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The School Psychologist
Division of School Psychology Volume 54, Number 3

Preventing Problem Gambling:
The Hidden Addiction

Jeffrey I. Kassinove
Adelphi University

> …our schools will be used to create vast numbers of young people who come on the market each year as dedicated (should we care if psychiatrists call them pathological?) gamblers.
>
> (B. F. Skinner, 1977, p. 29)

This statement was written more than 20 years ago in an editorial to scoff at the use of the state lottery to reduce taxes. Skinner, quite mockingly, wrote about the potential benefits of the lottery system and the importance of targeting school-aged children, whom he said had been largely ignored by state lottery marketers. Being a social inventor, he suggested that we might set up a separate lottery for each age group. For example, children in grades 1 through 3 would be charged 5¢ for a lottery ticket, with the chance to win $5 and a grand prize of $50. He further suggested that since these children would be new to gambling, they would play lotteries that had high win rates in order to get them hooked. Obviously, his editorial was meant to poke fun at, what he believed to be, the inanity of gambling. But how far off was his commentary? Today state lotteries and other forms of gambling are quite popular among adults. And, as shown below, gambling has also become quite common place among adolescents.

The present article has four main objectives. First, to briefly describe the current state of gambling among adolescents in the United States. Second, to bring awareness to school psychologists about the potential problems associated with gambling. Third, to note that it is important for primary prevention programs to include gambling. Finally, some suggestions about the content to be included in gambling prevention programs will be presented, as well as resources for other addictive habits.

Gambling occurs in a variety of forms in adolescence and is more common in boys than girls. For example, in a study conducted in New York with 318 adolescents we found that 74% wagered on scratch-off games, 62% on various card games, 57% on the lottery, 54% on football games, 47% on basketball games, 46% on pool/billiards, and 23% reported that they engaged in illegal betting on casino games (Kassinove, Doyle, & Milburn, in press). Interestingly, although many of these activities are illegal for minors, they still find ways to participate in them and wager on the outcome. In a frequently cited article that examined the impact of legalized casino gambling, Arcuri, Lester, and Smith (1985) assessed high school students from Atlantic City High School in New Jersey. They found that more than 64% of the students had admitted to gambling in casinos at least once. Of those who reported gambling in casinos, the median number of trips to gamble was six and 21% reported having gambled more than 10 times. A surprising finding was that 79% of the parents knew that their children had gambled. It seems that parents either are not taking the appropriate action to curb such illegal behavior or do not have the necessary skills/knowledge to do so.

Gambling has even become a common activity among elementary school aged children, although the activities are less focused on money and more on the psychological value of goods. For example, during the recent Pokemon craze, children between the ages of 4 to 12 were trading cards with pictures of the various Pokemon characters (Chua-Eoan & Larimer, 1999). Since some of the cards are quite rare, this led to fights between children and sometimes to thievery. School leaders have become concerned about the negative impact this may have on learning. Thus, many schools have banned Pokemon cards from school premises (BBC, 2000).

Parents and communities do not

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President's Message

Making the Division More Relevant to its Members

Rick Jay Short
University of Missouri

I met recently with Beth Doll, Past-President, and Jack Cummings, President-Elect, in a retreat to develop ways of making the Division more relevant to its members and using technology effectively to communicate within the specialty. At the dawn of a new century and new millennium, we want to make sure that we're using existing resources effectively to get the business of the Division done. As we talked at length and in depth about where the Division is and where it can grow, we developed several broad possibilities that we hope to explore over the next year or so. Some of these include (a) increasing representation and participation of Division members in Division affairs and decision-making; (b) increasing communication and collaboration across organizations representing school psychology; (c) providing for presentation and discussion of important ideas related to professional school psychology; (d) electronic enhancement of Division publications and communications; and (e) increasing effectiveness and efficiency of Division governance activities. We generated a number of good, specific ideas that will be written up soon.

Rick Jay Short

As we engaged in the sometimes-intense exchange of ideas, I jotted down an idea and a couple of possibilities that I'd like to elaborate briefly in this column. I'd like to hear your opinion on each of them. The first idea is something that we decided to implement this year, whereas the other two indeed are no more than possibilities. This first one addresses the above-noted need for increased communication and coordination among the leadership of the various organizations representing school psychology. On numerous occasions, I've heard from the membership of Division 16 and other school psychology organizations that school psychology needs an ongoing forum to discuss issues that are commonly important to us. Some years ago, Ronda and I instituted an annual dinner at the APA convention that included presidents and presidents-elect of all the school psychology organizations. The purpose of the dinners was to promote dialog among school psychology leadership in a relaxed, collegial atmosphere. We were successful in accomplishing that goal. Now, I'd like to see the idea revived and institutionalized in a Council of Presidents (certainly too pretentious), or perhaps just an ongoing, systematic opportunity for dialog among school psychology leaders. Membership of the group would embrace all organizations representing school psychology, and common issues would comprise the agenda. To get us started, I've invited the president and president-elect of each school psychology organization to a breakfast at the upcoming APA convention to discuss several issues that cross organizational lines.

Another idea has to do with increasing member participation in division activities, which was one of my goals in my presidential statement of some months back. In that statement, I noted that I had found that about one third of state psychological associations have a section, division, or committee to address child and/or school issues. However, there is no corresponding state-focused component in the division. This seems important because I've received a number of requests over the past months to provide information about licensure of school psychologists, health service provider status of school psychologists, and other state-level practice concerns of school psychologists. Doctoral school psychologists often have practice and training issues that have their resolution at the state level. Because establishing and institutionalizing a network of state representatives or contacts is a daunting task for the division, I'd like for us to consider working to develop a pilot network in partnership with some or all of the existing school and child components of state associations. If we're successful, the initiative could expand to other states and ultimately might yield some form of state representation in the division.

A final idea also addresses the need for increased communication in our specialty. I learned from the response to my last column that many of us have strong and well-reasoned opinions about the nature, identity, and goals of school psychology—the Big Ideas of School Psychology. Because these perspectives on Big Ideas in School Psychology are not always in agreement, some venue for dialectic presentation seems to be needed. Articles addressing Big Ideas appear periodically in our journals—Jack Bardon's thoughtful work is perhaps the best example—but journal publication typically fails to provide any opportunity for discussion of these ideas. Accordingly, I've asked Jack Cummings to explore developing a discussion area on the Division 16 website that would propose topics periodically and provide space for exchange of ideas. This area would be separate from the Division 16 listserv and would provide an opportunity to weigh in in a focused way on important topics in school psychology. I believe that a collegial dialectic around school psychology ideas is healthy and necessary for our growth. A structured, web-based forum might facilitate its development.

These three concepts represent broad, briefly-stated, not-yet-well-developed possibilities for the Division. They may or may not have merit for further discussion. Even if they have merit, they may be too complex, impractical, or imprudent to become reality. I present them as points for discussion, and I welcome and anticipate your comments on them. My email address is ShortR@missouri.edu, my telephone number is 573-882-2592, and my fax number is 573-884-5989.

Thanks to all of you that sent me comments on my column in the last issue on two cultures in professional

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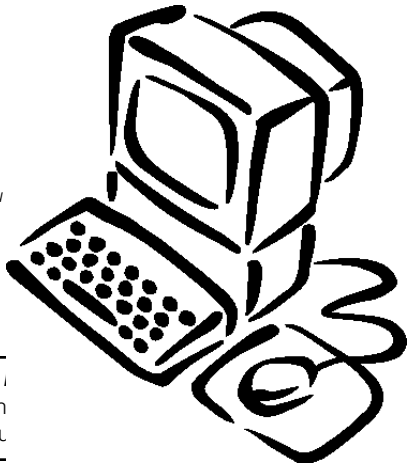

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Preventing Problem Gambling: The Hidden Addiction

generally view gambling as a harmful activity. Instead, people tend to see it as a relatively innocuous recreational activity. Even the casinos, particularly in Las Vegas, people associate gambling with entertainment and fun. They have turned the casinos into theme parks that provide excitement for the entire family. And, while dad is off betting in the casino, junior can watch him gamble from a nearby video arcade. Junior can, thus, readily learn modeled gambling behaviors from his father. In addition, communities have allowed catchy slogans that promote participation in state lotteries to become quite common. For example, in New York State everyone knows of the commercials where a man shouts over a loud speaker "Lotto is Now 25 Million Dollars!" Then, everyone in the theatre or supermarket, depending on the commercial, clears out and runs to go purchase a lottery ticket. What is the impact of these modeled behaviors for our youth?

For many, gambling does provide relatively harmless entertainment value. For others, these associations of gambling with entertainment and powerful marketing campaigns are not so harmless. Excessive gambling can lead to a life threatening disorder known in DSM-IV as Pathological Gambling. These people are characterized by a preoccupation with gambling, gambling with increasing amounts of money in order to achieve excitement (tolerance), being unable to reduce or eliminate their involvement in gambling (dependence), exhibiting restlessness and irritability when attempting to decrease or stop gambling (withdrawal), chasing their losses, lying, stealing, jeopardizing significant personal relationships, becoming depressed, borrowing large sums of money, and having thoughts of suicide (American Psychiatric Association, 1994). They show behavior patterns (i.e., tolerance, dependence, and withdrawal) similar to persons with other addictions, such as to alcohol and cocaine. However, unlike alcohol abuse, pathological gambling is viewed as a *hidden addiction* because there are few signs to make others aware of the habit. Gamblers do not "smell of gambling" as do those who drink alcohol or smoke. Since it is so easy to conceal, it can be quite hard for parents and educators to become aware of its pattern in adolescence.

So, was Skinner just 23 years off in his editorial about gambling among our youth? A meta-analysis conducted by Schaffer and Hall (1996) indicated that prevalence rates of "serious problem or pathological gamblers" among adolescents ranged from 4.4 % to 7.4%. A more recent study of college students from Minnesota found that 3% were identified as "probable pathological gamblers" and 4.4% could be classified as "potential pathological gamblers" (Winters, Bengston, Dorr, & Stinchfield, 1998). In New York State prevalence rates of problem gamblers among adolescents were found to be at 2.4%, with 14% classified as gamblers at risk for developing gambling problems (Volberg, 1998). Surprisingly, some research has suggested that these rates are lower in adulthood (Lesieur & Klein, 1987). In adulthood, problem or pathological gambling has been found to be equal to if not less than what is found in youth, with the latest report finding that problem and pathological gamblers comprise about 2.5% of the adult population (Gambling Impact and Behavior Study, 1999). Although Skinner was poking fun at gambling, and his ideas to increase gambling in children have not been known to be used, pathological gambling is prevalent today and is quite a problem among our youth.

Given the obvious negative outcomes associated with gambling, and the significant rates of gambling in adolescence, I would like to suggest that school psychologists establish prevention programs for pathological gambling within their schools. Reducing the incidence pathological gamblers by "nipping the problem in the bud" is clearly the best solution. Unfortunately, there is a paucity of programs that focus on pathological gambling, most of which are untested. One of the few that has been evaluated (Gaboury & Ladouceur, 1993), described a prevention program for pathological gambling geared toward adolescents. It was the first of its kind and was based on substance abuse prevention programs. The program focused on six domains that were taught in 75 minute sessions, once per week for 3 weeks. Findings showed that knowledge about gambling improved, as did gambling coping skills at post test. However, coping skills were not maintained at 6 month follow-up. In addition, attitudes toward gambling and gambling behavior were not reduced at post test nor follow-up.

Although the finding are mixed, I think it is important to use this study as a starting point for future prevention programs. The Gaboury and Ladouceur (1993, p.23) program has six components that are listed verbatim:

1. **Overview of the gambling scene and discussions of its legal aspects:** The program leader explained the objectives of the program, specified legal and illegal gambling activities in Quebec and the potential consequences of gambling. During discussion, the program leader solicited the opinion of the students and corrected their misconceptions.
2. **The business of gambling:** This unit demonstrated that gambling is a business that survives to the detriment of gamblers. In small groups, the participants were required to invent a gambling activity. The discussion emphasized how gambling activities are beneficial to the person who conducted or owned the game.
3. **Automatic behaviors:** This unit focused on the constant increase in money wagered as the frequency of gambling increases. In addition, the search for strategies to beat the odds, and the predominance of irrational beliefs held by the gambler. Earlier studies have clearly shown that more than 80% of subjects' verbalizations during gambling are erroneous and develop an illusory control over the game. Participants were shown a video-tape of a gambler verbalizing his self-statements while playing video-poker. A discussion was held on automatic behavior, their impact on gambling behavior and the importance of identifying them for subsequent modification.
4. **Pathological gambling:** This version presented different dimensions of pathological gambling and its consequences. The participants watched

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a video-tape describing a group of pathological gamblers relating their personal experiences. The experimenter then explained the common characteristics of pathological gamblers, the diagnostic criteria and the consequences of this disorder.

5. **Control strategies:** This module outlined the strategies available for controlling gambling behavior. The program leader identified motivation to gamble and modeled coping skills to avoid gambling.
6. **Quiz:** Information presented during the program was summarized while the negative consequences of excessive gambling were clearly delineated. In small groups, the students participated in a quiz on gambling related questions.

Although the program seems good, its short duration (i.e., three 75 minute sessions) is a major concern. Most effective programs are presented for months and sometimes years (Brounstein & Zweig, 1998). Thus, it would be interesting to see whether this prevention program, if prolonged significantly, would modify other variables (i.e., attitudes towards gambling and a reduction in actual gambling).

Within the past 5 years, there has been a slow increase in the development of empirically supported prevention programs. For example, the National Center for Responsible Gaming recently awarded a grant to develop a prevention strategy for adolescents (NCRG, 1999). In addition, Derevensky and Gupta (2000) have recently begun work on a prevention program for pathological gamblers. Hopefully, within a few years we will have the appropriate tools to prevent this problem.

