teaching, counseling, and consultation approaches to provide the intern with the information, support, and feedback necessary to grow in skills, experience, and confidence during the internship. For example, the intern might arrive with experience providing individual counseling in a clinic setting. The supervisor might work to expand the intern’s experience to provide group counseling for social skills through assigning the student to read articles on group counseling and to read a manual for an approach used by the district (teacher role). As the intern begins to use this technique, the supervisor might provide support by sharing stories of her own experiences using this technique. Finally, the supervisor might adopt the consultant role by encouraging the intern to set realistic goals for targeting groups of students who might benefit from the social skills group.

The discrimination model is useful for supervisors in reflecting on activities that might be utilized to encourage student growth, and for considering other approaches to each activity. In addition, the supervisor can assure that various aspects of each skill are supported, including ample opportunities to learn how to access resources and to examine personal reactions following exposure to new skills and experiences. In this way a greater sense of self-efficacy can be built, so that interns gain in confidence and understanding of their strengths, weaknesses, and emerging fit within the school and the profession.

Developmental Models for Supervision

Developmental models of supervision originated in the counseling literature, and have influenced training practices in social work, psychology, psychiatry and other mental health fields. The appeal of the developmental model has spawned a number of variations contributed by other theorists (Bernard & Goodyear, 2004; Ronnestad & Skovholt, 1993), and applications for various roles including assessment (Finkelstein & Tuckman, 1997) and consultation (Stoltenberg, 1993). One of the most influential models has been articulated by Stoltenberg (1993), who conceptualized three distinct levels of growth of trainees, and accompanying supervisory needs.

The Level I trainee is beginning to learn the skills needed to function within the profession, and is characterized by anxiety about learning new skills, rule-bound and often concrete thinking about skills, and dependence on supervisors and instructors. Effective supervisors meet trainee needs by structuring the learning environment, and providing ample opportunities for instruction, paired with a high level of support.

Following opportunities to learn basic skills, the trainee begins to develop a greater awareness of issues and performance which characterizes Level II. At this level, the trainee may begin to appreciate patterns and complexity within issues, and to struggle with conflicts between dependence and autonomy and with a vacillating sense of self-confidence. Appropriate supervision of Level II trainees allows for greater autonomy, encourages initiative, and allows for ambivalence, while still providing support and recognizing fluctuating patterns of dependence.

As the trainee moves in Level III, awareness of both self and others is heightened, and he or she is capable of assimilating experiences into existing patterns and of accommodating new insights and ways of thinking. The Level III trainee has a more mature conceptualization of systems issues and understands his or her own strengths and weaknesses, and how they interface within the school context. Effective supervisors see Level III trainees more as peers, and expect them to handle challenges and confrontations in the process of making autonomous decisions.

Stoltenberg’s model has changed over time with articulation of Level IV, which represents a master counselor or practitioner, who functions independently in a variety of professional roles (Stoltenberg, 1981, as cited in Bernard & Goodyear, 2004). Supervision is sought intermittently, and is offered as collegial consultation.

Applying Supervisory Models

The utilization of theory-based models of supervision was one of the issues explored by Ward (2001) in her survey of supervisors of school psychology interns. Of intern supervisors endorsing a single model, the problem-solving model was most frequently endorsed theory (30% of the sample). This model appears to most closely match a consultative approach to supervision. The next most popular single approach was the developmental model (10%). A combined approach blending problem-solving and developmental models was reported by another 35% of the sample, so that these two approaches alone or in combination accounted for 75% of the respondents. Other choices included a behavioral model and other combinations, and no model was endorsed by 4% of the sample.

When applying a problem-solving approach to intern supervision, it is helpful to return to the discrimination model (Bernard & Goodyear, 2004), which recognizes consultation as one of the three primary supervisory roles. Within this role the supervisor will be helping the intern to weigh various approaches, to set goals, and to expand resources. It is interesting to note that the most frequent supervisory activities utilized by the intern supervisors in Ward’s (2001) study were case presentation (20% of supervisory time) and review of psychological reports (17% if time). These two activities indeed lend themselves to a problem-solving approach, as supervisors ask interns to consider courses of action and consult resources to develop recommendations.

Yet when the intern’s developmental level is considered, the problem-solving model may not provide the level of support and monitoring needed to assure that the intern applies skills appropriately and feels that performance anxiety is held in check. In her 2003 article on supervisory techniques, Harvey discusses the develop-
mental model and provides specific ideas for supervisory approaches at each trainee level. She views interns as functioning primarily at the advanced beginner level, which falls between Stoltenberg’s Level I and Level II. Therefore supervisory techniques which provide a high level of structure, monitoring, and feedback, and which reduce trainee anxiety are appropriate for interns, such as frequent direct observation, co-practice, and immediate analysis of performance through feedback and discussion. Fortunately, Ward’s data (2001) reflects direct modeling accounts for 15% of intern supervision time, while direct observation accounts for another 14.5%. Harvey further discusses (Harvey, 2003; Harvey & Struzziero, 2000) the advantages and disadvantages of case discussion and report review as supervisory techniques. While these methods are efficient and easy to implement, they rely on a high level of trainee skill, as the supervisor does not have access to the actual information and has limited opportunities to intervene if needed.

