This fall we welcomed 31 new first year students to our School Psychology Program. Fifteen of them are enrolled in the Culturally Responsive Practices in School Psychology Training Grant (2014-2018) under project director Dr. Emilia Lopez. The grant is funded by the U.S. Department of Education Programs (OSEP) and is focused on training and mentoring graduate students in school psychology who want to obtain multicultural competencies to work with culturally and linguistically diverse children and youth from preschool to high school. In addition, we have a number of other students who are involved with our multicultural and bilingual specializations. It is an exciting time as we continue to prepare all of our students to work with the diverse populations in our schools.

Some wonderful news arrived just a few weeks ago. Dr. Sherrie Proctor was awarded early tenure and promotion to Associate Professor in our School Psychology Program by Queens College. Her distinguished record of publication, teaching and service was recognized through the early tenure process. In addition, Dr. Proctor continues to supervise student research teams, is co-advisor of the school psychology club, and has taken over as chair of the Honors and Awards Committee formerly lead by Dr. Roslyn Ross. Congratulations to Dr. Proctor!!

So many changes!! We are adjusting to the retirement of Dr. Roslyn Ross after 49 years. There was a lovely party in her honor at the end of the spring semester, and we are still in close contact with her as we continue to seek out her advice and wisdom. We are glad to have Dr. David Goh back from sabbatical after completing his book. At this time we are conducting a search for a new Assistant Professor in our School Psychology program. During the spring semester we will be interviewing qualified candidates in order to have the line filled for the fall 2015 semester.

We are looking forward to a terrific 51st Annual School Psychology Conference on Friday, January 23rd, 2015. Our nationally and internationally renowned speaker, Dr. Ross Greene, author of The Explosive Child and Lost at School, will present on “Collaborative and Proactive Solutions: Understanding and Helping Students with Social, Emotional, and Behavioral Challenges.” His unique model has changed the way schools as well as residential, detention and other settings think about discipline, through problem solving and collaboration. Dr. Greene was keynote speaker at last year’s NASP conference, and we are delighted to be able to host him at Queens College. Please send in your registration as soon as possible. (Contact Diane Mantellino at schoolpsych@qc.cuny.edu for information or a brochure.

We will have a large contingent of school psychology students and faculty attending NASP in Orlando in February. Look for a list of QC student and faculty presentations and posters elsewhere in the Newsletter. Also, the School Psychology Club will be hosting a social event at NASP. Of course, all alums are welcome and encouraged to attend. An email will go out with date, time and place.

Thank you to our students and alumni who responded to the call for letters, emails and phone calls to our New York State legislators regarding the proposed changes to the preschool psychological evaluations conducted by school psychologists in 4410 preschools. We received many, many calls from alums in preschools where children’s welfare was being jeopardized because of these proposed changes. Under the leadership of NYASP, the challenge to the current status of evaluations has been stemmed, but continued activism is warranted. I strongly suggest membership in NYASP if you are currently not a member as the organization represents school psychologists in New York State.

Finally, I wanted to say a special thank you to the many supervisors who helped us out with practica placements for the spring. As many of you know, our Field Placement Coordinator, Dr. Sara Nahari was unavailable for a period and needed assistance in contacting and securing placements for our students. With the help of Ms. Elissa Finkelstein and Dr. Sherrie Proctor we were able to place all the students with our highly qualified supervisors. We were very gratified by your responsiveness to our requests. Thank you. And, thanks to Diane Mantellino for her wonderful support in the office.

My very best to all for a happy and healthy New Year. See you on January 23rd!!

Marian Fish
The time has come again when we have finished another semester and are one step closer to being certified school psychologists. Congratulations!

The 2014-2015 school year has been off to a wonderful start. We'd like to thank all of the professors and current club members for all of their hard work and dedication this semester. Our club events have had amazing attendance.

We started the semester with our Buddy Program, and we were so thankful to all of you who volunteered to mentor the first year students. It was a big success! So far this year we've gathered all three cohorts to mix and mingle and welcome the start of the semester together. We started a new tradition, the bumper sticker slogan contest. We've raised money for autism awareness and celebrated School Psychology Awareness week. The internship cohort met with their legislators and advocated for NYASP's 'Operation Loud and Proud' and 'Scope of Practice Bill'. Finally, we gathered again for one last time this semester to recharge before finals.

And the fun will only continue next semester! Some things to look forward to include the 51st Annual QC School Psychology Conference featuring Ross Greene, a yoga and relaxation event led by one of our very own, the annual alumni event, and the annual NASP convention in sunny Florida. The School Psychology Club will be hosting a great event there as well!

We hope to see you all at these upcoming events and wish you the best during this winter break. As always, the School Psychology Club is your resource for questions and disseminating any information that may be helpful or interesting to your peers. Ashley and Shireen can be reached at qcpsychclub@gmail.com.