In the meantime, drug and alcohol prevention programs can also be useful. *Across Ages, Dare To Be You, and the Resident Student Assistance Program* are just a few of the programs that show some effectiveness (Brounstein & Zweig, 1998). Using such programs as models, and applying the gambling prevention strategies presented by Gaboury and Ladouceur (1993), are good beginnings. It is unfortunate that pathological gambling is becoming such a concern in adolescence and that we do not yet have good empirically tested tools to prevent it. Nevertheless, increasing awareness can be the first step and teaching coping skills is also likely to be beneficial.

What if there are no prevention programs for any addictive problem in place in your school? If no program exists I implore you, regardless the location, socio-economic status, or ethnic background of your children and their families, that one be established. Primary prevention, although hard to measure in economic terms, is clearly more important than secondary or tertiary prevention. And, it is our job as school psychologists to prevent as well as to treat. Given our already hectic professional lives, taking on such a large project can sometimes be overwhelming. However, doing little things such as providing information about the outcome of excessive gambling, teaching coping skill strategies, and setting up alternative activities after school (e.g., basketball intramurals) that compete with Off-Track Betting, casinos, or poker games are excellent starts. As we are all aware, once habits are formed, good or bad, they are difficult to change.

The following list of sources are presented to help you begin or improve your primary prevention program. Since there is not a great deal of information on effective programs for pathological gambling, one of the sources primarily focuses on alcohol and substance abuse. However, this agency can provide information that can be used as a model for gambling prevention. Many of these agencies will provide free posters and information packets as well as advice on how to begin prevention programs to suit the specific needs of your school.

Gamblers Anonymous-International Service Office,
P.O. Box 17173, Los Angeles, CA 90017
(213) 386-8789
http://www.gamblersanonymous.org

Although they are a self-help agency they sometimes may be willing to speak to youth about the risks inherent in gambling from a personal standpoint.

The National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, Maryland 20847-2345
1-800-729-6686
http://www.health.org

A vast source of drug and alcohol information and empirically tested prevention programs.

The National Council on Problem Gambling, Inc.
208 G Street NE, 2nd Floor
Washington, DC 20002
1-202-547-9204
http://www.ncpgambling.org

This is a national organization that has a network of experts studying gambling. They can help you with contacting local experts to talk about problem gambling and provide information.

North American Training Institute
314 West Superior Street, Suite 702
Duluth, MN 55812
218-722-1503 or 888-989-9234
http://www.nati.org

Provides information about gambling, has prevention programs (although not known to be shown efficacious), and a variety of good films about problem gambling.

Author's Note: Correspondence regarding this article can be sent to Jeffrey I. Kassinove, Adelphi University, Blodgett Hall Room 212E, Garden City, NY 11530 or via E-mail: Kassinove@adelphi.edu.

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Attention Women in School Psychology

Phyllis Anne Teeter & Karen Callan Stoiber, Co-Chairs
Committee on Women in School Psychology
Division 16, American Psychological Association

For the past year, the Committee on Women in School Psychology (CWSP) has been working together with the Executive Board of Division 16 on behalf of women in an effort to promote their professional leadership and to increase the success of women pursuing careers in academic environments. One of the primary goals of CWSP is to develop a mentoring program where successful women provide ongoing support, knowledge, and encouragement to young women starting their careers in academia.

In a report, entitled *Survival Guide for Women and Ethnic Minorities in the Academic Pipeline*, Houston (1998) states that:

> A...studies suggest that if female and ethnic minority faculty are mentored and provided social support during their first three years in an academic setting, the number of voluntary academic dropouts can be reduced. The first three years in academia, therefore, are a critical period for junior faculty when they should seek mentors and supportive colleagues ... Furthermore, data on retention reveal that women and ethnic minorities do not receive promotion and tenure at rates comparable to white men (Wicherski, Kohout, & Fritz, 1990). This is not because women and ethnic minorities are less deserving, work less hard to achieve tenure, or make contributions of lower worth or significance than their white male colleagues. Success in the academic arena is governed to a large extent by adherence to a set of explicit and implicit rules and priorities that women and ethnic minorities have little role in shaping and sometimes find alienating and oppressive ..... Many face dilemmas as they try to successfully negotiate an academic career in a setting in which the established goals conflict with values they hold. (pp. 112-113).

Thus the CWSP, under the auspices of Division 16, would like to develop a formal mentoring program and network to provide women and ethnic minorities with the support they need to be successful in their academic careers. We are seeking women who are interested in participating in the mentoring program either as mentors or mentees. Although we want to address the needs of our junior, non-tenured faculty, we also want to assist tenured women to advance their research programs, to achieve promotion to professor and/or to assume leadership roles in APA and Division 16.

We are asking that you complete the attached survey and indicate your willingness to participate either as a mentor or mentee. You may also contact Anne Teeter at the following e-mail address (teeter@uwm.edu) or by phone at (414) 229-4998 for more information about our mentoring program.

The CWSP would like to thank the executive Committee of Division 16 including Cathy Telzrow, Beth Doll, and Elaine Clark for their support of this project.

CWSP members: **Chris Cole**, LeHigh University; **Hector Ochoa**, Division 16 Vice President for Social, Ethical Responsibility and Ethnic Minority Affairs, Texas A & M University; **Stacy Overstreet**, Tulane University; **Margaret Semrud-Clikeman**, University of Texas; **Karen Callan Stoiber**, Co-chair, University of Wisconsin-Milwaukee; **Phyllis Anne Teeter**, Co-chair, University of Wisconsin-Milwaukee.

As a first step in establishing the mentoring program for school psychology women in academia, **please complete the attached survey.** This information will assist us in our efforts to identify barriers for women and to create a supportive system to increase the success of women in our field. **Your responses will be kept confidential**. Information will be used in summary format and will be reported at APA conferences and to the Executive Committee of Division 16. Your Personal information (i.e., names, addresses, etc.) will be identified only when mentee/mentor matching occurs.

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Women Faculty in School Psychology
Division 16
Task Force on Women in School Psychology

In an effort to establish a Mentoring Program for Women Faculty in School Psychology, we are interested in obtaining the following information. Please take the time to answer this survey and please consider joining our efforts to increase the professional and academic success of Women Faculty in School Psychology. **We are seeking information from both tenured and non-tenured faculty. Please respond to the appropriate questions given your present tenure status.**

Part I: General Information (All respondents complete)

Name: _____

Work Address _____

_____

_____

Home Address _____

_____

_____

E-mail address _____

Work Phone _____

Home Phone _____

Fax Number _____

Age: Ethnicity: _____

Type of degree: _____

Institution(s) attended: _____

_____

_____

Institution where advanced degree was obtained: _____

Year terminal degree was obtained: _____

Completed Post Doctoral experiences: _____

Professional Affiliations: _____ APA _____ INS
_____ NASP _____ CEC
_____ NAN _____ AERA
_____ Other (please specify)

_____

Current Position: _____

Academic Rank: _____

# of Yrs as Faculty: _____

Research Rank of University: _____ Tier 1 _____ Tier 2 _____ Tier 3

1. Please briefly describe the tenure expectations at your university (e.g., # of publications, grants, paper presentations at national conferences, leadership in professional organizations, etc.):

_____

_____

_____

Non-tenured faculty go on to Part II
Tenured faculty only - answer #2

2. Identify the three (3) most common pitfalls women have faced in not being successful obtaining tenure at your institution:
(a) _____
(b) _____
(c) _____

Go to Part II

Part II: Previous Mentoring Experiences (All respondents)

1. Please describe your previous mentoring experiences as a doctoral student.
   (a) Did you have a mentoring relationship with your major advisor or was there another significant faculty member who mentored you during graduate school?
   _____ Yes _____ No
   If yes, was your mentor:
   _____ Female _____ Male
   (b) What was the most significant way you felt mentored?
   _____ Co-authored book chapters
   _____ Co-authored journal articles
   _____ Co-presented at national, state or local conferences
   _____ Research design, implementation or data analysis
   _____ Feedback on professional work or progress (i.e., reviewing articles, etc.)
   _____ Social or personal
   _____ Other _____
   (c) How long did this relationship continue:
   _____ 1st year of academic position

_____ 1-3 years of academic position
_____ tenure & promotion to associate professor
_____ promotion to full professor

(d) Were you involved in a formal mentoring program as a graduate student?
_____ Yes _____ No

(e) Did you serve as a student mentor?
_____ Yes _____ No

Non-tenured faculty go to Part III.
Tenured faculty go to Part IV.

Part III:
Present Mentoring Needs (*Non-tenured faculty only*)

1. Have you been assigned or have you selected a mentor at your current position?
_____ Yes _____ No

2. Are you satisfied with your present mentor at your university?
_____ Yes _____ No

3. Would be interested in having a mentor assigned through the Mentoring Program sponsored by the Division 16 Committee on Women in School Psychology?
_____ Yes _____ No

4. Would you like to be matched on the basis of:
_____ Research interests
_____ Teaching interests
_____ Issues/concerns (e.g., tenure process, starting a research program, getting published)

_____ Regional area (identify locale _____)

_____ University (specify _____)

5. You may identify three (3) individuals you would like to have as a mentor. Please provide university affiliation of the mentor; mentor may be male or female. (Although we want to solicit your preferences, we may not be able to match everyone on that basis alone.)
Mentor University Affiliation

_____

_____

_____

6. What are your three (3) greatest mentoring needs?
(1 highest priority, 2 = second priority)
_____ Research development
_____ Publishing
_____ Teaching
_____ Professional development (administrative positions)
_____ Participation in APA committees or offices
_____ Serving on editorial boards
_____ Other (specify _____)

7. Please identify three (3) priorities for your own professional development for the next 3-5 years. (1 highest priority, 2 = second priority)
_____ Tenure & promotion to associate professor
_____ Secure federal funding for research
_____ Leadership in APA, NASP or other national organization
_____ Leadership on a major journal (i.e., editorial board, editor)

Part IV:
Faculty Mentoring Experiences (Tenured faculty only)

1. Have you served as a mentor to a new faculty at your university?
_____ Yes _____ No

2. Are you willing to be a mentor through the Mentoring Program sponsored by the Division 16 Task Force for Women in School Psychology in School Psychology?
_____ Yes _____ No

3. Would you like to be matched on the basis of:
_____ Research interests
_____ Teaching interests
_____ Issues/concerns you have experienced
_____ Regional area (identify locale _____)

4. Please identify three top priorities for your own professional development for the next 3-5 years. (1 highest priority, 2 = second priority)
_____ Promotion to professor
_____ Secure federal funding for research
_____ Obtain Administrative position (dean, associate dean)
_____ Achieve Leadership in APA, NASP or other national organization
_____ Achieve Leadership on a major journal (i.e., editorial board, editor)

Part V:
Activities for the Task Force (All respondents)

1. What other critical issues would you like the Task Force to address?
_____ Fireside Chat at APA Conference: Women Leaders in School Psychology
_____ Division 16 Colloquium at APA Conferences: "Women Leaders in School Psychology"
_____ Establish Network for Women in School Psychology (to advance careers of all women)
_____ Other (specify _____)

2. Other comments:

_____

_____

_____

_____

Please Indicate your willingness to participate:
Name:

_____

University:

_____

Mailing Address:

_____

_____

Email address:

_____

Phone #:

_____

_____ I would like to be assigned a mentor

_____ I would like to serve as a mentor

Stuffing Our Kids: Should Psychologists Help Advertisers Manipulate Children?

Allen D. Kanner, Ph.D., and Tim Kasser, Ph.D.[1]

Editors Note: This article was unsolicited by The School Psychologist. While an editorial decision was made to publish it, the opinions expressed are the authors and do not necessarily represent the opinions of The School Psychologist, Division 16, or the American Psychological Association.

Advertising to children has become big business in recent years, with kids under 12 spending over 24 billion dollars of their own money in 1997 and directly influencing the spending of 188 billion more (McNeal, 1998). This surge in child consumerism has resulted in a keen interest among marketers in knowing what makes kids tick. To learn more, advertisers have hired well-paid psychological consultants to help them study every phase and stage of a child's life. The results are sophisticated, finely-honed commercials that work.

When psychologists engage in such consulting practices, their media-amplified impact is enormous - and it will continue to grow, as there is no end in sight to the expanding child market. These practices raise grave ethical concerns regarding the proper use of psychological expertise and threaten the public's trust in the profession.

For this reason, along with Gary Ruskin of Commercial Alert, a Washington-based advocacy group, we recently sent a letter to the American Psychological Association (APA) asking it to address these issues.[2] The letter, endorsed by 60 psychologists and other mental health professionals, requested that APA "[i]ssue a formal public statement denouncing the use of psychological techniques to assist corporate marketing and advertising to children," and that it amend its code of ethics appropriately. We further urged APA to launch a campaign to educate the public about the ongoing abuse of psychological knowledge by the child advertising industry. APA has referred the letter to its Board for the Advancement of Psychology in the Public Interest, which meets in March.

Some child advertisers candidly admit that their commercials exploit children and create family conflicts. According to Nancy Shalek, then president of Shalek Agency, "Advertising at its best is making people feel that without their product, you're a loser. Kids are very sensitive to that. If you tell them to buy something, they are resistant. But if you tell them they'll be a dork if they don't, you've got their attention. You open up emotional vulnerabilities, and it's easy to do with kids because they're the most vulnerable" (as quoted in Ruskin, 1999, p. 42).

Marketers also work hard to increase their product's "nag factor," a term which refers to how often and how vehemently children pressure parents to buy an item. In one of our practices (Kanner), parents have approached the therapist in turmoil over how to respond to such nagging. They feel guilty about purchasing items, such as junk food or violent video games, that they believe are bad for their kids. On the other hand, they worry that by constantly saying "no" they will increase their child's depression or worsen an already strained parent-child relationship.