The match between the intern’s needs and supervisory styles is a key variable in the intern’s development of autonomous skills and their feelings of satisfaction. If the supervisor expects the intern to exhibit too much independence too early, Conoley and Sullivan (2002) warn that feelings of abandonment and confusion are likely to result, in addition to the lack of accurate information about skills application described by Harvey. On the other hand, supervisors who do not allow gradual assumption of more responsibility and autonomy are seen by interns as too controlling and growth-stifling. Instead the effective intern supervisor provides sufficient structure and support early in the experience, to counteract predictable feelings of helplessness and conflict (Conoley & Sullivan, 2002). This support is gradually tapered as interns grow more confident and capable of self-analysis, yet when interns expand their roles and assume more responsibility, their supervisors must be ready to return to a more directive and supportive teaching or counseling role.

School psychology is entering a new era, as the response-to-intervention model for delivery of services spurs an increase in academic and behavioral consultation and systems approaches. Within this new role, both interns and field supervisors will need to expand upon supervision approaches that rely heavily on case presentation and report review, which are better suited to individual assessment and counseling, and instead use supervisory approaches that guide interns through the myriad issues faced in working from a more systemic approach. Beginning interns will need intense supervisory time to gradually assume increasing levels of responsibility for implementing screening and progress monitoring, to instruct and coach them regarding interpretation of data and implementation of intervention approaches, to model effective behavior for team functioning, and to prop them up when feeling confused or overwhelmed by the demands of implementing this new approach to services. As interns grow in experience and confidence they will join their supervisors and colleagues in conceptualizing and evaluating the impact of these changes in school psychology practice in today’s educational environment.

References

Reading this book has renewed my interest and desire to reach out to the children in the middle school where I work. Pets, grandparents, parents, siblings, other relatives and friends die. Our society tends to want healing to take place quickly and have people “move on”. It simply makes the rest of us more comfortable. Adolescents are frequently the forgotten group. They may not express their feelings due to their desire to fit in or be like everyone else. It is our role as school psychologists to help children and teenagers learn that it is appropriate to grieve and to heal. This book provides a straightforward outline for helping to accomplish just that. However, while the process described in this book, at first glance, appears simple, it is not. It involves a thoughtful, compassionate and learned approach. It is work and it is important work.

“All grief must not be thought of as being awful or destructive. The world would be worse without it. If no person’s life was significant enough to cause weeping and if the measure of our years on earth were nothing, then we would not be real human beings. Profound grief is preceded by deep love which gives life meaning.” (author unknown)

I recommend this book as an important component in the delivery of school psychological services.
a course in how a school system works. I mean how the system really works. That is how the principles that I learned while working with Dr. Engel helped me to excel as a school psychologist.

First of all, he spent time with me - and I mean every chance possible. No other internship was like mine. I had full access to a school psychologist with countless years of experience and two doctoral degrees. I could ask the simplest of questions or the most philosophical puzzles about education and he would answer them.

Second, I was treated like a colleague. My strengths were emphasized, celebrated, and encouraged, whereas any shortfalls I may have had were summarized as “you will learn that soon.” Obviously the combination of time and being treated like a professional led to collaboration.

The collaborative efforts were evident every day, from consultation with teachers and parents, to innovative new groups for students, even publishing research and presenting at a national conference. It didn’t hurt that my supervisor had spent the better part of his career creating an ideal niche as the school psychologist. The role he worked hard to create allowed for this unique internship experience.

Finally, better than anything was the vision of expanding the role of school psychologist. It would have been heartbreaking to spend time and money preparing for a career, only to find out that I was merely a testing maven (no better than a glorified computer program). The internship opened my eyes to the limitless possibilities available as a school psychologist. Consultation was no longer just a chapter in one of my textbooks; it was what we did every day to help solve problems.

Dr. Engel asked me to think big and I did. He also shared his secret about staying involved with state and national associations. By being active in the field and attending conferences, I became a life-long learner that didn’t stop when my internship came to an end.

Education for Life, by Amity Currie
The first I knew about an internship placement with Dr. Engel was when Peter came back for his Internship seminar, and told some of us about his amazing placement, and all the interesting things he was doing there. He used a wonderful metaphor to describe it; he said it was like all the other interns were living in shacks, while he was living in a mansion.

When Dr. Engel came to the college to teach the almost-interns for our consultation course, my desire to be his intern was sealed—he introduced us to this most wonderful, and very powerful “solution-focused” theory for consultation. During the internship I learned a great deal more about this theory, but the best part was being able to practice it by doing real consultation with real teachers. Dr. Engel allowed us to practice as full school psychologists—doing observations, consultations, and yes, even testing, on a regular basis. At the same time he was allowing me free reign to use both my teaching skills (I was a teacher before I went into school psychology) and my newly acquired psychology skills. He provided a wealth of support by modeling, listening, and encouraging. He encouraged us to “think big,” and as interns we all participated in writing articles, giving workshops, and doing research. He also showed me the world of school district politics up close and personal!

The most amazing thing to me about my internship experience, however, is the long-term effects. The experiences with writing, doing workshops, and doing research didn’t end with the internship. Dr. Engel continues to work with his former interns in doing all of those things. Because of chronic illness, I can’t practice as a school psychologist, but I have found a real vocation in teaching pre-service teachers at the college and graduate levels. My introduction to the academic life definitely started with my internship, and I still appreciate the collaborative research Dr. Engel and I do.