Your Presidents,
Ashley Englander
Shireen Quaizar

Alumni News

Congratulations to Dr. Betti Stanco for earning a doctorate in psychology from the Philadelphia College of Osteopathic Medicine. Dr. Stanco is currently working as a school psychologist in the Merrick School District and is an adjunct professor at Adelphi University.
NYASP and NASP News

NYASP

One of the perks of being a Queens College school psychology graduate student is that we get to attend seminal conventions in the field-at student prices! This fall, I had the opportunity to attend the New York Association of School Psychology (NYASP) conference in Albany. While at the conference, I attended talks given by experienced professionals and practitioners, as well as participated in a "Student Strand", sessions geared towards current graduate students- which was extremely informative.

Highlights of the convention included listening to Ms. Jane Quinn, director of the New York City Community Schools. She spoke about the ACE (Adverse Childhood Experiences) study, which explores how adverse experiences faced in childhood affect people later in life, and are in fact often strong predictors of later health risks and disease. This was particularly salient for those of us working with at-risk populations. I also had the pleasure of hearing Dr. John Pelizza speak about the importance of identifying what is your "E/P"- what is Emotional and Personal to you- and letting that (along with data- we are school psychologists!) guide how you live your life and practice your craft. Dr. Mark Bertin addressed how mindfulness - having moment by moment awareness of our immediate experiences- could help students with ADHD. There is a solid scientific base of research that shows mindful awareness increases attention at school and emotional control, while decreasing behavioral issues in the classroom. One of the most informative sessions was a panel discussion about mental health in schools. It brought together a group of mental health professionals, ranging from school psychologists and social workers to psychiatrists, to discuss their roles in servicing children and families. One of the most important things to come out of the discussion was that many of the professionals were unaware of what services the other professionals provided- particularly school psychologists- and that being armed with this knowledge could lead to more appropriate referrals, targeted interventions and effective problem solving.

In addition to the amazing lectures, NYASP also had a "Student Strand"- sessions for graduate students- which as a third year student was helpful! I was able to learn more about the certification process and the Praxis exam, as well as hear from school administrators about the hiring process. All in all, the NYASP conference provided me with an opportunity to extend my education beyond the college. You will have invaluable opportunities such as meeting with mentors, advocating for the profession, making connections, and of course attending lectures and learning about the latest advancements in our field! I look forward to enhancing my professional development by attending future NYASP conferences!

-Simone LeBlanc

NASP

As most of you are aware, we are extremely excited to be gearing up for the NASP 2015 Annual National Convention. The upcoming convention will be held February 17-20 in Orlando, FL. Individuals interested in finding a Queens College roommate at the convention can contact the club for a current listserv. This is a wonderful opportunity to extend your education beyond the college. You will have invaluable opportunities such as meeting with mentors, advocating for the profession, making connections, and of course attending lectures and learning about the latest advancements in our field!

One excellent way to save money on the conference registration is through NASP membership. The NASP membership year runs from July 1 through June 30. If you haven’t already renewed or joined, you can do so online at www.nasponline.org. Student membership is $70 for the year. Early Career memberships start at $130 and Regular Memberships are $199.

Recent graduates and others looking for new employment opportunities should be sure to join or renew in time for prime job-posting season this summer. NASP members have access to job listings on NASP’s Career Center a week in advance of non-members.

Speaking of summer, two summer conferences have recently been announced. One conference is in Milwaukee, WI from July 6-8, and the other is in Atlantic City, NJ from July 20-22. You can attend PREPaRE crisis training and receive up to 18 hours of documented continuing professional development.

For more information about NASP events, benefits and membership, visit nasponline.org.

Kathleen O’Rahilly
Announcements

Congratulations to Zachary Mason on his engagement!

Congratulations to Reyna Pleitez on her marriage this past summer!

Congratulations to Kathy Liu on her engagement!

Congratulations to Rachel Levine on her marriage!

Photos from the Fall 2014 Semester
NASP Presentations 2015

The following presentations will be held by students, alumni and professors from the Queens College School Psychology Program at the annual NASP 2015 conference in Orlando, Florida:

February 17th:
Roth, D., Dave, P., & Proctor, S. Racial Microaggressions, Coping, and Graduate Program Satisfaction. February 17, 2015, 4:00-4:50pm. Walt Disney Dolphin, Northern Hemisphere a-2.

February 18th:
Goh, D. S. Factor structure of the Bicultural Acculturation Scale, Time: Feb, 18, 1:00-2:30 pm. Place: Walt Disney World Dolphin, Atlantic Hall B.