Another disturbing trend in child advertising is the targeting of very young children. Mike Searles, then president of Kids-R-Us, a major children's clothing store, believes there are great advantages to hooking a child as soon as possible: "[I]f you own this child at an early age, you can own this child for years to come. Companies are saying 'Hey, I want to own the kid younger and younger'" (as quoted in Ruskin, 1999, p. 42).

Psychologist Dan Acuff (1998) in his recent book What Kids Buy and Why offers marketers detailed advice on advertising to 2-year olds. He suggests that commercials include animals or animal characters, feature characters that are round or curvy in shape, and proceed at a slow pace that most adults would find tedious. His recommendations are based on studies showing, respectively, that up to 80% of young children's dreams are of animals, that toddlers associate round, curvy shapes with "good guys" and jagged, crooked lines with "bad guys," and that very young children are not "wired" for fast-paced programming with quickly changing scenes and images. Thus, Dr. Acuff has integrated a diverse yet highly specialized set of studies to help marketers manipulate these highly vulnerable toddlers.

What is the proper relationship of child psychology to advertising? Given the unprecedented volume of commercials to which children are exposed today, along with their increasing sophistication, to answer this question we need to consider the cumulative impact of ads. Specifically, we can inquire as to whether, taken as a whole, modern advertising emotionally harms children. Indeed, there is good reason to believe it does.

Studies on "materialism" show that individuals highly focused on materialistic values also report less satisfaction with life, less happiness, worse interpersonal relationships, more drug and alcohol abuse, and less contribution to community (see Cohen & Cohen, 1995; Kasser, 2000; Sirgy, 1999). Yet materialistic values are the very ones that commercials pound into our children day in and day out.

Consistent with these findings, Kanner and Gomes (1995) have written about the narcissistic wounding of our youth that occurs when advertisements make children feel deeply inadequate unless they purchase an endless array of new products and services. We have described this process as contributing to the formation of a shallow "consumer identity" that is obsessed with instant gratification and material wealth.

In addition to inculcating materialistic values, commercials deceive and manipulate children on a massive scale. The false promises of popularity, success, and attractiveness that marketers routinely make for their products are

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IQ Tests and Their Fairness for Native American Students

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When tested for "intelligence," Native American children have demonstrated a pattern of performance that differs from national norms (Vraniak, 1994). It is crucial that these findings be accurately understood, because psychoeducational assessment frequently determines school placement and access to educational resources. These issues are significant for Native American students since a disproportionate number of them continue to be classified as "disabled" and placed in special education programs (Dauphinais & King, 1992). In addition, there is a high dropout rate among Native American students (Noriega, 1992). Research examining the test profiles of Native American students is limited (Suzuki & Valencia, 1997) and poorly integrated (Vraniak, 1994). The limited research that is available indicates that traditional measures of intelligence may be limited in their fairness for use with Native Americans. The purpose of this paper is to describe the potential influences on the test performance of Native Americans and to consider whether intelligence tests can be considered "fair" for use with this population.

Native American "Education"

Minority groups in the United States often find themselves in a precarious position: to, on the one hand, assimilate and be "successful" by the standards of the dominant culture while, on the other hand, maintain their own identity and culture and take pride in their differences and uniqueness. For Native Americans, this predicament is especially complex because of their particular history. Many groups of people immigrate to the United States willingly; Native Americans, however, lived here long before the Europeans arrived and did not request for them to come, let alone bring their culture with them.

In many respects, the "educational" history of Native Americans has had a profound negative impact upon their identity. In the early 1600's, as European colonization efforts of North America began to intensify, French Jesuit missionaries started to open schools along the St. Lawrence River (Noriega, 1992). The priests, at times with the help of troops, often forcibly removed Native American children from their homes and families for extended periods, housed them in boarding schools, and taught the children extensively in such subjects as the French language and customs, Catholicism, basic academics, music, and handicrafts. Concomitantly, the children's own traditional languages, culture, religion, and values were actively denunciated and suppressed. Louis XIV believed that if he were able to educate the Native American children with French customs and traditions, it would discourage long-term resistance to French rule and domination.

Spanish Jesuits implemented similar programs on the west coast, and British Protestants engaged in the development of their own schools as well (Noriega, 1992). The first English colonies established in Virginia in 1606 and 1609 included government mandates to "convert" Indians to English ways through education. Significant government funds were allocated toward this effort. The first boarding schools were established in Virginia and throughout New England by the late 1600's. In addition, older Native American children were sent to high schools and colleges. By the 1800's, there was an intricate system of boarding and day schools set up in states all across the country, all of which removed Native American children from their homes and communities and indoctrinated them in the ways of the foreign culture. Much government money was poured into this effort, in the name of "helping" and trying to "improve" the lives of Native Americans, but in truth, as Noriega (1992) writes:

> In effect, the system by which Native Americans are purportedly "educated" by Euroamerica has from the onset been little more than a means by which to supplant indigenous cultures. This has had, or at least has been intended to have, the predictable effect of demolishing the internal cohesion of native societies, thereby destroying the ability of these societies to resist conquest and colonization . . . in other words, education has been the mechanism by which colonialism has sought to render itself effectively permanent, creating the conditions by which the colonized could be made, essentially, self-colonizing, eternally subjugated in psychic and intellectual terms and thus eternally self-subordinating in economic and political terms (pp. 373-374).

Given the historical connotations surrounding the notion of "education" for Native American children, it becomes clear that the issue is complex and its ramifications continue through the present time. "Education" began as a forced practice as Native American children were taught skills far removed from what they needed, chose, and were accustomed to. Further, Native American children have been "assessed" in these areas and have been disproportionately labeled as learning disabled or less intelligent by a system whose origins and objectives have been very removed from and detrimental to the well being of Native Americans from the start.

IQ Test Performance of Native American Students

During the 1960's, influenced by the increased momentum and power of the civil rights movement, including the development of the American Indian Movement (AIM), more attention and research began to be focused on racial bias in testing and educational placement. Between the years 1896 to 1993, there have been more than 600 published research papers, conceptual papers, and agency reports that have

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IQ Tests and Their Fairness for Native American Students

tried to assess the utilization and relevance of ability testing with Native Americans and Alaskan natives. However, not much has yet been done to integrate and synthesize all of this data and information (Vraniak, 1994). Three hundred eighty of these published articles were specifically about Native Americans, and roughly 280 are empirical studies. When compared to other ethnic groups, however, relatively little research has been conducted regarding cognitive assessment with Native American students (Dauphinais & King, 1992; Suzuki & Valencia, 1997). A majority of the samples studied consisted of rural, off-reservation Native American children (ages 5-16) in public schools. These samples were often described vaguely as "American Indian" with no specification of tribal group. When the tribal group was specified, the group studied most frequently was Navajo, followed by Chippewa/Ojibwa and Cree, Sioux and Cherokee.

Among the above studies, almost 400 different tests or portions of tests were examined (Vraniak, 1994). Those most frequently cited tests were the Wechsler Intelligence *Scales for Children (WISC)*, used in 54 studies; *Ravens Progressive Matrices* , used in 15 studies; and the *Kaufman Assessment Battery for Children (K-ABC)*, used in 11 studies. The only instrument utilized often enough to allow for examination of possible patterns of results for Native Americans has been the *Wechsler Intelligence Scales for Children* . Most studies have focused on the earlier versions: the *WISC* and *WISC-R*. Very little research has been conducted with the *WISC-III*.

McShane (1980, 1988) has studied the cognitive performance of Native American children for the past 20 years. He observed a pattern of differential performances across the Verbal and Performance scales of the WISC-R for Native American children. Verbal scores were found to be between 8-19 points lower than Performance scores. While Verbal scores were below average when compared to the national norms, Performance scores were average or above average (Cundick, 1970; McCullough, Walker, & Diessner, 1985; McShane, 1980; Teeter, Moore, & Peterson, 1982). This Verbal-Performance discrepancy also appears to become larger as the children get older (Vraniak, 1994).

While only a few factor analytic studies of the Wechsler Scales have been conducted with Native American children, there is some evidence that the factor structure of the Wechsler scales may be altered for Native American students. Reschly (1978) compared the *WISC-R* factor structure for Anglos, Blacks, Chicanos, and Native American Papagos. Examination of Kaufman's (1975) three factors (Verbal Comprehension, Perceptual Organization,and Freedom from Distractibility) indicated a three-factor solution for Anglos and a two or three-factor solution for Chicanos. However, a two-factor solution was reported for Blacks and Native American Papagos. The Freedom from Distractibility factor was generally unsubstantiated for the Native American sample. Reschly stated:

> Examination of the construct validity of a test in samples of diverse sociocultural groups provides evidence concerning the appropriateness and fairness of the *use* of the test with different groups. Comparability of factor analysis results for different groups and the degree to which the results of the factor analysis are consistent with the major scores and common interpretations of the test are necessary conditions for fairness in use of the test with culturally diverse persons. Indeed, if a test is not measuring the same underlying abilities or if the commonly used scores from the test represent varying abilities depending on group membership, then use of the test with culturally different persons is probably inappropriate and unfair, and the predictive validity of the test is likely to be lower for specific groups (p. 417).

In a subsequent study, Reschly and Reschly (1979) examined the predictive validity of the *WISC-R* factor scores with regard to achievement for the four same groups: Anglos, Blacks, Chicanos, and Native American Papagos. Academic achievement was measured by teacher ratings and standardized test scores. For Anglos, Blacks, and Chicanos the *WISC-R* was a good overall predictor of academic achievement. However, for the Native American sample the correlations between IQ and achievement were consistently lower, particularly on the standardized tests.

Naglieri (1984) used the *WISC-R*, the *Kaufman Assessment Battery for Children (K-ABC)*, and the *Peabody Individual Achievement Test (PIA T)* to examine the mean scores and predictive validity coefficients obtained by a group of 35 Navajo children. Results revealed a higher overall mean IQ on the *K-ABC* (95) than on the *WISC-R* (86.9), which suggests that the two tests may not provide equivalent estimates of cognitive functioning for Navajo students. One possible explanation for this is the fact that the Wechsler scales have a higher verbal loading than the *K-ABC*, and much research shows that Native American children typically perform better on nonverbal tasks. Therefore, the *K-ABC* might be a favorable alternative to the *WISC-R* in the assessment of Navajo children. However, the *K-ABC* has been criticized conceptually in that it may measure lower level processes than the *WISC-R* (Bracken, 1985; Keith, 1985). Naglieri also found strong correlations between the *WISC-R* Verbal scale and achievement, which was assessed by the *PIAT* and *K-ABC* Achievement scale. This indicates a verbal/acquired knowledge component in the *WISC-R* and may be a significant variable in the evaluation of bilingual/bicultural children's verbal intellectual abilities as assessed by this test. Further, these results support Naglieri's earlier contention that for many Native American children, language (English) abilities rather than verbal intelligence are what are being reflected by the *WISC-R* Verbal IQ.

There are many different factors that affect the performance of all children on such tests and in their academic performance. For Native American children, there are some particularly significant factors that may influence test performance. Some researchers

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IQ Tests and Their Fairness for Native American Students

have proposed that there may be some "core" values that most Native American people share that differ from the values of the dominant culture in the United States (Dauphinais & King, 1992; Foerster & Little Solder, 1974; Zintz, 1962). For example, in Native American cultures (a) children are treated with the same amount of respect as adults; (b) there is a strong belief in the importance of cooperation and harmony with the environment; (c) it is more admirable for a person to contribute to the well-being of the group rather than concern him/herself with individual achievements; (d) competition is valued, but in the intraindividual sense; (e) the focus of living is in the present-time and there is the desire to experience a relatively unhurried lifestyle; (f) in general, children are not accustomed to the structure implemented by adults, especially as it exists in the school setting; and (g) there is a high worth associated with the traditional lifestyles and culture. In addition, others (Greenbaum & Greenbaum, 1983; McShane & Plas, 1984) have highlighted the significance and importance of the role of nonverbal communication for Native Americans and how this might affect them in school.

There are also other factors that may hinder Native American children from performing well on intelligence tests. Middle ear infection (otitis media) is the most common identifiable medical condition among Native American and Eskimo children (McShane & Plas, 1984). A frequent major result of otitis media is mild to moderate hearing loss, which has been linked to problems with cognitive and psycholinguistic development and educational achievement. In addition, because alcoholism is so prevalent among many Native American groups (McShane & Plas, 1984), it is also possible that higher rates of Fetal Alcohol Syndrome may contribute to the learning difficulties that many Native American children encounter.

Some researchers (Bogen, 1969; McKeever, 1981; Rogers, TenHouten, Kaplan, & Gardiner, 1977; Witelson, 1977) have suggested the possibility of different neurological factors that may affect the performance of Native American children. These include, for example, speculation about the tendency for right hemisphere dominance and specialization.

The above-mentioned factors may hinder Native American children from performing well on intelligence tests. This issue may seem to be separate from the notion of whether or not the tests themselves are biased, but it is in fact related, because, from within the perspective of the dominant culture, these factors put Native American children at an unfair disadvantage. Since the tests themselves grew from and are heavily embedded in the dominant culture, they are geared toward a population that has had different experiences than those of Native American children. Therefore, the tests attempt to measure a concept, intelligence, for which there is no common baseline or equivalent level of experience among those to whom they are administered.

Because of the unique performance patterns demonstrated by Native American children, the development of local norms has been recommended (Common & Frost, 1988; Holtzman & Wilkinson, 1991; McShane, 1980; Tempest & Skipper, 1988). While attempts have been made to develop Wechsler norms for Native American children (Tanner-Halverson, Burden, & Savers, 1992), the question is raised, however, as to where and when these local norms should be used. For example, would the norms apply to both rural and urban Native American children, to those living on or off reservations, to those living in different parts of the country, etc? In the most recent edition, the WISC-III (Wechsler, 1991), less than 4% of its standardization sample was described as "Native American, Eskimo, Aleut, Pacific Islander, Asian or 'other'." Although relative to the entire population this is the correct representation of these minority groups, perhaps the test cannot be relied upon to be an accurate measure of intelligence for members of a group that makes up such a small percentage of the sample (Tanner-Halverson, Burden, & Sabers, 1992). Despite this, however, the Wechsler Scales are being used and will continue to be used until a better alternative is proposed.