I use the solution-focused techniques I learned in my internship when I consult with schools, teachers, and parents of students with disabilities. I also teach them to my students, who are preparing for certification in both early childhood education and special education. These techniques turn out to be a very powerful way of introducing students to their roles as special education teachers, and giving them the skills they need to perform those roles. More importantly to me, however, the techniques I learned as an intern turn out to be a very powerful way of learning to live a productive and satisfying life with chronic illness. I can truly say that my internship experience was education for life, not just for my career.

The Gift that Keeps on Giving, by Kelly Caci
My internship experience was - and continues to be - a true gift. I never considered myself as “supervised” because I truly was a partner with Dr. Engel during the whole 600 hours in which I interned. Every moment was a learning experience because I was able to observe my supervisor during all activities, whether it be testing, parent or teacher conferences, consultations, or even listening to the psychologist’s side of a phone conversation. I was always considered a participant in whatever activity was taking place, and my input was always appreciated.

Of course, independence was always encouraged, and I think that my feelings of confidence and independence developed quickly during my internship because I had such a great and continuous model from the first day of my internship. Because I was able to observe and learn as a partner, I think I had fewer questions about how to work with the students, teachers, and parents. I was never expected to “figure it out on my own” or “sink or swim”. My fellow graduate students at the time often reported that they saw their supervisors once a week, or for a couple hours a week. This situation seemed to result in their feeling unsure of themselves and worried about doing the wrong thing or making unforgivable mistakes. Since my internship was indeed a partnership, Dr. Engel and I were able to discuss questions and concerns, and bounce things off each other. It was great to feel that I was able to support
a colleague and provide an opinion that might be helpful in solving a problem at the same time that Dr. Engel was helping me and answering questions. This partnership allowed for prompt answers or feedback, so that even when I made mistakes, they were acknowledged and discussed immediately.

My internship also provided me with an appreciation of continuing professional development and contributing to my field. During the internship, Dr. Engel and I, along with Peter Faustino and Amity Currie, wrote articles for publication and presented at conferences at both the state and national level. Since my internship I have been a member of both my state and national associations, as well as an active member of NYASP’s board.

I have been a practicing school psychologist for 8 years now. Even now, when faced with a challenging situation, I sometimes ask myself how Dr. Engel might approach the situation. In this way, my internship truly was a gift that keeps on giving. I am currently supervising my third intern. I utilize the same model that Dr. Engel used when I interned with him - my interns are my partners. As in a true partnership, we both contribute to the working relationship. It is great to have another psychologist with whom to collaborate, especially since our positions as school psychologists are often solitary. It is also nice to know that I am giving back to the field and helping to build and strengthen our profession.

Conclusion
When you stop to think about it, being a school psychologist can be a pretty lonely job at times. Having an intern keeps you fresh, excited. You learn new things and seldom have an opportunity to become bored. And, the opportunity to nurture life-long learners – who could ask for more? ♳

Your feelings about authority, such as being accountable to a director of special education or school Principal? How do you feel about having some responsibility for the children with whom you will work? Are you a team player? How do you feel about the career choice you have made? Use these questions and others that arise as opportunities for self-exploration. You are the “instrument” in your work. The more insightful and self-aware you are the better the school psychologist you will be. Some of your faculty advisors will have you complete journals or self-reflection pieces as part of your academic requirement. Whether required or not, engaging in such processes will help you stay self-aware.

Endings and Beginnings
By the time your year ends you will be functioning with a great deal of autonomy. In some cases you will be managing situations virtually independently. You will be anticipating a number of wonderful things: graduating, becoming a state certified school psychologist and seeking your first job in the field. You may notice an undercurrent of ambivalence due to leaving the children and staff from your field site, ending your graduate school life and moving on from your peers and faculty, facing the pressures of finding a job and, in some cases, having to begin paying back student loans. Fear not! You will find a job, you will get your loans paid back and you will maintain contact with those important to you. Take the time to reflect on what you have accomplished and where you are. You are completing a rite of passage. As you conclude your internship year the whole world of school psychology is your oyster.

5 Tips for Internship Survival
• Look into the eyes of a child every day. This is why you chose this field. This will help you regain focus when you are having a bad day.
• Take care of your most important tool – You! It is true; you have no time and no money, but take care of yourself anyway.
• Treat yourself to some little pleasures, eat good food, find some sacred “alone time” (Buchholz & Chinlund, 1994) to help refuel and rejuvenate.
• “The strength of the pack is the wolf, the strength of the wolf is the pack” (Kipling, cited in Stedman, 1895). You will be dealing with stressful problems in the field and you will need your fellow interns, your supervisors, and your faculty for support.
• Have fun. Ben and Jerry, ice cream giants, stressed this to their employees and lived it themselves. If you are having fun you will be happier and so will those around you. You will be more effective too.
• Try to change anything and everything you think needs changing, but keep perspective. The serenity prayer advises us - “God grant us the serenity to accept the things we cannot change, courage to change the things we can, and wisdom to know the difference.” This is a difficult but important lesson to learn.

References
when appropriate, to reference after practicum or internship is completed.
- Make available opportunity for student to attend a PTA and/or school board meeting.

**Domain 7 Prevention, Crisis Intervention and Mental Health**
- Provide opportunity for student to co-facilitate a prevention or intervention group.
- Provide student with copies of building, district level crisis intervention plan.
- Include student in meetings of crisis intervention team.
- Utilize student in providing service in the event of an actual crisis situation.
- Include student in debriefing discussions and meetings following an actual crisis situation.
- Provide opportunity for student to attend in-service activities focused on intervention, crisis response, if they are available.