Proctor, S., Lawlor, C., & Romano, M. Systematic Review of Recruitment Studies in School Psychology February 18, 2015 1:00-2:00pm. Walt Disney Dolphin, Atlanta Hall B

February 19th:
Lopez, E., Birch, S., Romero, P. Zalakostas, A., Quaizar, S. Vocabulary Instruction for English Language Learners Time: Thursday, Feb 19th 11am-12:20pm

Lopez. E. Challenges and Recommendations for the Preparation of Bilingual School Psychologists Time: Thursday, Feb. 19th 2-3:20pm

February 20th
O’Rahilly, K., Montenegro, Y., Sanchez, M., & Perveen, S. Contributors: Maney, L. Understanding the Changes to PTSD In The DSM-V : Friday, February 20, 2015 9:30 AM–11:00 AM

A Note From Your Editors

We are both third year students in the QC School Psychology Program. We have enjoyed the different aspects of the field of School Psychology, and specifically our time thus far in the Queens College program. This past semester we both took part in internship where we had the opportunity to utilize our skills in assessment, counseling and consultation. We have learned so many skills thus far that we look forward to utilizing in our careers as school psychologists.

Thank you to those who contributed to the Fall 2014 Newsletter. We look forward to hearing from those who want to contribute to the Spring 2015 Newsletter. Please send your submissions to Qepsych-newsletter@gmail.com.

We hope to see everyone has a great break, and we look forward to seeing you all in the spring.

- Amanda Douek and Sara Shapiro
Student Experiences During Internship Year: Inservice Presentation

During the fall semester of the internship year, students have a number of interesting assignments. One is to visit a legislator to discuss and advocate for school psychology, and another is to prepare and deliver an in-service presentation in the internship school. Here are 2 sample student experiences.

As part of our class requirement, Priti Dave and I presented in front of a group of over 100 teaching aides in our internship school district. The goal of our presentation was to share information about working with culturally and linguistically diverse (CLD) populations in the district. Our presentation included discussion of differences and similarities among cultures, educational values, family values, communication styles, and language barriers faced by this population.

We began by comparing “individualistic” and “collectivistic” cultures. American culture is primarily “individualistic.” Independence, individualism and meritocracy are considered signs of a successful person. We, as Americans, admire a person’s ambition and goal-focused actions. We believe in asking questions to clarify and voice our opinions. Looking into someone’s eyes means we are listening to them, instead of ignoring. We believe in positive home-school connections and parenting is focused on making children as independent as possible. Although religion is considered important, separation of church and state means that we often lead our lives in secular ways. We also value women’s rights and strive to treat them as equals.

South American, East Indian, and Asian cultures are considered “collectivistic.” Family orientation, hierarchy, respect for elders and striving to benefit the whole community are the qualities that are encouraged. A person is part of a family and decisions will be based upon how it benefits the whole family. Children do not seek to move away from parents in adulthood, in fact, they are expected to take care of their aging parents. Respect is a big part of children’s upbringing. Not looking into the eye of adults, bowing down your head in respect, and not objecting are basic things taught to children from a very young age. Questioning, speaking out and using a loud tone of voice are considered disrespectful. Similarly, a modest dress code is emphasized, especially among some cultures. Men and women have different roles in some cultures. In some cases, the opinion of men trumps that of women.

Priti and I tried to convey that there are both inter-group differences as well as intra-group differences. No two families are similar. There are always exceptions to the norms and there are within culture differences.

We also discussed how language barriers often keep families from participating in schools. Speaking to a native English speaker can be intimidating for people who are not proficient and/or unable to understand English. Therefore shying away from schools is better for them than going to school and not being able to express themselves. Also, speaking up in front of an authority figure is hard for some families. To counter this, open-ended questions and maintaining the same tone as the family will help make them feel at ease. Having trained translators, interpreters, and cultural liaisons can facilitate parental involvement in school.

Reflections: While we received a positive response to our presentation, Priti and I had an important learning experience as well. Some of the participants asked whether they were being asked to change their practices for the CLD students. They questioned why they should change instead of the CLD families. We recognized that we might have improved our presentation by talking about the stages and processes of acculturation and that our goal was cultural sensitivity and respect. This was an important experience for me and will help me to think about how to share this information in the future.

Shireen Quaizar
Student Experiences During Internship Year: Legislature Visit

I selected Assemblywoman Nily Rozic for this assignment because I used to live in her district and my family still lives in her district. Both of my internship placements are in Bayside and Fresh Meadows, which are in Assemblywoman Rozic’s district.

A review of her proposed legislation indicates that Assemblywoman Rozic is concerned about the quality of life for residents pertaining to children and families, environmental issues and labor laws in her district. Some of her legislation focuses on providing language assistance services to limited English proficient residents in government agencies and schools. She is a committee member of many committees such as the Committee on Children and Families, the Committee on Corporations, Authorities and Commissions, and the Committee on Labor, Black, Puerto Rican, Hispanic and Asian Legislative Caucus. Many of her website resources are translated into both Chinese and Korean.