In more recent years there have been attempts to develop alternative tests and methods of assessing intelligence. An important example of this is the pursuit to operationalize the neuropsychological model of A.R. Luria (Thorndike, 1997). This was attempted by Alan and Nadeen Kaufman with their *Kaufman Assessment Battery for Children (K-ABC)* and also by J. P. Das and J. Naglieri, with their PASS Theory and the *Cognitive Assessment System (CAS)*. If specific cognitive abilities can be correlated with distinct neuropsychological structures, the notion of intelligence as a scientific concept could be more fully substantiated. However, this does not fully eliminate potential sources of bias. As noted previously, some researchers (Bogen, 1969; McKeever, 1981; Rogers, TenHouten, Kaplan, & Gardiner, 1977; Witelson, 1977) have speculated about possible neurophysiological attributes common in Native American children, which may be better reflected by such neuropsychological measures. While this is an advantage, these tests still utilize scores and a hierarchical rating system with certain neuropsychological processes valued over others. That is, to achieve a high score on the test, one must have certain skills as determined by the test authors. If certain groups of children favor specific neuropsychological processes or styles of problem solving over others, the tests may still place them at a disadvantage.

Attempts are also being made to develop tests that are appropriate for use with different cultural groups. These include the recently revised *Leiter International Performance Scale* and the *Universal Nonverbal Intelligence Test (UNIT)*, developed by R. S. McCallum and B. Bracken. Both are language-free tests and are described by their developers as "fair" tests for use with a wide variety of cultural groups.

The practice of dynamic assessment has attracted attention and interest as well. There is no specific method or package of materials that accompany dynamic assessment; instead, it is an

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CDSPP/D16/TSP APA Convention Dinner

CDSPP/D16/TSP APA Convention Dinner

Saturday, August 5
7:30 p.m.
Guest of Honor:
Gil Trachtman

La Colline
400 North Capitol Street, NW
Washington, DC 20001
202-737-0400
Union Station Metro Exit

The annual CDSPP/Division 16/TSP dinner in conjunction with the APA Convention will be held at La Colline Restaurant in Washington DC on Saturday, August 5, 2000. This year the guest of honor will be Gil Trachtman. Plan on joining your fellow school psychologists for what should be a fabulous night with great food in an atmosphere that you are sure to remember. Bring your family and friends. We are going to have a great time!!!!

Menu

Salad:
La Colline Spring Baby Greens,
Creamy or Clear Balsamic Vinaigrette

Appetizer:
Ravioli of Gulf Shrimp in a Lemon Grass Broth
with Shiitaki Mushrooms & Cilantro

Entree Choices:
(select one, all prices include tax and tip)

- *Grilled Seasonal Vegetables with Virgin Basil Sauce ($40.00)*
- *Breast of Chicken Sauté with Fresh Garden Herbs with Vegetable ($41.00)*
- *Escalopines of Veal w/Mushrooms & Marsala Sauce with Vegetable ($49.00)*
- *Grilled Prime Center Cut Filet Mignon "Béarnaise" with Double Baked Potato ($54.00)*

Dessert:
Criollo, Chocolate Purse Filled w/El Rey Chocolate
Mousse Served w/Vanilla Bean Sauce

Coffee/Decaf/Hot or Iced Tea/Soda
Iced Water with Lemon
Bread/Butter

Reservation CDSPP/D16/TSP APA Convention Dinner

(Return no later than August 1)

Name(s): _____ Entrée: _____

_____ Entrée: _____

_____ Entrée: _____

_____ Entrée: _____

Return with check payable to CDSPP to: Steven G. Little, Ph.D.
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APA Convention 2000

Program Division 16: School Psychology
August 4-8, 2000 • Washington, DC

Division 16 President: . . . . . **Rick Short**
Divison 16 Vice President for Convention Affairs: . . . . . **William Erchul**
Convention Co-Chairs: . . . . . **Melissa A. Bray & Tanya L. Eckert**

Friday, August 4

10:00-10:50 **Poster session: School-Based Assessment**
Session Chairs: Melissa Bray & Tanya Eckert

1:00-1:50 **Division 16 Presidential Address: School Psychology as a Model for Public Practice of Psychology in the United States**
Presenter: Rick Short *Chair:* Beth Doll

2:00-3:50 **Division 16 Executive Committee Meeting: Rick Short,President**

4:00-5:50 **Division 16 Social Hour**
Sponsor: Riverside Publishing Company
Chairs: David McIntosh, Denise DeZolt, Bonnie Nastasi, Melissa Bray, & Tanya Eckert

Saturday, August 5

8:00-8:50 **Symposium: Reducing the Overidentification of Childhood ADHD: A Stepwise Diagnostic Model**
Chair: Bradley O. Huson
Participants: Jason Williams, Robert Colegrove, Halleh Homayounjam, & Albert A. Rizzo

8:00-8:50 **Symposium: Transition Practices for Youth with Disabilities: What Works and What Doesn't**
Chair: Fabricio Balcazar
Participants: Fabricio Balcazar, Bonnie Jones, Christopher Keys, Tina Taylor-Ritzler, Susan Ryerson-Espino, & Erin Hayes
Discussant: Jill Reich

9:00-9:50 **Symposium: Restructuring Psychological Services in Chicago Public Schools**
Chairs: Jeffery Braden & David Prasse
Participants: Richard Swastek, Charlene Vega, & Maria August
Discussant: TBA

10:00-11:50 **Invited Address – g: The Elephant in the Classroom**
Chair: Melissa A. Bray
Presenter: Arthur R. Jensen

1:00-2:50 **Division 16 Award Winner's Symposium**
Chair: Cathy Telzrow
School Psychology at the Millennium: Perspectives from Division 16 1999 Award Recipients
Senior Scientist Award: Cecil R. Reynolds & Terry B. Gutkin
Jack Bardon Service Award: James R. Barclay
Lightner Witmer Award: John M. Hintze & Cynthia Riccio
Outstanding Dissertation Award: Clynita Jefferson

3:00-4:50 **Division 16 Business Meeting**
Chair: Rick Short
Ceremony for Award Recipients of 2000

Sunday, August 6

8:00-8:50 **Symposium: Home-Based Early Intervention: New Opportunities in Early Childhood Psychology**
Chair: Scott Mesh
Participants: Scott Mesh, Joanne Loeb, Edita Diaz, & Teresa Corniel

8:00-8:50 **Symposium: Violence in the School: One District's Psychological Safety Response**
Chair: Beth Doll
Participants: John Nicoletti, Cathy L. Lines, William W. Porter, & Linda M. Kanan

9:00-9:50 **Poster session: Intervention, Consultation, and Cultural Diversity**
Session Chairs: Melissa A. Bray & Tanya L. Eckert

10:00-10:50 **Invited Address:Violence, Sex, and Substances in Schools: Fact, Fiction, and the Constitution American Academy of School Psychology**
Chair: Rosemary Flannagan
Participant: Irwin A. Hyman

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11:00-12:50 **Symposium: Bullying in Schools: Individual,Group, and Multicultural Perspectives**
Chairs: Susan M. Swearer & Dorothy L. Espelage
Participants: Dorothy L. Espelage, Tricia S. Burke, Susan M. Swearer, Samuel Y. Song, Susan P. Limber, Mark A. Small, Wayne T. Aoki, & Patty A. Engert
Discussant: John Hoover

1:00-1:50 **Invited Address:School-based interventions for ADHD: What can we do beyond medication?**
Chair: Tanya L. Eckert
Presenter: George J. DuPaul

2:00-3:50 **Symposium: Making Assessment More Fair: Taking Verbal/Achievement Out of Ability Tests**
Chair: Jack A. Naglieri
Participants: John D. Wasserman, Kirk A. Becker, Jack A. Naglieri, Johannes Rojahn, & Bruce Bracken
Discussant: Jeffrey Braden

Monday, August 7

8:00-8:50 **Symposium:School Psychology, Multiculturalism, and Graduate Training: A Student/Faculty Dialogue**
Chair: Ena Vazquez-Nuttal
Participants: Chieh Li, David Shriberg, Joyce Cerejo, Michael W. Bahr, Natasha L. Smith, Mary Henning-Stout, Lark Huang, Cecil Downing, Susan Wilczynski, & Arcella J. Trimble
Discussant: Jane Close Conoley

8:00-8:50 **Symposium: Teacher Resistance: Consultation Acceptability and Treatment Integrity**
Chair: Joel Meyers
Participants: Irwin A. Hyman, Chris Winchell, & T. Chris Tillman
Discussants: William P. Erchul & Terry B. Gutkin

9:00-9:50 **Poster session: School Psychology**
Session Chairs: Melissa A. Bray & Tanya L. Eckert

10:00-11:50 **Symposium:Homework Interventions for Children with ADHD: A Conjoint Family-School Approach**
Chair: Thomas J. Power
Participants: Susan M. Sheridan, William Jenson, Daniel Olympia, Thomas J. Power, James L. Karustis, Dina F. Habboushe, & Sheeba Daniel
Discussant: George J. DuPaul

1:00-2:50 **Symposium: Empirically Supported School-Based Interventions with Children & Adolescents**
Chair: LeAdelle Phelps
Participants: David McIntosh, Chris Skinner, Jennifer Freeland, Bertha Jackson, Elizabeth McDaniel, Stephanie Smith, & LeAdelle Phelps
Discussant: Thomas R. Kratochwill & Karen C. Stoiber

3:00-4:50 **Symposium: Teaching Consultation for Over 80 Years-Collectively, That Is**
Chair: Judith L. Alpert
Participants: Judith L. Alpert, Sylvia Rosenfield, Joel Meyers, Shilpa Taufique, Todd Gravois, & Adena Meyers
Discussant: Terry B. Gutkin

Tuesday, August 8

9:00-10:50 **Symposium: Straight Talk About Assessment and Diversity**
Chairs: Jeffery P. Braden & Craig L. Frisby
Participants: Tim Keith, Robert Brown, & Cecil R. Reynolds
Discussant: Randy Kamphaus

11:00-12:50 **Symposium: Training in School Psychology: University, Field-Placement, and Personal Experience**
Chair: Joseph R. Scardapane
Participants: Mark J. Terjesen, Raymond DiGuiseppe, Dawn Flanagan, & Elizabeth Calabro
Discussant: Joseph R. Scardapane

1:00-1:50 **Symposium: School Based Mental Health: Increasing Community Collaboration to Reduce Violence**
Chair: Julie Landis
Participants: Deedrah Respess, Jeannette B. Truxillo, & Dan Florell

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APA Convention 2000

DIVISION OF SCHOOL PSYCHOLOGY
Hospitality Suite Program

Suite Sponsors: American Guidance Service, American Academy of School Psychology, Journal of Psychoeducational Assessment, Psychology in the Schools, and the Society for the Study of School Psychology

Friday, August 4th

9:00-11:00 . . . . . Task Force on Post Doctoral Training in School Psychology
Dr. Walter Pryzwansky, Chair
11:00-12:00 . . . . . Committee on Ethnic Minority Affairs
Dr. Alberto Bursztyn, Chair
2-3:30 . . . . . APA Task Force on Drop Out Prevention
Dr. Robyn Hess, Chair
4:00-6:00 . . . . . Division 16 Social Hour- Suite Closed
Sponsored by Riverside Publishing Company
6:00-7:30 . . . . . Student Affiliates in School Psychology (SASP)- Business Meeting
7:30- 9:00 . . . . . Student Affiliates in School Psychology Social Hour- All Students Welcome
Sponsored by The Psychological Corporation

Saturday, August 5th

8:00-9:30 . . . . . School Psychology Specialty Definition/University Training
Dr. Hedy Teglasi, Chair
9:30-7 . . . . . Society for the Study of School Psychology

Sunday, August 6th

9:00-10:00. . . . . Applying for Board Certification in School Psychology - Open Meeting
Dr. Walter Pryzwansky, Chair (American Board of School Psychologists)
10:00-11:00. . . . . American Academy of School Psychology - Executive Meeting
11:00-12:00. . . . . AASP/ABSP Joint Meeting
12:00-1:00. . . . . AASP/ABSP Luncheon
1:00-2:00 . . . . . ABSP - Executive Meeting
2:00-4:00 . . . . . Task Force on Empirically Supported Treatments
Dr. Karen Stoiber and Dr. Tom Kratochwill, Co-Chairs
5:00-6:30 . . . . . Women in School Psychology Task Force- Open Meeting
Dr. Ann Teeter, Chair
6:30 . . . . . Reception: Women Leaders in School Psychology

Monday, August 7th

9:00-10:30. . . . . Psychology in the Schools Editorial Board Meeting (open to all interested parties)
LeAdelle Phelps, Editor
11:00-12:00. . . . . School Psychology Quarterly Leadership Team Meeting-
Dr. Terry Gutkin, Chair
12:00-1:00. . . . . School Psychology Quarterly- Open Meeting- Dr. Terry Gutkin, Chair
The Readership of SPQ is encouraged to attend
1:00-2:30 . . . . . Conversation Hour: Project RESPECT
Dr. Steve Drenoff , Chair
3:00-5:00 . . . . . Coalition of Child Practice Divisions
Dr. Deborah Tharinger, Chair

Research Design and Methodology Section of School Psychology Quarterly: For the Times They Are a Changing

Terry B. Gutkin, University of Nebraska-Lincoln

"It was the best of times, it was the worst of times." I think someone famous once said that a long time ago. Well, it turns out to be an apt descriptor for the Research Design and Methodology (RDM) Section of School Psychology Quarterly as we enter the 21st century. As noted in the title of this brief piece, "the times they are a changing." Specifically, George DuPaul will be taking over as the new Section Editor for this portion of our journal.