**Domain 8 Home / School / Community Collaboration**
- Provide opportunity for student to communicate assessment results to parents outside practitioners/agencies when appropriate.
  • Provide opportunity for student to initiate contact with parents, school personnel, etc., schedule a meeting, find a venue, determine who else should be included and make appropriate contacts and arrangements for that to happen.
  • Instruct student in the laws and regulations that govern what can/must be shared with parents, copying of materials, etc.
  • Student should document in writing what took place at the conference, including date(s), names and roles of persons present and what the outcome(s) were (decisions made, action planned, etc.).
- Provide opportunity for student to familiarize self with resources in the community that provide services to children and families.
- Provide opportunity for student to attend conferences, workshops when available that offer training in family systems theory, school-based interventions.

**Domain 9 Research and Program Evaluation**
- Encourage student to investigate an area of interest within the school in which data are utilized.
- Provide opportunity for student to share findings with other school personnel, parents, if appropriate.
- Provide opportunity for student to attend meetings in which programs are being evaluated.
- Provide opportunity for student to develop measure of effectiveness for an intervention program in which he/she has participated.

**Domain 10 School Psychology Practice and Development**
- Student should have access to manuals of ethics and professional practices of NASP, NYASP, APA.
- Provide student with district employees’ handbook. Review policies of district with regard to issues of ethics, boundaries, etc.
- Integrate discussion of best practice, ethical issues in supervision sessions as they relate to assessments, interpretations, recommendations, interventions, program planning.
- Student should be assigned responsibilities and tasks appropriate to level of training. When practicum or internship supervisor instructs student in new procedures or skills, student should be directly supervised until successfully demonstrating competency.
- Student should be encouraged to become a member of local, state and national professional organizations and be given district support for attendance at meetings, conferences, in-service training.

**Domain 11 Information Technology**
- Provide student with access to computer for word processing, e-mail, internet.
- Provide opportunity for student to access technical assistance when necessary.
- Provide opportunity for student to attend in-service training in technological applications when offered by the district.
- Encourage awareness and critical review of software applications (i.e. scoring systems, report writers etc.).
- Make student aware of availability of assistive technology assessment services available for children in the district.
- Provide opportunity for student to observe child using assistive technology.
- Provide opportunity for student to observe applications of assistive devices. Ψ

---

**Suggested Activities for Interns**

**continued from p. 13**

Many thanks to the graduate students at Alfred University, University at Buffalo, and Niagara University for their workshop write-ups in this issue, as well as to Nancy Evangelista and Ruth Steegmann for helping to organize workshop coverage.
Call for Nominations

Nominations for the NYASP Executive Board Positions of

- President-Elect
- Secretary
- Treasurer-Elect

are now being accepted

Nominees must be willing to serve the organization as committed volunteers who can provide leadership in helping NYASP to meet the associations goals for the next term.

Nominees must provide a biographical statement describing their qualifications for the office, and commitment to NYASP and the profession of school psychology.

Any nominees will be contacted to determine their interest in the position and willingness to accept the nomination.

Nominee statements must be submitted by March 1, 2006 to

Nancy Evangelista, Past President, at:
Division of School Psychology, Alfred University, Alfred, NY 14802
607.871.2649 / fevangel@alfred.edu
Student Liaison Reports
continued from p. 23

information sessions to members of her School Support team regarding this topic already.

In addition, nine of St. John’s School Psychology graduate students will be presenting at the annual conference of the Association for Behavioral and Cognitive Therapies in Washington, D.C. Agnieszka Dynda will be presenting her research entitled, “A survey of cognitive-behavioral techniques among graduate students in psychology programs.” Megan Doyle in conjunction with Dr. Clauvelle-Price and Dr. Elissa Brown will be presenting their research entitled, “School-Based Mental Health Trauma Treatment: Predictors of Outcome.” Michelle Cangelosi, Jillian Haber, Kerry O’Toole, and Marisa Shenners, will be presenting a poster entitled, “Behavior Therapy in School Psychology Training Programs: Are We Doing Enough?” Maria Esposito and Robyn Kurasaki will be presenting their research entitled, “Child and School Related Issues at AABT/ABCT: A 10 year Review.” Finally, Miriam Bieler will be presenting her research entitled, “The Definition of Work and its Relationship to Education According to Urban Youth.”

Furthermore, at the upcoming NASP conference, research completed by 19 different graduate School Psychology students will be presented. Ayala Zoltan, Jillian Haber, Carolyn Waldecker, and Marissa Shenners will be presenting a poster entitled “School Psychology Training Programs: Published Admissions Criteria.” Michelle Cangelosi, Polly Robinson, Maya Ramnath and Kerri O’Toole, will be presenting a poster on their research entitled, “Training Programs in School Psychology: Are We Meeting Our Standards?” Andrea Camilli, Jennifer Salhany, Peri Vella, and Dr. Mark Terjesen will be presenting a poster entitled, “Psychometric Properties of Measures of Autism.” Carol Canella and Dr. Terjesen will be presenting a poster entitled, “Variables Impacting Child Abuse Reporting Among School Psychologists.” Nicole Giordano and Dr. Terjesen will be presenting a poster on “School Psychology Graduate Students’ Knowledge of Asperger’s Disorder.” Edward Murphy and Dr. Terjesen will be presenting a poster on “Teachers’ Knowledge of Asperger’s Disorder: Implications for School Psychologists. Dr. Lena Perez, Dr. Terjesen and Robyn Kurasaki will be presenting a poster on “Integrating Cognitive Interventions in Behavioral Teacher Training.” Danielle Rannazzisi and Dr. Terjesen will be presenting a poster on “The Working Alliance as a Predictor of Successful School Psychology Internships.” Jennifer Sutherland and Dr. Terjesen will be presenting a poster on “Teacher Acceptability and Perceived Consultant Effectiveness of Traditional Behavioral Consultation and Rational Emotive Behavioral Consultation.” Dr. Terjesen and Maria Esposito will be presenting a poster on “Selective Abstraction Errors in Reviewing ADHD Outcome Studies.” Finally, Lisa Alongi, and Dr. Terjesen will be presenting a poster entitled “School Psychologists’ Perceived Effectiveness of Social Skills Training.”