I had a few objectives for the visit with Assemblywoman Rozic. First, I wanted to start the discussion on the importance of the school psychology profession and the types of services school psychologists provide to children and families. Second, I wanted to share with the assemblywoman what school psychology professional training entailed and the requirements for national and New York State certification. Third, I wanted to advocate for the school psychology profession and discuss reasons why school psychologists should be able to provide professional services inside and outside of school. Last, I wanted to introduce the Scope of Practice Bill that is pending and will be up for a vote in January 2015 in Albany, New York. The bill provides for school psychologists’ licensure.

I was greeted by both the legislative aide and the assemblywoman. When she said I looked familiar, I told her that I managed a program in a non-profit organization for many years. The program provides free social services to a few thousand new and old immigrants every year in Flushing. She realized we might have met at some event. I talked a little bit about the social service program in the YMCA.

Originally, I planned to have a list of things that I wanted to talk to her about. However, I decided to not have any notebook or pen around. I just wanted to talk to her. Therefore, I over-prepared so as not to forget anything. I continued with the four goals that I had planned.

I started off by introducing our school psychology profession and how we provide services to all children in the schools. I discussed the rationale why we should become licensed instead of certified. I compared how our training is comparable to social workers or other mental health professionals, yet they are allowed to work outside of school (private practice) but we cannot. I informed her the proposed license for school psychologists is not the same as the license for psychologists. Assemblywoman Rozic was very interested and asked me many follow up questions.

I discussed with her that if the bill were to pass, licensed school psychologists would not be able to provide intensive treatment for serious mental health illnesses, however, it would give specialist level school psychologists the option to provide the same type of services, ones that we already provide inside of school, outside of the school setting. I continued talking about the types of services a school psychologist can provide inside and outside the school and their importance. I included national data related to education in my presentation. For example, nationally, there are about 13.8% students who have a type of disability (National Center for Education Statistics). In New York State, there are about 2.65 million students and about 365,976 students who have a disability (NYSED). Yet, many are not receiving any type of services outside of school.

At the end of the meeting, Assemblywoman Rozic was glad that I had requested to meet with her and share information about the school psychology profession and the Scope of Practice bill. She stated that if I hadn’t visited, she would not know about the bill. She stated if it was not for the meeting, she would not be on the floor for a vote, she’d vote in favor of it. I then asked her to describe how a bill was passed in Albany. She explained the committee that has the bill must approve the bill first for a vote and then in January the whole assembly would vote on it. I thanked Assemblywoman and her legislative aide Megan for their time. I also followed up with a thank you email and informed them if they have any other questions, I would be more than happy to speak to them more.

Kathy Liu
Posttraumatic Stress Disorder: Understanding the Changes in the DSM-5
Kathleen O’Rahilly, Linda Maney, Yenny Montenegro, Mariela Sanchez, & Sadia Perveen
Summary of Presentation at the NYASP Conference, November 2014

The DSM-5 made substantial revisions from their previous edition with regard to Posttraumatic Stress Disorder (PTSD). In order to recognize the differences which arise as a byproduct of varying developmental stages, and their impact on presentation, the DSM-5 divided the all encompassing criteria for PTSD into two separate categories: PTSD in children under 6 & PTSD in the rest of the population (American Psychiatric Association, 2013). With the release of the DSM-5 it is important that practitioners familiarize themselves with the changes so that they do not under or over diagnosis based on outdated classifications. The overarching changes made to this psychopathology was discussed as the comparative changes to PTSD in DSM-IV TR to DSM-5 in our presentation. The distinctions made for each new subtype, Preschool Subtype Clarification, and Dissociative Subtype Clarification were discussed in our presentation.

Assessment

Validated measures in accordance with DSM-5

- Clinician-Administered PTSD Scale for DSM-5 (CAPS-5)
- PTSD Checklist for DSM-5 (PCL-5)
- Life Events Checklist for DSM-5 (LEC-5)

Treatment

With the changes in the DSM-5 current treatments need to be reevaluated to determine if they are effective for both groups. While CBT is considered to be the most effective form of psychotherapy for children, its usage has not been fully explored for all ages within the under 6 population, and the use of medication with children under the age of six should always be met with caution.

Intervention

These programs have been developed specifically for use in schools and focus on a broad array of traumas (Kataoka, Langley, Wong, Baweja & Stein, 2012).
- Cognitive-behavioral intervention for trauma in schools (CBITS)
- Multimodality trauma treatment (MMTT)
- Psychological First Aid (PFA)

Recent studies have investigated the utility of Aerobic Exercise (Diaz & Motta, 2007)

References


Upcoming Conferences

NASP 2015 Annual Convention in Orlando

Queens College School Psychology Conference, January 23rd 2015 Queens College Student Union

APA Convention, August 6-9 2015 in Toronto, Canada

International School Psychology Association (ISPA) on June 24-26th in Brazil