Tim Keith, who served as the initial Editor for the RDM Section, did an exceptional job and he will be missed!! I want to take this opportunity to thank him publicly for his outstanding and unique contributions to the Quarterly. Under his leadership, we have begun publishing innovative and important methodological pieces that should, ultimately, make the quality of school psychology research both more sophisticated and more diverse. He has been an invaluable support to me as Editor as I have worked to further strengthen the connections between the Quarterly and basic psychological science, and I am indebted to him. Having completed his tenure as Section Editor, Tim has chosen to move on to other professional challenges.

Tim's last responsibility as the RDM Section Editor was to assist me in finding a worthy replacement. This was no easy task. After giving it serious thought, individually and collectively, we both arrived at the same conclusion. George DuPaul was the best person for the job. Like Tim, George is one of our field's most methodologically sophisticated scholars. He is interested in and knowledgeable of a broad array of research approaches. Beyond that, George has a deep appreciation for the importance of methodological rigor and innovation in relationship to the future of school psychology research and practice. George was our clear first choice to be the new Section Editor for RDM and I was delighted when he accepted my invitation to do so.

Below I have asked George to share a few brief thoughts about the RDM Section of School Psychology Quarterly as he begins his term as Section Editor. I am extremely pleased that he will be serving the Quarterly in this capacity. I hope you will join me in welcoming him to this important new position. ■

The Research Design and Methodology Section of School Psychology Quarterly: Looking to the Future

George DuPaul, Lehigh University

I am extremely honored and very pleased to have been named Section Editor of the "Research Design and Methodology" section of School Psychology Quarterly. It is my sincere hope to continue the excellent work and high standards of Timothy Keith who served as the inaugural Editor of this section. In keeping with Tim's original vision, I believe that school psychology researchers and practitioners can benefit greatly from an understanding of new and/or advanced research methods. Given the inherent difficulties of conducting applied research, it is critical that our field stay abreast of analytic and design strategies that can enhance the complexity and utility of our investigative endeavors. To this end, this section will serve as an educative outlet that can broaden the scope and process of research in school psychology.

Our overall goals for the "Research Design and Methodology" section will continue to be to enhance the methodological sophistication of school psychology researchers and to increase the diversity of research approaches being used to answer important questions in our field. Thus, we will continue to publish scholarly articles that introduce, explain, and illustrate designs and methods that have promise for advancing research in school psychology. Ideally, a wide range of research methods would be featured including those from quantitative, qualitative, single-subject or small-N, psychometric, and statistical orientations. Several excellent articles have already been published in this section which serve as examples for potential authors wishing to submit manuscripts for publication. Previous and future articles include:

Goodwin, L.D., & Goodwin, W.L. (1999). Measurement myths and misconceptions. *School Psychology Quarterly, 14*, 408-427.

Hintze, J.M., Owen, S.V., Shapiro, E.S., & Daly, E.J. III. (2000). Generalizability of oral reading fluency measures: Application of G theory to curriculum-based measurement. *School Psychology Quarterly, 15*, 52-68.

LaBlanc, M., & Fitzgerald, S. (in press). Logistic regression for school psychologists. *School Psychology Quarterly* .

Levin, J.R., & Wampold, B.E. (1999). Generalized single-case randomization tests: Flexible analyses for a variety of situations. *School Psychology Quarterly, 14*, 59-93.

Stage, S. A. (in press). Program evaluation using hierarchical linear modeling with curriculum-based mea-

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The Research Design and Methodology Section of School Psychology Quarterly: Looking to the Future

surement reading probes. *School Psychology Quarterly*.

To accomplish the stated purpose of this section, manuscripts should include the following components: (a) a pedagogical introduction to a specific research method or combination of methods that specifically addresses a school psychology audience, (b) where appropriate, an illustration of the research method(s) using relevant data, (c) a discussion of the advantages and limitations of the research method(s) for school psychology researchers, and (d) a brief discussion of computer software (if applicable) that can be used in conducting analyses attendant to the research method(s). Although authors are encouraged, whenever possible, to illustrate the use of the methodology being discussed by examining one or more specific data sets, the primary focus of articles in this section is on the use and limitations of the methodology for school psychology researchers. Thus, discussion of research designs and methods should address potential uses across the field of school psychology rather than focusing on one or more specific applications of the method(s) being reviewed.

We encourage submissions to this section from school psychology researchers who have begun using designs and methodologies that are unique or that have been underutilized in our field. We also seek papers from colleagues in related fields (e.g., special education, clinical child psychology, educational psychology) who have an interest in publishing papers related to research methodology. Authors are invited to submit manuscripts (six copies) appropriate for this section to Terry Gutkin, Editor of School Psychology Quarterly. A cover letter should be included that indicates an interest in having the paper reviewed for the "Research Design and Methodology" section. Those papers considered appropriate for this section will be forwarded to me, and I will serve as the Action Editor for these submissions.

For additional information about the "Research Design and Methodology" section or to discuss possible papers for this section, please contact either me (School Psychology Program, Lehigh University, 111 Research Drive, Bethlehem PA 18015; 610-758-3252; gjd3@lehigh.edu) or Terry Gutkin (117 Bancroft Hall, Department of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0345; 402-472-1154; tgutkin1@unl.edu).

Knowledge based on sound empirical methods is the cornerstone of the scientist-practitioner model that is central to our field. This model cannot meet the needs of the future unless the sophistication of our methodology and scholarship continues to grow. Coping with increasingly complex applied problems and questions certainly will require increasingly elegant bodies of empirical research based on sound methodological principles. I look forward enthusiastically to working with potential authors on manuscripts related to research design and methodology that can move our field forward from a methodological point of view. ■

The Utilization of Technology in School Psychology Training

Kathryn E. Hall, Rik Carl D'Amato, and Judy Johnson
University of Northern Colorado

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Technology and School Psychology Training

Utilizing a phenomenological approach to qualitative research, the primary objective of this study was to gain an increased understanding of the impact of recent technological advances on the role and function of the school psychology trainer. It was with the intention that the knowledge attained would facilitate a more effective and efficient approach to the practice and study of school psychology, that this study was undertaken. Further, it was hoped that information gleaned from this study would provide the impetus for future studies.

Over the past few years, the role of school psychology trainer has changed dramatically for those who have made effective use of technological advances. Easy access to school and campus e-mail accounts as well as the internet has facilitated an increased level of accessibility that was previously unfeasible for the busy academic attempting to teach, publish, and mentor students. Consequently, it is vital that students and educators alike begin to tap into the wealth of information and opportunities available to those with access to a computer, a modem, and an internet service provider. Most colleges and universities now provide free e-mail accounts and internet access to faculty, staff, and students. In addition, it is not uncommon to find seminars and classes offered to the educational community that provide appropriate instruction to both neophyte and seasoned computer user alike. All that is required to make this readily available resource work is an investment of time, minimal training, and a little creativity.

Departmental Web Page

Developing a program or departmental web page is a simple and effective way to provide students with all

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kinds of information regarding program requirements, faculty research interests, course syllabi, and student/faculty contact information. Another benefit of a departmental web page is the ability to disseminate news about recent graduates of the program. The placement and employment status of program graduates provides prospective and current students alike with an understanding of the breadth and scope of opportunities available to those who receive their education and training from your program. As an added bonus, it is also an inexpensive way to let a myriad of potential students know all about your program without the hassles of playing phone tag, making and returning long distance phone calls, and answering the same basic questions over and over again. Having an e-mail address linked to the home page adds a prompt, personal aspect to promote faculty and prospective student communication. In addition, linking your webpage to other relevant sites is a great way to attract people to your homepage, while at the same time establishing your program as one that is well-informed and up to date on current issues facing the field of school psychology.

Campus E-mail Accounts

Another important aspect of the utilization of technology for school psychology trainers would have to be the fact that it allows students and faculty to bypass the frustrations associated with attempting to reconcile busy schedules. In addition, it facilitates after-hours communication without necessitating the implementation of additional office hours or trips to school. Campus e-mail can also assist with academic advising responsibilities, allowing students to e-mail questions, concerns, and paperwork (as attachments) to faculty members without having to schedule an appointment. It is an excellent way for a student to get a timely response to that quick question, with a minimum of fuss and effort.

In addition, e-mail is an efficient and effective tool to help promote inter-faculty communication. Collegiality and teamwork is all too often the first casualty of the hectic milieu that is today's academia. Faculty and staff often find themselves pulled in many directions, sometimes going days without touching base with one another. Fortunately, the utilization of e-mail allows co-workers to touch base with one another, exchanging thoughts, ideas and information, without taxing their already saturated schedules.

Enhancing Lectures through the Use of PowerPoint

Incorporating PowerPoint presentations into classroom lectures is another excellent use of technology in the classroom. PowerPoint is a purchasable software program that allows instructors to present computer based slideshows that are much more visually appealing for students. In addition, the added features of being able to produce overheads for those instances when a full slideshow is not desired, and print handouts of the specific slides significantly reduces the amount of time students previously spent copying copious amounts of notes. One master copy of these handouts can be made available for students to photocopy prior to attending the lecture. This affords the instructor the opportunity to incorporate additional classroom activities or discussions.

This unique lecture format can also significantly reduce the amount of time it takes for an instructor to cover material. Some instructors cited that transforming their lectures into PowerPoint allowed them to reduce lecture time by up to 50 percent. From an educational perspective, PowerPoint can be a welcome addition to any classroom for the simple reason that it provides students with access to the material in both the auditory and visual modalities. Students with certain disabilities may also benefit from an instructor's use of PowerPoint because the lecture notes and handouts can be easily modified to suit whatever academic accommodations have been put into place for them. It is also possible for instructors to put their PowerPoint slides on their webpage. Thus, with a minimal amount of effort on the part of the instructor, students can have access to the lecture before ever coming to class, which can facilitate learning and dramatically reduce the amount of time spent going over the material.

Facilitating Supervision Using Technology

Myrick and Sabella (1995) found the benefits of e-mail supervision included the fact that students always felt that they were within reach of assistance or support. They concluded that the utilization of e-mail served to both enhance effectiveness and reduce professional isolation. In addition, their continuous access to e-mail allows the supervisor to provide the student with immediate feedback during those times when experiences are still fresh in the student's mind. It is also beneficial in that e-mail supervision allows the student to target a particular supervisor's expertise on a specific case with which they have questions. For many novice school psychologists, effectively utilizing the information presented during face-to-face supervision is often an overwhelming aspect of the training process. It can be quite difficult to absorb, question, and fully process the information being provided by supervisors. E-mail supervision can help ameliorate these concerns in that correspondence between student and advisor can be saved, printed out, and reviewed at a later date. Additionally, students are able to take the time to adequately think through the comments and criticisms provided by their supervisor before providing a response of their own. This would be particularly beneficial for those students who, unused to the supervision process, may feel defensive or threatened.

The Classroom Listerv

There are many effective and innovative ways to incorporate technology into instruction. Some of the most beneficial include: the use of class discussion lists, professional Listservs, interactive "chat rooms," and e-mail supervision. According to Berge (1994), discussion lists (or Listservs) are actually group e-mails that are organized around a particular topic. Students can subscribe to a list that has been created specifically for them and their classmates or else they can join a relevant public Listserv developed and utilized by members of their professional community. Once they have subscribed, stu-

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dents can communicate about class discussion topics with class members or others from across the country.

Utilizing the Listserv During Field Experience

Perhaps the most effective use of a Listserv comes from its incorporation into a course with a field experience component. Oftentimes, field experiences are a major part of the first year student's curriculum. Field experiences can be invaluable in that they are often a student's first foray into the world of school psychology. They expose students to the various roles and functions of today's school psychologist during those times when they are most impressionable and open to new experiences. One drawback of these initial field experiences is that students are typically new to a program and may not yet feel comfortable asking questions and sharing thoughts and ideas with their classmates. It is in this respect that school psychology trainers would find a Listerv most useful.

The Listserv is ideally suited to such applications in that it allows students to post their experiences so that they can be shared by all discussion group members. This maximizes the potential for learning because comments about student experiences, tend to snowball, with one idea often spawning several additional, equally beneficial comments. Not only can students raise concrete questions or concerns with their classmates, the Listserv also provides them with a forum where they can express feelings that might seem too intense or uncomfortable to share in a face-to-face setting. Students may be more likely to initiate an important but difficult dialogue when they can, from the privacy of their own computers, take the time to carefully script exactly what it is that they mean and not have to rely on their extemporaneous speaking skills. Conversely, students who take offense or have issues with something that has been posted will, themselves have the opportunity to take a breather and regroup and not feel the need to address their classmate's comments in the heat of the moment.

Accessibility of the Classroom Listserv. Another unique benefit of classroom e-mail interactions lies in the fact that because e-mail is available 24 hours a day, students are able to write about their experiences soon after they return from their practicum site, or field placement. This is important for the simple reason that addressing these questions and concerns while the details of the situation are still fresh in their minds increases the likelihood that others on the Listserv will be able to glean a more accurate understanding of the situation at hand. Thus, students can read and respond to discussion topics at their leisure, specifically at a time when they feel they can give their full attention to their classmates' needs. As demonstrated by Medley (1999) this is particularly relevant for those programs that involve continuing professional education where students may not always be able to get to campus to meet with faculty personally.