The St. John’s chapter of the Student Affiliates of School Psychology (SASP) has been very active this semester. We have had two major events so far, and have more planned for the upcoming semester. Our first event was a Fundraiser for the Hurricane Katrina and Hurricane Rita relief. This event was a great success. Numerous students and faculty from the psychology department came out to donate their money and time, and as a result we were able to raise and donate $500.00 directly to the Red Cross hurricane disaster relief fund. Several students in particular were directly involved in the orchestration of this event, including Lindsay Pettine, Marissa Shenners, Jillian Haber, Emma Leah Hettrich, Jennifer Rosen, Marina Treybick, and Josephine Vitale. Our second event, a Mock Impartial Due Process Hearing, was entirely student run event, and presented as a special colloquium to the Psychology department and faculty, and was advertised throughout the University. Several students contributed directly to its success. The following people were involved in planning and playing roles in the Mock Trial: Jennifer Rosen, Emma Leah Hettrich, Robert Meagher, Mary Pelkowski, Ellen-ge Denton, Danielle Rannazzisi, Jessica Handy, Lisette Alvarez, Patricio Romero, Marisa Shenners and Maya Ramnath. SASP has several events planned for the rest of the semester as well, including a canned food drive and a holiday fundraiser in December to raise money to buy toys for underprivileged children. Also, SASP will be establishing a memorial award in the name of Dr. Erica Wick, a long time psychology faculty member who recently passed away. This award will be given out annually to the graduate student who personifies the many characteristics that Dr. Wick possessed including self sacrifice, dedication to students in the program, and ongoing enthusiasm and involvement in the field of psychology.

Finally, we have had several notable colloquium speakers come to St. John’s this semester. In October, Dr. Stanford of the Psychology department worked with the St. John’s chapter of Phi Beta Kappa to bring Dr. John Bargh from the Yale Psychology Department, to give a lecture on: “Explaining or Excusing? Psychology’s Role in Solving Social Problems.” Also, on December 1st, 2005, Dr. Bill Jenson will be presenting an all-day workshop for students and faculty entitled, “Practical Management of Tough Kids.”

Emma Hettrich, Student Liaison
St. John’s University

SUNY-Oswego graduate students in the school psychology program were well-represented at this year’s NYASP conference. The following current students and May 2005 graduates were involved in presentations and/or participated in poster sessions: Catherine Burek-Giamartino, Heidi Claridge, Karrie Clark, John Guba, Amy Hamilton, Tricia Hamlin, Rebecca Jerrett, Marilyn Korth, Kelly Loveless, Amanda Miller, Jesse Milliman, Corey Shaw, Sara Signor, Jacklyn Wilson, and Kathleen Woodin.

Edi Russell, Student Liaison
SUNY Oswego

Marist College was well represented at this year’s NYASP conference held in White Plains. Approximately 17 students including three volunteers (Jessica Skillings, Jessica Frost and Arielle D’Aprile) and several faculty members from Marist attended the continued on next page
Student Liaison Reports
continued from page 34

conference. Currently we are busy promoting NYASP and encouraging active membership among our student body. This past year a research survey was created by the Director of our School Psychology program, Dr. Bill Robelee, several graduate students, John Benz, Jill Jackowski, and Stephanie Petrakis, as well as Matthew Crandall (School Psychologist, Pawling Central School District). Two surveys were created, one for professionals and one for students. This survey was used to examine the employment trends, qualifications, and openings/additions/elimination of school psychologist positions throughout the State of New York. A significant amount of time was also spent examining the ways in which professionals had gained their current employment and what advice they could give to students pursuing a career in the field. John Benz told me that “school psychology programs could also benefit from the results of the surveys, as this data will reveal the difference between what is being taught and what the current needs of the school systems are.” There was a 40 percent return rate on the survey (better than they had originally anticipated). Their findings were presented at this year’s 2005 NYASP conference in November. Currently they are trying to organize a model so that other states may be able to use similar techniques to gain this type of data.

Heather L. Dahl, Student Liaison
Marist College Ψ

Expand Your Horizons with an M.S. in School Psychology

St. John’s University offers a challenging master’s degree program in School Psychology at our convenient Oakdale Graduate Center, as well as at our Queens campus. Upon completion, this NASP-approved program enables you to receive New York State certification as a school psychologist.

Learn more at: www.stjohns.edu/learnmore/00157.sju
Or call (718) 990-5861 for more information.

Call for Nominations
NYASP Student Representatives

The New York Association of School Psychologists is accepting nominations for the position of Student Representative to the NYASP Executive Board. Student Representatives attend three board meetings per year (expenses paid by NYASP) and serve to raise awareness of the organization and its benefits among graduate students, and to represent the views and experiences of graduate students to the board.

There are two positions open; for each position there will be a representative and an alternate elected. Voting will be conducted by the NYASP Executive Board. The candidate with the most votes will be elected to the position of representative; the candidate with the second most votes will be elected as alternate.

The positions currently open are:
Representative for 2006-2007 term (One Year Term)
Representative for 2006-2008 term (Two Year Term)

Nominations will only be accepted for NYASP student members. The complete nominations packet must contain the following materials:
• Candidate’s statement regarding understanding of NYASP and desire to fulfill the responsibilities of student representatives. Clearly state which term is sought in this statement.
• Two letters of support from faculty members, peers, field supervisors, or other individuals who can attest to the candidate’s suitability for the position.
• Resume

Please send materials to Dr. Nancy Evangelista, Division of School Psychology
Alfred University, Alfred, NY 14802 / 607.871.2649 / fevangel@alfred.edu
The deadline for nominations submissions is February 15, 2006
NYASP Conference 2006
School Psychologists: Moving Forward With Children In Mind

SAVE THE DATE
Thursday, October 19, Friday, October 20 & Saturday, October 21, 2006
The Wyndham Hotel, East Syracuse, NY

Keynote Speaker:
Dr. Dan Reschly
Professor of Education & Psychology
Peabody College-Vanderbilt University

Conference Strands:
IDEA
Social Skills
Mental Health Issues
Preschool Concerns
Evidence-Based Interventions (Behavioral/Academic)
Assessment

Presentation Proposals Welcomed
Contact Person: Susan Markel, e-mail: Markelsusan@yahoo.com
Cultural Lessons from the Community

Collaborative skills were also developed since the neutral environment allowed experienced public school teachers and ourselves, school psychology students, to work side by side. Individuals from each profession were able to recognize common goals and correct professional misconceptions. Common goals included more than simply having the best interests of the children in mind and trying to teach them to read. As school psychologists and consultants, one of our goals is to bridge a connection between caregivers and education.

We took on the teaching role, which gave the teachers the opportunity to supervise us and provide us with teaching strategies to use. By collaborating and working hand in hand with the teachers, we were able to appreciate each other’s skills and build the foundation to seek each other out in the future for assistance in a collaborative format.

Curriculum-Based Assessments

We conducted curriculum-based assessments (CBAs) in order to measure reading fluency and accuracy of the children who attended reading sessions on an ongoing basis. According to research, measuring a child’s fluency and accuracy is critical in understanding whether the child is reading at a level of frustration or independence (Gickling & Rosenfield, 1995). Assessing frustration, instruction, and independence levels allowed us to correctly pair children with books that were neither too challenging nor too simple in order to yield optimal learning. By becoming proficient at administering CBAs, we learned a highly useful tool for our future practices.

Curriculum-Based Assessments

We conducted curriculum-based assessments (CBAs) in order to measure reading fluency and accuracy of the children who attended reading sessions on an ongoing basis. According to research, measuring a child’s fluency and accuracy is critical in understanding whether the child is reading at a level of frustration or independence (Gickling & Rosenfield, 1995). Assessing frustration, instruction, and independence levels allowed us to correctly pair children with books that were neither too challenging nor too simple in order to yield optimal learning. By becoming proficient at administering CBAs, we learned a highly useful tool for our future practices.

We were able to appreciate each other’s skills and build the foundation to seek each other out in the future for assistance in a collaborative format.

Cultural Lessons from the Community

Working directly within the community gave us insight into working with cultures and races different from our own. In doing so, we gained a greater understanding and appreciation for diverse opinions regarding educational values. We learned that families have differing views of the importance of education and the caregivers’ role in facilitating the education of their children. Families that came to each site brought with them a set of beliefs that at times, challenged the mission of education. For example, some caregivers believed education to be unnecessary, while others welcomed the opportunity to gain our insight.

There were a number of occasions when a caregiver would express disdain at the thought of his/her child doing extra work outside of the classroom. After being invited to join the group, one caregiver responded, “We’re not interested because they (the children) have been reading in school all day and don’t need the extra work.” On this same day, another parent responded to our invitation by saying, “Oh, wow! This is great! Can she do her homework here? There are some questions that I can’t help her with but maybe one of you can.” These clearly different responses originated from each individual’s personal views and values of education. It is an important lesson for us to learn that not all caregivers will be receptive to our educational expectations for their children.

We also learned about the importance the community has on the daily lives of children and their families. By being accessible to the community, we were able to facilitate the lines of communication between caregivers and educators and enabled networking between schools, local businesses and neighborhood families.

Research has shown that having at least one supportive adult-child relationship can promote resiliency and serve as a protective factor against adversity (Pianta & Walsh, 1998). Due to our placement in areas of poverty and/or low socioeconomic status, our establishment of strong relationships with the children is likely to promote resiliency and the likelihood of children to be able to overcome the adversity they face. The non-traditional role we assumed enabled a positive relationship to develop within the community that was not directly school related and thereby bridged the community and the school.

These enriching lessons that we learned by completing our consultation practicum with Wash and LearnTM provided us with practical experiences working within theoretical constructs that often are only read about at our level of training. The experiences also have implications that are especially poignant for graduate students who lack formal pedagogical training. Clearly, the varied and important lessons learned from these experiences suggest that these types of non-traditional opportunities could be a potential model for future fieldwork and professional career practices for other school psychology graduate programs.