Student Communication Styles and the Listserv. In addition, the utilization of classroom Listservs often provides less extroverted students an opportunity to share their experiences. It is not at all uncommon to find that students who typically have little or nothing to say during class discussions, become quite verbal on the Listserv. In contrast, students who tend to respond impulsively or with little forethought are granted an opportunity to think through their comments giving consideration to both the way they may be perceived and the impact they may have on their classmates. Over the course of time, participation in the Listserv tends to foster a sense of cohesiveness and community, that carries over into the program at large. Finally, the use of a discussion list, permits students to discuss cases in greater detail than can be efficiently accomplished in the classroom setting. Each student is given unlimited opportunities to contribute without the danger of having a small group of more verbal students monopolize class discussion time.

Using the Listserv in Lecture Courses. Listservs can also be effectively incorporated into introductory lecture courses. In such situations, instructors can pose questions for the students to discuss or act as moderators for open discussions of class topics or readings. Additionally, they point out that a class discussion list is an ideal "paperless" way for an instructor to communicate about assignments and answer student questions. Bailey and Cotlar (1994) found that "electronic office hours" held by faculty have been shown to enhance learning and provide the "individualized and personalized interaction" that students enjoy (p.188).

Implementing a Listserv can also be beneficial for the classroom instructor. Having all students connected to a single mode of communication allows the educator to solicit student opinions regarding such topics as classroom management issues, outside reading, papers and other assignments, and test preparation. Another effective use of the Listserv involves having students post their papers with the expectation that classmates will provide feedback and suggestions for improvement. Finally, all students can be encouraged to post a certain number of messages throughout the course of the semester. This participation either be voluntary or can be computed as part of a classroom participation grade. It is quite likely, however, that once students begin using this effective, efficient, and convenient method of communication for themselves, they will no longer need the extra "motivation" of grades or bonus points in order to ensure their active participation.

Professional and Special Interest Listservs

Currently, there are a wide range of discussion lists which are available to both the school psychology student and trainer alike. They include such topics as: assessment, information on a wide variety of disabilities, parenting issues, addictions, hypnosis, family violence, school violence, grief and suicide, legal and ethical issues, and neuropsychology. Many professional organizations have Listservs affiliated with their web pages. The National Association of School Psychologists (NASP), the American Psychological Association (APA), and its Divisions each sponsors a listserv for its members. These lists can offer an interactive

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experience for students who may ask questions, evaluate list content, and post their own thoughts and ideas on the list. In light of the availability of such an extensive variety of discussion list topics, it is possible to find a list that is relevant and appropriate for the content area of most school psychology courses. Information about specific psychology discussion lists, as well as instructions on how to subscribe can be found at the following web sites:

http://www.gse.berkeley.edu/program/SP/html/associations_listservs.html
http://www.coil.com/~grohol/mail.htm
http://www.psychcentral.com/mail.htm
http://www.liszt.com/
http://www.library.yale.edu/socsci/subjguides/psychology/discusslists.html
http://www.naspweb.org/search/index.html
http://www.gse.berkeley.edu/program/SP/html/sp_jobs.html
http://www.lsoft.com/catalist.html
http://www.mashell.com/~taymat/list.html

Analysis of Student Responses

Listservs were pilot tested in six school psychology courses. At its completion, students from each course (Total n = 88) completed a short questionnaire which addressed their thoughts on the use of the Listserv. They responded to the following open-ended questions:

1. How did the Listserv facilitate your learning in this school psychology course (particularly with regard to sharing information about your field experience)

1a. What were the benefits?
1b. What were the disadvantages?

2. What other assignments or activities would you like to see incorporate a course Listserv?
3. What do you think are the best ways to utilize the Listserv?

This investigation aspired to the goals of qualitative research which states that the research itself is only as good as the investigators who undertake it. Moreover, in this study, the investigators themselves acted as instruments for collecting and analyzing the data. Students were assured that their responses would remain confidential and would primarily be used to help further refine the use of technology in the classroom. The data gathered represents a broad spectrum of unique circumstances and experiences. The amount of data provided varied from participant to participant. Using thematic analysis, the students' responses to the questionnaire were summarized for each course.

Student Reactions to the Utilization of the Listserv in Introductory Courses

In introductory lecture courses, students found the Listserv to be useful because it allowed for more classroom discussion, interaction, and communication. One student stated that the Listserv, "extends the perimeters of the classroom." All agreed that a Listserv could surmount many of the time constraints in a classroom that typically limit discussion, stating that, "it expanded class time as we did not have to take time out of lecture to discuss our experiences." Another student echoed that sentiment saying, "We have so much material to cover during our actual class time that it is really nice to be able to communicate with classmates from home, when you have more time."

Other perceived benefits included the speed with which questions could be answered, "it was great, instead of having to wait a whole week to get some feedback, you just type it in, and you get lots of input right away," and the ease of submitting assignments electronically "everyone should use this, just think of the benefits to the environment, not to mention what you save on time." The disadvantages noted by students were mainly technical in nature. These included a limited technical knowledge "I am not a computer person, so getting this whole thing set up was a bit overwhelming," equipment failures, "I didn't know what this was supposed to be like, so I never knew if the Listserv was not working or if it was my computer," and a complete lack of access when the server was down. One student expressed that, since she was primarily an auditory learner, and did not glean as much information from following the Listserv, she would have preferred having more class time devoted to discussion. In addition, several students suggested that the professor place some limitations on entry length as well as the number of times an individual posts responses, "toward the end of the semester, you were flooded with e-mail and they became tedious."

One student noted that, "there should be some boundaries because some of my classmates posted for every little thing--or else they posted things that had already been posted before just to get some credit." Students also felt that as is typical in a learning environment, some students seemed to wait until the last minute to post mandatory contributions to the Listserv. It was suggested that if, in the future, the instructor requires participation on the Listserv that students be told that they need to attempt to spread out their posts throughout the course of the semester.

Student Reactions to the Use of the Listserv in Practicum Courses

Similar student reactions were obtained from the students in the practicum course that utilized a Listserv. It is important to note, however, that there were some differences. Students in the practicum course tended to focus their comments on the experiences that they shared through the Listserv. Students commented that, "It broadens one's own realm of experiences. It produces a sense of excitement about what each other is doing." and "The Listserv posting sparked a lot of questions and brought our knowledge and understanding of this field to a new level."

Several students also commented on the fact that they were motivated to pursue a wider variety of school opportunities than they might have had they not been exposed to their classmates' experiences "reading what others had done got me excited to seek out the same experiences for myself." Students also seemed to recognize the value of the Listserv as an instructional tool, "I am not from Colorado and I learned so much about the terminology and abbreviations that are used. It would have taken me forever to look them all up on my own." In addition they cited the value of being able to confer with

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their classmates about the use of appropriate assessment instruments, intervention strategies, and analysis of specific cases.

Overall, the students related that the Listserv allowed them to vicariously experience many different roles of the school psychologist, as well as explore the various settings in which they practice "The Listserv allowed me to think about how my classmates and the school psychologists that they work with handled certain situations and decide what I would have done the same or differently." In fact, students read detailed information about other student's experiences that they would not typically have had access to due to classroom time constraints. One student noted, "It was impossible to experience and see everything with one's own school psychologist, so it was very beneficial to read about others experiences." Instead of having only two or three students share their experiences during class time; all students were required to provide information about their own practicum experiences over the Listserv.

As was the case with the non-practicum students, concerns about technical difficulties comprised the main disadvantages "Help, I felt like I was lost and out of the loop for the first few weeks of the semester." Additionally, one student noted, "...it is easy to misuse this avenue of communication for trivial, unrelated interactions between classmates...these unrelated communications simply muddied the waters." Several students stressed the need for some kind of technical assistance that could be available to them if they were unfamiliar or uncomfortable with technology.

Student Suggestions for Further Uses of the Listserv

Suggestions for future uses of the Listserv were varied, but included use as a forum for the following:

1. Sharing experiences, thoughts and questions about the course itself.
2. Discussing hypothetical case studies.
3. Extending the technology and developing a "chat room" where students and professors can engage in an on-line "conference call."
4. Encouraging field experience supervisors to come to the chat room in order to obtain a first hand look at the questions and concerns that school psychology students have.
5. Discussing assigned readings prior to class.
6. Discussing a school visit/ classroom observation.
7. Utilizing the Listserv to hold debates regarding class readings and current topics in school psychology (i.e., Ph.D. vs. Ed.S. training).
8. Encouraging advanced graduate students to address questions and concerns posed by first year school psychology students.

Future Implications

Overall, the technological advances of computer technology, specifically discussion lists, can be used effectively with school psychology students to dramatically increase the discussion and exploration of course content. In addition, school psychologists in training are better able to become familiar with technological advances that they will continue to throughout their professional careers. Before implementing a Listserv in a course, however, it is important that students be trained in the various technical aspects of its use in order to minimize frustration and maximize its utility. Guidelines on the appropriate use of the Listserv should also be reviewed.

Ethical considerations are another important aspect of using technology in the classroom. As with any technological advance, there are ethical challenges that must be addressed. Ethical considerations in the use of discussion lists include, but are not limited to the following:

- E-mail communication through the internet is not secure and may be accessed by others. Thus, it is crucial that client identities be concealed when they are discussed on a Listserv. It is recommended that an alias, or initials be used. In addition, it is important that the name of the school that the client attends also be concealed.
- In light of the fact that practically anyone can join many professional Listservs, students must be cautioned about the possibility of inaccurate information. It is imperative that students be taught to evaluate the accuracy of an Internet document or posting.

Students must also learn to evaluate the merits of information gleaned from fellow students. Oftentimes, it can be very tempting to accept the experiences of a classmate (particularly negative ones) as fact. Again, it vital that students learn to discriminate between one individual's personal experience and the tendency to overgeneralize what they have read to all such experiences.

Ultimately, the utilization of technology as an instructional, recruitment, and communication tool exhibits enormous potential. Discussion lists, as well as interactive chat-rooms allow for an in depth exploration of course material that may not occur in a classroom due to time constraints. The findings of this study suggest that students embrace the use of this technology as a useful instructional tool. Additionally, a departmental webpage serves as a source of knowledge and information for current and prospective students alike. Finally, campus e-mail allows the busy educator to maintain close contact with students and advisees without cutting into the already limited amounts of time available for research and scholarly publications.

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Stuffing Our Kids: Should Psychologists Help Advertisers Manipulate Children?

such common lies that we have become inured to their dishonesty. Yet from our clinical work we know that when adults chronically deceive and manipulate a child, it erodes the youngster's ability to trust others and feel secure in the world. We would expect the falsehoods and distortions in commercials to have a similar effect.

Curiously, the overall adverse impact of advertising on children has been largely ignored by psychology, just as psychologists who consult with child marketers have gone virtually unchallenged. This state of affairs reflects a more general failure of the field to critically examine the consumer values and beliefs that have transformed American society during the 20th century.

Our letter to APA is thus intended to do much more than halt the questionable consulting activities of some psychologists. It is a call to psychology, at long last, to take action against the commercialization of our youth.

WHAT YOU CAN DO: *To support the proposals outlined in our letter, call APA President Patrick DeLeon, Ph.D., (1-800/374-2721) and your division and state chapter presidents.*

[1] An earlier version of this paper appeared in the February, 2000 issue of The California Psychologist.

[2] A copy of the letter can be obtained by contacting either author (see end of article) or by viewing Commercial Alert's website "www.essential.org/alert/psychology/apa letter."

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Author Identification

Allen D. Kanner, Ph.D., is an associate faculty member of the Wright Institute and a child, family, and adult therapist in Berkeley, CA. He is co-editor of *Ecopsychology: Restoring the Earth, Healing the Mind* and has conducted research on the impact of daily hassles and uplifts on health and well-being in children and adults. He can be reached at 510/526-8613.

Tim Kasser, Ph.D., is an assistant professor of psychology at Knox College and the author of various empirical articles and book chapters on values, goals, and well-being. He can be reached at 309/341-7283 or tkasser@knox.edu.

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Preventing Problem Gambling: The Hidden Addiction

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- **Dan Reschly**, Professor and Chair of Special Education at the Peabody College of Education, **Vanderbilt University** received NASP's Lifetime Achievement Award for the year 2000. It was granted by the President of NASP during the NASP convention in New Orleans.

- The California Association of School Psychologists' most prestigious award has been conferred on **Jonathan Sandoval**, Professor of Education and Interim Director of Division of Education at **U. C. Davis**. The Sandra Goff Memorial Award, instituted to honor an early pioneer of the California Association of School Psychologists, was presented to Sandoval on March 10 to recognize his distinguished service to the profession of school psychology throughout California and the nation. The award was presented during the association's annual convention in Monterey. Sandoval was cited for his contributions to research on hyperactivity, nonpromotion, and crisis intervention. He was also praised for his role as teacher at UC Davis of a distinguished group of practicing school psychologists, and for his service to CASP and other professional organizations. Sandoval is also known for his contributions to the Healthy Start Initiative, a program of support services for children and families at or near schools, and for co-authoring three recent books, Preparing for Crises in the Schools: A Manual for Building School Crisis Response Teams, Suicidal Youth: School-Based Intervention, and Prevention and Test Interpretation and Diversity.

- **Rick Lindskog** from **Pittsburg State University** was awarded a Fulbright Scholarship to Portugal for the Fall Semester of 2000. He reports that he and his wife Debra will be in Porto, where he will lecture in School Psychology and Special Education at the **Instituto Politecnico de Porto**. He anticipates arrival in Portugal in early September and will return to their home in Pittsburg, KS in December.

- **Illinois State University** report that two new faculty members will be joining their program this fall. **Dr. Kathy Hoff** (formerly of the school psychology program at Utah State University) and **Dr. Karla Doepke** (who previously taught in the Psychology Department at Illinois Wesleyan University will join their NASP approved and APA accredited school psychology doctoral and specialist degree programs.

- **Jeff Braden** will be the Director of the School Psychology Program at the **University of Wisconsin Madison** next year (2000-2001).

- The School Psychology Program at the **University of Arizona** has been reaccredited for 7 more years by the APA Committee on Accreditation.

- **Joe French**, Professor Emeritus at **Penn State University** was elected Chair of the Psychology Board in Pennsylvania for this year (i.e., 2000).

- The School Psychology Program at the **University of Rhode Island** is pleased to announce the recent appointments of two new assistant professors. Joining them in the Fall will be **Nansook Park**, completing her Ph.D. at the University of South Carolina, and **Daniel Koonce**, completing his Ph.D. at Oklahoma State University.

- **Kevin M. Jones, Ph.D.** (Louisiana State University) will be joining the faculty at the **University of Cincinnati** in September 2000. He joins the current School Psychology Faculty of Sarah J. Allen, David W. Barnett, Francis E. Lentz, and Janet L. Graden.

- **Paul G. Warden**, Professor of Educational Psychology and a long-time member of the school psychology faculty at **Oklahoma State University** retired (effective June 1, 2000). Paul received his Ph.D. at Kent State University in 1969 and has been at OSU since 1970. He was very instrumental in the founding of the Oklahoma School Psychologists Association, served as a NASP West Central Regional Director, and helped to achieve APA accreditation of the OSU school psychology program. The OSPA grants a student award in his name. A retirement dinner in his honor was held on May 20th attended by faculty and current and former students.

- The **Duke University Talent Identification Program** (TIP) recently offered a 2-year research postdoctoral position to **Tania Kraus**, who graciously accepted the offer. Tania recently completed her Ph.D. in School Psychology at Kent State University, and brings to the position considerable experience as a practicing school psychologist in the Cleveland City Schools. Duke TIP is delighted to have Tania join its Research Division. For 20 years, Duke TIP has been a leader in identifying and providing cutting edge educational programs for America's most intellectually gifted students.

- **Jennifer Sapia, Ph.D.** will join the faculty of the School Psychology Program in the Department of Psychology at **East Carolina University** in Greenville, NC. The program indicated that Dr. Sapia will be a valuable addition to their program and they are pleased to have her join them.

- **Michael B. Brown, Ph.D.**, Director of the School Psychology Program at **East Carolina University**, has recently been granted tenure and promotion to Associate Professor in the Department of Psychology at East Carolina University.

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- **Bill Pfohl** reports that he has been appointed NASP's Web Master. he also led the NOVA (National Organization of Victim Assistance) in response to the school shooting in Mt. Morris Township, Michigan - outside of Flint. It was the shooting of the 6 year old girl - Kayla Rowland. He indicated that it was quite an experience. In addition, members of NASP's National Emergency Assistance Team (NEAT),of which he is a member, will be presenting an all day workshop on crisis intervention at the International School Psychology Association Colloquium held in Durham, NH in July.

- **Frank Worrell** has been tenured and promoted to Associate Professor at **Penn State University**.

- **Mark Terjesen** has joined the school psychology faculty at **St. John's University**

- The School Psychology Program at the University of **Nebraska-Lincoln** reports "We are delighted to announce that **Dr. Beth Doll** will be joining the School Psychology faculty at the University of Nebraska-Lincoln starting this Fall. We feel extremely lucky to have attracted to our program a new faculty member of such extraordinary talent and competence."

- **Jerry Sattler** reports that he has in press two books: *Assessment of Children: Cognitive Applications, Fourth Edition* and *Assessment of Children: Behavioral and Clinical Applications, Fourth Edition.* Publication date is December 2000 or early 2001.

- **Carol Robinson-Zañartu**, Professor of School Psychology at **San Diego State University** was awarded a three year ($600,000) grant: " Multidisciplinary Native American Collaboration Project: Preparing Related Services Personnel to Serve Native American children with High Incidence Disabilities". This grant was awarded by the U.S. Department of Education Office of Special Education Programs - Research to Practice Division.

- **Vincent Alfonso**, Editor-Elect of The School Psychologist, has been promoted to Associate Professor with tenure and will be the new coordinator of the school psychology program at **Fordham University** in September. He reports that "Things have really come together this year and I am feeling very good. Of course the work load will increase as well as the responsibilities but I'm happy.:

- Watch for late fall release of a new book on dynamic assessment, edited by **Carol S. Lidz** (**Touro College**, New York City) and **Julian G. Elliott** (**University of Sunderland**, UK): Dynamic Assessment: Prevailing Models and Applications, published by Elsevier. This book reviews procedures developed in a number of countries around the world (US, Canada, Germany, The Netherlands, Switzerland, Spain, Israel), with descriptions and related research regarding the procedure, as well as actual case studies to which the procedure has been applied. The book also has chapter discussing special applications of dynamic assessment, for example, with infants and toddlers, with adult learners, with culturally diverse populations, and issues of validity of the approach.

- **Dr. Jeffrey Derevensky and Dr. Rina Gupta**, School/Applied Child Psychology Program at **McGill University** have been awarded a $2.5 million grant to establish an International Centre for the Study, Treatment and Prevention of Youth Gambling Problems. They report that they are also looking for post doc students.

- **Western Michigan University** was funded for a personnel prep grant from OSERS. The grant is entitled "Improving Outcomes for Students with High Incidence Disabilities through Accountable and Reflective School Psychology Practice." The project directors are me **Kristal Ehrhardt, Ed Daly, Al Poling**, and **Ruth Ervin**. Additionally. **Alan Poling**, professor of Psychology and director of the Applied Behavior Analysis Program, has joined the School Psychology Program. He will be approximately .5 FTE with School Psychology at WMU.

- **Kristal Ehrhardt** was promoted to Associate Professor at **Western Michigan University**.

- **Ronda Talley** has accepted the position of Executive Director of the **Rosalynn Carter Institute for Human Development** and Professor of Education at **Georgia Southwestern State University** effective July 2000. The Institute, named after former First Lady Rosalynn Carter, is charged with the development and dissemination of knowledge on various aspects of human potential, including mental health. The American Psychological Association is represented on the Institute's Advisory Board. Ronda may be contacted at:
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Executive Director and Professor
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Georgia Southwestern State University
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Presidents Message

school psychology. Many of you agreed with my speculations, and a number of you disagreed. I respect and learned from every response I got, and I appreciate the reasoned, objective manner in which all of you responded. I think what is most important is that we find ways to exchange perspectives in a manner that accounts for the dynamic, vibrant way that our specialty is growing. Let me hear from you.

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SASP News
The Newsletter of the Student Affiliates in School Psychology

President's Message and Farewell

Carla J. Egyed

It has been such a pleasure serving as president of SASP. I have enjoyed working with a select and hard working group of officers. Throughout my tenure as president and the 3 years that I served on the executive board, I have seen SASP grow from an organization consisting of a handful of officers to an organization with more than 500 members. SASP has worked hard to give students the opportunity to present at national conferences, to network with other students and professionals, and to promote their research. I have learned so much from the wonderful people that I have had a chance to work with.

Check out **SASP's new web page** at: http://sac.uky.edu/~mdturn0/sasp.htm.

I would like to thank the Executive Board of Division 16 for all their support and mentorship to our growing organization. Because of my experiences in SASP, I have had unique opportunities to work with and get to know many leaders in the field. I would also like to thank the members of the SASP Executive Board who have taken time out of their busy lives to devote to the organization. Matt Turner will be taking over as president for the 2000-2001 year. Matt has also accepted an internship at the Virginia Beach Pre-Doctoral Internship Program. Rebecca Mandal will be rotating off the board after serving for 2 years. She will be interning at Kennedy Krieger Institute for the up-coming year. David Chesire, Yvonne Godber, Jennifer Beebe, and Christine Mitchell will also be rotating off the board. David Shriberg, who did a tremendous job organizing SASP's first annual Mini-convention, will be staying on the board as president-elect.

SASP has several activities planned for the next year. Things to look for include an internship brochure that contains information on internships for school psychology students and tips for landing the internship that you want. Travel awards will be given out for 10 presenters at the APA convention in Washington, DC. Two $500.00 research awards will be given out during the summer. Nominations and Elections of the officers for the 2001-2002 school year will begin in February.

I would encourage all interested students to get involved in this organization, not only because of the opportunity to work with other leaders, but because SASP leadership provides students with opportunities to learn skills that will give them a head start in their professional careers. Some of the activities that this year's officers were involved in include production of a newsletter, rating research proposals, organizing a conference, committee work with Division 16, forming partnerships with other practice divisions, web page development, and collaborating with individuals from other universities. Students can also get involved by joining SASP members at the APA convention in Washington, DC. Several events are planned, including the annual business meeting, social, and mini-convention. Details about these events are listed below. Please come join us!

SASP ELECTS NEW OFFICERS FOR 2000-2001

The following is a list of the new SASP officers for the 2000-2001 academic year. We have included their e-mail addresses to ease any future correspondence. Congratulations to all of these elected officers.

Matt Turner, University of Kentucky; SASP President; mdturn0@pop.uky.edu
David Shriberg, Northeastern University; President-Elect; dshriber@lynx.dac.neu.edu
Jackie Buckley, University of Wisconsin-Madison; SASP Liaison Officer; jabuckle@students.wisc.edu
Heather Adams, Oklahoma State University; Secretary/Treasurer; aheatheosu@aol.com
Latrice Green, University of Wisconsin-Madison; Membership Chair; lygreen@students.wisc.edu
Kathleen Krach, Texas A&M University; Technology Chair; sks2986@unix.tamu.edu
Natasha Smith, Indiana State University; Diversity Affairs Chair; smithn1@citrine.indstate.edu
Sara Davis, Indiana State University; Convention Chair; BZLIZY@aol.com

SASP ACTIVITIES AT CONVENTION

All SASP members are welcome to join us at the convention in Washington DC for the following events:

Friday August 4th

In the Division 16 Hospitality Suite (location to be announced at convention)
6:00-7:30 p.m. SASP Business Meeting
7:30- 9 p.m. SASP Social Hour- Sponsored by The Psychological Corporation

SASP SECOND ANNUAL MINI-CONVENTION

Sponsored by the Psychological Corporation.

Please join us at the Marriott at Metro Center on August 6th, 2000 from 10:00-1:00

Schedule

10:00- 10:50
How to Obtain a Doctoral Internship, Rebecca Mandal & Arcella Trimble

11:00 –11:25
Impact of Television on Young Children: Cartoons and Conflict Kristen M. Peters

11:25-11:50
Systematic Analysis of Expressive Language, Gena Ehrhardt

11:50- 12:15
Building Home-School Connections: Constructive Roles for School Psychologists, Yvonne Godber & David Shriberg

12:15-1:00
Brunch and Networking session (sponsored by the Psychological Corporation)

SASP TRAVEL AWARDS

The Student Affiliates in School Psychology, in its desire to help its members reduce their financial burden during this year's annual APA convention in Washington, DC, is awarding $100 travel incentives to SASP members

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who will be presenting at the convention. It is expected that scholarship recipients attend the SASP mini-convention and social. These awards are on a first-come first served basis. For more information, please contact Rebecca Mandal at her email address: rmandal27@hotmail.com.

DIVISION 16 POSTER OF THE YEAR

Division 16 and SASP have teamed up to recognize three outstanding posters at each APA annual convention. To be eligible for this award, a psychology graduate student must be first author on a poster submitted to and accepted by the Convention committee of Division 16 for presentation at a Div. 16 poster session. The student may have a professor as second author. Student poster proposals will be submitted to the convention committee in the same manner as all APA convention proposals. The convention committee judges all proposals as before and will pick the three proposals with the highest ratings. Award winners will be recognized by a ribbon at the poster session and will be presented with $50.00 during the Division 16 Business Meeting at the APA convention. Please consider submitting a proposal.

SASP SOCIAL IN NEW ORLEANS

SASP would like to thank all of those who joined us for a night out in New Orleans at the recent NASP Convention. This was a great opportunity to meet other students from around the country and have a little fun. Students from coast to coast joined us and we had a great time visiting the world famous Bourbon Street and hanging out in the French Quarter. Here are some photos from the event. Make sure you join us in Washington, DC for the SASP Social Hour listed above.

The Internship Search. What you should know about the process.

Matt Turner & Rebecca Mandal

For many of you, the time has come to begin the application process for an American Psychology Association (APA)/ Association for Psychology Postdoctoral and Internship Centers (APPIC) internship. If you're like us, the whole process is a bit overwhelming, mysterious, and sometimes nerve-wracking. Having just completed the process, we thought we would pass on some useful information. We hope that many of these helpful hints will make the entire internship search and selection process easier and less stressful for you.

Some school psychology programs do not require their graduate students to obtain internships that are APA or APPIC accredited. For these students, the process is very similar to job-hunting. That is, students usually search locally for school districts willing to hire an intern. However, some students are required or feel that an APA accredited internship is important. In these cases, knowledge of the APPIC process is must. This article is intended to clarify the process for those students who will be participating in the APPIC match process.

The Match Process

APPIC is the organization that sponsors the match process. Each student needs to register and pay a fee to APPIC to participate in the match process. Last year this fee was $70.00. This year, instead of purchasing printed manuals, all the sites participating in the match process will be available on the APPIC web site. Specific site details such as APA accreditation, setting (school, counseling center, hospital, consortium, etc.), type of applicants accepted (many sites do not accept school psychology applicants) and site descriptions will be available on the web page. Applicants should review this information and decide where they will apply.

Each site will have certain application procedures and applicants must apply directly to the sites to which they wish to be considered. Generally speaking, most sites require a completed APPIC application and a site-specific application. The APPIC application consists of four essays and requires you to calculate all of your practicum hours (number of face-to-face contact, indirect service, tests administered, etc.).

Selection committees at each site review applicant application materials and invite some candidates to visit for an interview on site. If invited for an interview, students must accept (or not) and schedule an interview date. Most sites have several options for interview dates and interview format varies from site to site. In most cases applicants are given the opportunity to meet with supervisors, tour the facility, and meet the current interns. Before interviewing with each site always prepare ahead of time. You want to be familiar with what each site can offer. Prepare questions to ask both the

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supervisors and the interns. Do not ask questions that can be easily found in the site's description materials.