References


Chapter representatives are appointed officials that, with the executive committee, comprise the voting members of the NYASP board. Chapter reps serve for a two-year term and attend three to four meetings per year. Alternates for each chapter are selected by the chapter representative and appointed by the president. They attend meetings and arrange chapter functions when the elected representative is not available. Chapter reps are encouraged to hold regional meetings to forward the practice of school psychology.

Any member who is interested in service as a chapter representative should contact

John Kelly, President-Elect
jkelly@commack.k12.ny.us
65 Middle Rd, Blue Point, NY 11715
631-912-2122

for information and assistance.

---

**CHAPTER REPS**

**A Jefferson, Lewis, & St. Lawrence**

Eban Shor • rivershor@yahoo.com
1 Pt Comfort Rd, Morristown NY 13664
315-375-8628 h

Alt: Mary Kay Hafer • haferma@pcs.k12.ny.us
101 S.H. 72, Potsdam, NY 13676
315-265-9033 h / 315-265-4642 w

**B Clinton, Essex, & Franklin**

Nancy Dupree • ndupree@saranac.org
518-293-8105 h / 518-565-5665 w

Alt: Lacy Rezek • preshrink2@yahoo.com
1304 Pine St, Saranac Lake NY 12983
518-891-2548 h / 518-359-7518 x108 w

**C Erie, Genesee, Niagara, Orleans, & Wyoming**

Barbara Murphy • bemurph2003@yahoo.com
296 Fruitwood Terr, Williamsville, NY 14221
716-983-0104 h

Alt: Ruth Steegmann • rsteeg@adelphia.net
5218 Pendele Ctr, N Tonawanda NY 14120
716-694-0719 h / 716-645-2484 x1063 w

**D Monroe, Ontario, Seneca, & Wayne**

Suzanne Graney • sbggsp@rit.edu
46 Maida Dr, Spencerport, NY 14559
585-475-2765 w / 585-349-0244 h

(E Alternate OPEN)

**E Cayuga, Cortland, Madison, Oneida, Onondaga, & Oswego**

Susan Markel • markelsusan@yahoo.com
190 Robineau Rd, Syracuse NY 13207
315-422-3585 h / 315-488-5422 w

(E Alternate OPEN)

**F Fulton, Hamilton, Herkimer, Montgomery, Saratoga, Warren, & Washington**

OPEN

**G Allegany, Cattaraugus, & Chautauqua**

Sharon Danna • sdanna@frkl.wnyric.org
5225 Oakridge Dr, Hamburg NY 14075
716-646-6536 h / 716-676-8000 x2106 w

Alt: Kevin Eagan
6066 Somerville Valley Rd, Ellicottville NY 14731
716-699-5381 h / 716-699-2318 w

**H Chemung, Livingston, Schuyler, Steuben, & Yates**

Nancy Foreman • nforeman@hornell.wnyric.org
113 Genesee St, Hornell NY 14843
607-324-7834 h / 607-324-3703 w

Alt: Bridget Reagan • breagan@cscs.wnyric.org
56 South St, Addison, NY 14801
607-359-2171 h / 607-527-8367 w

(D Alternate OPEN)
“Chapter representatives serve to communicate the needs and interests of their chapter members. . .

. . . and to advocate best practices strategies in their geographical region.”

NYASP EXECUTIVE BOARD DIRECTORY

Executive Committee (2004-2006)

President
Robin Raphael
robmnr@adelphia.net
85 Foxcroft Ln, Williamsville NY 14221
716-632-1755 h / 716-250-1457 w

Treasurer
Eban Shor
rivershor@yahoo.com
1 P Confort Rd, Morristown NY 13664
315-375-8628 h

Secretary
Kirsten Eidle-Barkman
eidlebarkman@nycap.rr.com
20 Fairlawn Ave, Albany NY 12203
518-453-1243 h / 518-869-0293 w

President-Elect
John Kelly
jkelly@comack.k12.ny.us
65 Middle Rd, Blue Point, NY 11715
631-912-2122

Treasurer-Elect
OPEN

Newsletter Editor
Kelly Caci
kcaci@newburgh.k12.ny.us
499 Lake Rd, New Windsor NY 12553
845-567-4815 h / 845-563-3700

President
Robin Raphael
robinmr@adelphia.net
85 Foxcroft Ln, Williamsville NY 14221
716-632-1755 h / 716-250-1457 w

Treasurer
Eban Shor
rivershor@yahoo.com
1 P Confort Rd, Morristown NY 13664
315-375-8628 h

Secretary
Kirsten Eidle-Barkman
eidlebarkman@nycap.rr.com
20 Fairlawn Ave, Albany NY 12203
518-453-1243 h / 518-869-0293 w

Past-President
Nancy Evangelista
fevangel@alfred.edu
31 Pine Hill Dr, Alfred NY 14802
607-587-9533 h / 607-871-2649 w

Fiscal Advisor
Mistie Eltrich
DrMistie@aol.com
86 Random Farms Dr, Chappaqua, NY 10514

NASP Delegate
Lynne Thies
lynthies@juno.com
41 Shore Park Rd, Great Neck NY 11023
516-466-5477 h / 516-379-3394 w

Committee Chairpersons

Awards
Judy Harwood
jhar2@aol.com
24 Parkview Ct, Lancaster NY 14086
716-684-1097 h