After all the interviews, applicants rank the sites they visited in order of preference and submit a rank list to APPIC. Site supervisors also submit a rank order list of applicants to APPIC. A computerized matching service is employed to determine where each applicant is placed. The computer matches each applicant with his/her highest-ranking program that has not filled the available slots with applicants that are ranked higher. While this may sound complicated, the process allows applicants the best chance to obtain their preferred site.

Keep in mind that this is a very brief overview of the process. This should provide a general outline of the process. Please visit www.appic.org for the specific details. Also APPIC provides several listservs that provide additional useful information and allows applicants to communicate with each other about preparing vitas, interviewing, interview invitations, or rejections.

Match Statistics

According to the statistics published on the APPIC web site, approximately 82% of the 2957 applicants were matched in the initial match process. There were 284 positions that remained unfilled and were placed in the APPIC clearinghouse. The clearinghouse allows unmatched applicants to apply to these programs that still have positions available. Although no statistics are readily available regarding positions filled in the clearinghouse, we suspect that approximately 90% of the applicants find a match. Of the computer-matched applicants, 49% of the applicants receive their first choice and 79% of applicants were matched with one of their top three choices. There is more good news that should put some of you at ease. At least two school-based sites still had one or more positions available after last year's computer match. That doesn't necessarily translate to a guaranteed position for you as a school-psychology applicant but it does suggest that there are a reasonable number of slots available in the school-based sites. Additionally, school psychology students have some flexibility in that a portion of these applicants will secure positions in non-traditional settings such as hospitals and consortiums. Keeping this in mind, we believe school psychology students have a very good chance of receiving a placement.

Tips

Based on our experiences last year, we have put together some tips for the process.

1. Start early! The process is very involved and time consuming. Deadlines for applications can be as early as October. Request for materials in late July or early August. This will give you time to thoroughly review the site's materials and decide if you would like to apply there. Requesting for an application late in the process makes the secretaries angry, too.

2. The entire internship process can be very expensive. Sending for materials, copies of applications, postage, new suits, air travel, rental cars, food, and hotel rooms add up quickly. Contact your university's financial aid office to investigate if additional money can be allocated to you for your travels. You may need your program's director to write a letter stating that you will be going on internship interviews. One of the author's universities requested quotes from airlines and estimations for travel, including rental cars, food, and hotels before extra money was given. Theses quotes can be obtained from the internet.

3. Check out the SASP web site. SASP will be adding an internship resource section to the web page. We will list links to some sites that accept school psychology applicants. http://sac.uky.edu/~mdturn0/sasp.htm.

4. Send in your money early to APPIC if you are going to try to obtain an internship site through the match process. APPIC will assign you an identification number that you will use during the entire process. You need to put this number on ALL of your application materials since this will be the number the sites use to identify you in the match process. The earlier you get this number the sooner you can put it on your vita, APPIC application, and other application materials.

5. Geographic flexibility. If you are not geographically mobile, you are at a disadvantage. This is especially true for those seeking a placement in a school district as the number of sites that fit this category can be counted on two hands.

6. Limit applications to the sites that truly interest you. Application materials are labor intensive. You will be able to focus on preparing quality materials if you limit the number of applications. As a general rule, try and select a range of sites based on competitiveness. Include a few that seem to be within your reach and a one or two that appear like "long shots." Most importantly, communicate why you applied to that site and why you feel like the site is a "good fit" for you. If you limit the applications, you should be able to put more effort into them.

7. Talk to the interns. Some sites will provide e-mail addresses of current interns before you visit. At the very least, try to talk to the interns during your interview. In our experiences, the interns were the best gauges of the site. If the interns were happy, it was obvious. Additionally, the interns will usually give you the whole picture and present the negative aspects of the site as well as the positive. Beware of the apathetic or unhappy intern! There is probably a reason for it.

8. Ask Questions. Fire away. This applies to supervisors and interns. You really are looking for a place that fits your interests. It's important that you match with a site that suits your needs as an intern. From our experiences, most site trainers are very open about the program as it is to their advantage that you know what is expected of the intern. Decide what is import to you and ask questions. How is the supervision structured? What are typical responsibilities of the intern? Are the interns monitored closely or do interns operate fairly independently? What type of hours are interns expected to work? What is the pay? How

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many interns does the site hire? These are just a few details that may be important you. Make sure you get an accurate picture of the program. Keep in mind that supervisors and interns may assume you have no interest in the program if you do not inquire about the details of their site.

9. Since money may be tight for some applicants (given that we are poor graduate students) you may want to share some expenses such as hotel rooms, taxis, and rental cars with other applicants. You may know of people in other psychology programs at your university that may be traveling to the same city for interviews. Sharing expenses with others may cut the amount of money you spend dramatically. Also if you have friends living in the cities that you are interviewing, you may want to ask if you can stay with them for a few days.

10. If possible talk to students in your program who have gone through the internship process. Both of us received valuable information from former students about what to expect from many of the sites that interviewed us. These students may be able to provide you with copies of their vitas or old APPIC applications. All of this information may make your life a lot simpler when this process begins. Knowing how other students completed these applications may provide the answers to many questions that you may have about this process.

We sincerely hope that this information will give some readers some direction as they prepare for their internship search. SASP will be sponsoring a mini-conference during the upcoming APA convention in Washington, DC. Rebecca Mandel and Arcella Trimble will be hosting a brief seminar on the internship process. A question and answer session will be included. If you plan to apply for an internship this year, we highly recommend you attend this seminar.

National Psychology Graduate Student Rally

Chris Loftis
University of Florida

Graduate Students will rally on the west steps of the capital during this year's APA convention to participate in The National Psychology Graduate Student Rally, to be held on August 4th, 2000. The rally is being organized to recognize the contributions of psychology students to our communities, to inform congressional leaders about the relevance of psychology to federal policy, and to advocate for increased support for federally funded psychological research and mental health services. The aims envisioned by the organizers of this event include the establishment or enhancement of a widespread student/faculty grassroots advocacy network, practical experience and training for students in the advocacy process, and increasing dialogue about funding for psychology training and service. Central to the success of this rally is a strong presence on Capitol Hill. That means we need hundreds of psychology students/faculty there. Therefore, if you are planning to attend the APA Convention, please plan to take part in the rally. If each of the graduate programs and each internship site send just one representative we will, in fact, have significant numbers at the rally. Rally organizers have reserved low cost housing ($22 - $52 per night) at two universities in Washington, D.C. Please refer to the web site for detailed information regarding reservations (www.wrightinst.edu/pgsrally). We are also currently trying to negotiate a low cost airfare for those who wish to travel to Washington for the rally.

Advocacy Workshop

In addition to the rally, the Public Policy Office will offer an Advocacy Workshop on August 3rd to educate students about the importance of advocacy and to train students to be effective leaders and advocates for their professional and research endeavors. The training will prepare students and faculty to make hill visits directly following the rally, and will provide an extraordinary experience for students to become effective advocates for psychology. If you are planning on attending the workshop, email Jean Nussbaum at JNussbaum@apa.org to register.

Hill Visits

After the Rally, APAGS and student leaders will lead several groups to meet with Congressional leaders to discuss our concerns as psychology students and to advocate for increased federal support of graduate education. If you are interested in joining us for this historic opportunity, please inform Chris Loftis (loftis@ufl.edu) of your state and campus affiliation so we can attempt to match you with their local house or senate representative.

Just the Beginning

As some of you already know, advocacy is not a short-term commitment. The rally organizers will remain active long after this event has occurred. However, this first step -- the National Psychology Graduate Student Rally on Capitol Hill -- is a crucial one. We have already begun to establish a nationwide network of students and psychologists who can work with APA on current and future efforts to gain increased federal (and state) support for psychology education and training.

All you need to do to support our advocacy efforts is to email or send your address, phone, and fax numbers. You will be added to our database and to a growing list of advocates for this initiative. You can contact us at PGSRally@wrightinst.edu or via our website at www.wrightinst.edu/pgsrally. We would be happy to answer any questions or hear suggestions that you might have about this project. Come help us make a difference for psychology!

Announcements

Michael K. Cruce would like to take this opportunity to thank SASP President Carla Egyed for her assistance in collecting articles for the winter issue of SASP News.

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SASP News

Diversity Chair Report

David Shriberg

Much has been happening over the past several months in regards to SASP students and diversity/inclusion related projects. First, I am pleased to announce that Natasha Smith of Indiana State University was recently elected as the SASP Diversity Chair for the 2000-01 academic year. I know from working with her in the past that Natasha will bring a lot of talent and enthusiasm to this position and will do a terrific job. So, congratulations Natasha!

I am also pleased to announce that a proposal put together by Natasha, myself, and several other students and faculty members was recently accepted as a 2-hour symposium (to be held from 8-9:50AM on Monday, August 7) for the upcoming APA conference. The title of the symposium is "School Psychology, Multiculturalism, and Graduate Training: A Student/Faculty Dialogue" and we are hoping that it will be just that, a dialogue, as the second hour is planned as a large group discussion. Dr. Ena Vazquez-Nuttall of Northeastern University will serve as the chair of this symposium and the panel will feature student/faculty dyads from four school psychology doctoral programs including Dr. Michael W. Bahr (faculty) and Natasha Smith (student) of Indiana State, who will present on "Faculty and Student Perspectives on Building a Diverse, Inclusive School Psychology Program" and Dr Mary Henning-Stout (faculty) and Lark Huang and Ceil Downing (students) of Lewis and Clark who will present on "Humans, Schools, and Our Culture: What is Fundamental?" and "Living Cross-Cultural Competence," respectively. Also serving on this panel will be Dr. Chieh Li (faculty) and David Shriberg and Joyce Cerejo (students) of Northeastern University, who will present on "Teaching Multiculturalism Within an Ecological Framework: Student/Faculty Perspectives" and Dr. Susan Wilczynski (faculty) and Arcella Trimble (student) of the University of Southern Mississippi, who will discuss "Promoting Diversity Through Effective Collaboration." Dr. Jane Close Conoley of Texas A&M University will serve as discussant. This promises to be a very exciting and informative discussion and I would encourage all interested students and faculty to attend.

Finally, I have been working on creating a portfolio of student papers and manuscripts on diversity-related topics. The goal is to help students to find publication outlets for their work. We recently procured an agreement from the Global School Psychology Network to post student class papers and articles online (they will review all student submissions and post acceptable papers online—for more information contact Louis Kruger at (counsel@neu.edu.) and I have been talking with APA and NASP staff about other potential outlets for students. Also, if we receive enough submissions, SASP may be able to put together a packet on our own to be distributed to students. So, if you have a great diversity paper that you would like to see posted online at an international school psychology site or if you would like some aid in getting a diversity-related manuscript published, please contact me at dshriberg@yahoo.com. Also, please contact me with any other ideas you might have for diversity/inclusion projects for SASP. ■

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approach that includes a variety of methods (Lidz, 1997). The underlying premise of dynamic assessment is that if one wants to comprehend how a child learns, the optimal way to do so is to engage the child in a learning situation. The interaction between examiner and child as well as the child's metacognitive processes and reactions to interventions are subsequently observed. Very important also is the adherence to a pretest-intervene-posttest administration format. Although these assessments reduce the bias that might accompany norm-based standardized testing, the potential for examiner/rater bias remains.

Another approach to assessment has been to cross intelligence tests: to use specific sections or subtests from various tests in order to assess a full range of cognitive abilities (Flanagan, 1997). Since it has been determined that no one test is optimal for use with Native American students, cross-battery approaches might be a viable option. A further important factor to consider is that it might not be useful to attempt to find one particular test or method that is "appropriate" to use with any cultural or ethnic group. As Frisby (1999) explains, there is as much, if not more, heterogeneity within groups as there is between groups.

While the merits of the Wechsler Scales must not be entirely discounted, the emergence of new tests and assessment measures is encouraging. Hopefully, through utilizing and critically studying new tests and measures, psychologists and educators will be enabled to determine more effective and accurate methods of assessment and provide the most optimal school placements for all Native American students.

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ANNOUNCEMENTS

SYMPOSIUM AT APA CONVENTION LINKING SCHOOL PSYCHOLOGY AND PEDIATRIC PSYCHOLOGY: TRAINING AND PRACTICE

Monday, August 7, 2000 (Meeting Room 6 at the Washington Convention Center) ~ 8:00-9:50 am. Chair: Edward S. Shapiro, Ph.D.; Participants: George J. DuPaul, Ph.D., Thomas J. Power, Ph.D., Stephen J. Bagnato, Ed.D.,

Susan L. Rosenthal, Ph.D.; Discussant: Ronald T. Brown; Overview: The prevalence of health problems among children and youth suggests a strong need for professionals who can provide an effective interface in meeting the medical, educational, and psychological needs of these children. Within the field of psychology, the expertise brought by pediatric psychologists and school psychologists represent a linkage that may offer effective, direct impact on the efforts to address children and youth with health and health-related difficulties. The purpose of this symposium is to present three examples where such linkages in training and practice are occurring. It is the intention of this symposium to begin a dialogue between trainers of pediatric and school psychologists to potentially begin partnerships on the health and health-related needs of children and youth.

CALL FOR NOMINATIONS TO THE COMMITTEE ON URBAN INITIATIVES

The American Psychological Association's Committee on Urban

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Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2001. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues. The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2001 and ending in December 2003. For this term, the committee seeks at least one member with expertise in urban work issues and one member with expertise in urban education. In particular, the committee is interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects. If possible, members attend a CUI Network meeting at their own expense held during the APA Convention.

Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2000, to Leslie Cameron of the APA Public Interest Directorate, 750 First Street, NE, Washington, DC, 20002-4242. ■

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