Children’s Issues
Arlene Crandall
csechpsy@aol.com
36 Gazebo Ln, Holtsville, NY 11742

Conference 2005
Mistie Eltrich
Fiscal Advisor

Conference 2006
Susan Markel
Chapter E Rep

Job Information Network
William Robelee
bill.robelee@marist.edu
31 Kalina Dr, Saugerties, NY 12477
914-388-0476 h / 845-575-3000 w

Continuing Professional Development
Kathy Peterson
kpetersen@shs.k12.ny.us
299 S Grove St, East Aurora NY 14052
716-652-9547 h / 716-250-1529 w

Ethics & Professional Practices
Merryl Bushansky
sperryk@msn.com
3530 Henry Hudson Pkwy SA
Riverdale NY 10463
718-548-2386 h / 914-576-4415 W

Dominick Bortone
Chapter N5 Rep

Legislative
Nancy Evangelista
Past President

John Kelly
President Elect

Listerves
Kelly Caci
Newsletter Editor

John Kelly
President Elect

Membership
Nancy Foreman
nforeman@hornell.wnyric.org
113 Genesee St, Hornell NY 14843
607-324-7834 h / 607-324-3703 w

Multicultural/Diversity Issues
OPEN

Early Childhood
Lacy Rezek
Chapter B Alt

Public Relations
Susan Hildebrandt
shildebr@nycap.rr.com
23 Sierra St, Glens Falls NY 12801
518-761-0703 h

Research
OPEN

Web Site
Tom Kulaga
kulaga@earthlink.net
383 Milton Tpk, Milton, NY 12547
845-790-2382 h / 845-236-5830 w

Liaisons & Affiliates

Archivist
Patricia Collins-Martin
pcm07@hotmail.com
6 Stanford Pl, Binghamton NY 13905
607-770-1995 h / 607-786-8271 w

ISPA Liaison
Maggie Nugent
Chapter I Rep

SPECNYS to NYASP
Nancy Evangelista
Past President

NYASP to NYSCEA
Susan Hildebrandt
Public Relations
New York Association of School Psychologists
Membership Application

First Name________________________________________
Last Name________________________________________
Address ________________________________________________________________________________
City State Zip________________________________________
County________________________________________
Home Phone________________________________________
Work Phone________________________________________
Email Address________________________________________

Present
Employer _______________________________________
Job Title _______________________________________

__ Part-time Private Practice
__ Full Time Private Practice

__ Currently functioning as a school psychologist
__ Primarily engaged in the training of school psychologists
   at a college or university
__ Trained as a school psychologist, but currently functioning
   as a supervisor of psychological services
__ Trained as a school psychologist, but currently functioning
   in another position
__ Student enrolled in a school psychology training program

__ Certified as a school psychologist in New York
   __ Provisional Certification
   __ Permanent Certification
   Certificate # ___________________________ Date: ____________

__ Nationally certified (hold the NCSP credential)
   NCSP # ____________________________

__ Licensed as a psychologist in New York
   License # _______________

Degrees held & years obtained
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Years of experience in the field
Professional Affiliations

NASP _____________________ APA___________________
NYSPA____________________NYSUT ________________
Other(s): ____________________

____ Regular $100   __ Retired $50
____ Student $34   __ Common Address $150
(two members at same address)

Applicant’s Signature ___________________________________________ Date ____________

 Indicates agreement to abide by the ethics and standards of NYASP

Note: please verify your professional status by enclosing a copy of your state certification.

Student membership requires supervisor’s signature and program information below.

Signature of Advisor or Supervisor ___________________________________________ Date ____________

Program / Employer Name and Location ____________________________________________

MAIL TO: NYASP Membership • PO Box 178 • Hornell NY • 14843
WE'RE ON THE WEB!

www.nyas.org
Check It Out

NEW YORK ASSOCIATION OF
SCHOOL PSYCHOLOGISTS
PO Box 178
Hornell, NY 14843

NEWSLETTER STAFF

Editor: Kelly Caci
kcaci@newburgh.k12.ny.us

Review Editor: Peter Faustino
pcfaustino@optonline.net

Publications Chair: Ruth Steegmann

Staff: Ned Engel
Valerie Schott
Kevin Duffy
Tom Kulaga
Kristin Condon
Steve Rappleyea
Jeff Friedman

New York School Psychologist is published four times per year by
the New York Association of School Psychologists for its members.
Views expressed in the magazine do not necessarily reflect the posi-
tion of NYASP’s Executive Board. Editorial policy: All articles and
reports of factual information may be edited to conform to space and
format specifications and to improve clarity, with permission of writ-
ers. Expressions of opinion as in editorials and letters to the editor
may be edited only with the writer’s consent. All writers will be given
credit via byline. Material used with permission from other sources
will identify and credit the source. Submission guidelines: Preferred
document size is approximately 750 words (review) or 1500 words
(article). Submissions are accepted via email attachment or on 3 1/2”
disk with revisions and corrections already made. Photos, cartoons,
and drawings should be submitted as a .tiff file when possible. We
will make every attempt to return hard copy submissions of art
and photography.

REPRINT AUTHORIZATION: Editors of state school psychology
association newsletters, NASP publications and other psychology
organization newsletters are authorized to reproduce only uncopy-
righted articles in the NYASP newsletter provided the author and
newsletter are credited. State editors please note: If you modify or
condense a reprinted article, please note that to your readers.
Permission to reprint copyrighted articles must be obtained directly
from the copyright holder.