This has been a challenging fall semester for many. How sudden and ferocious the storm was and how vulnerable I felt in response to the power of Mother Nature. While many of us were fortunate and simply inconvenienced by Sandy, others suffered significant losses and are still working to return to a sense of normalcy. The College (and CUNY) was very responsive, offering services and postponements of deadlines etc. There was a shelter for over 500 homeless people including many children in Fitzgerald Gym for several weeks. Our students and others brought school supplies and donated their time as volunteers. There was an amazing sense of cooperation. Similarly, I’m sure that as school psychologists we were called upon to support the students and families in our districts, something we do well. We thank everyone for working together to help cope with these challenges.

We welcomed an incoming class of 31 students, a bit smaller than usual, but a lively and diverse group of enthusiastic candidates. The number was lower since we lost some of the doctoral students who chose to go elsewhere when the Graduate Center Ph.D. Program announced the suspension of admissions and phasing out of the program. This was unfortunate for us, but our Queens College faculty spent considerable time assisting these students in finding other programs (and were very successful). We also lost several 2nd and 3rd year doctoral students, but a nice cohort remains, and they have been assured that they will complete the doctoral program as promised. We are saddened, of course, by the decision to terminate this high quality and successful program at the Graduate Center.

We are pleased to announce that we will be having our 49th Annual School Psychology Conference, on Friday, January 25th. We are excited to have Dr. Peg Dawson speak on “Executive Dysfunction at Home and At School.” Dr. Dawson, former President of NASP and of the International School Psychology Association and author of a number of books, is a renowned expert and speaker in the field and her workshops are sought after nationwide. By now you should all have received the brochure either through the mail or via email. Please call the office if you’d like further information and please attend. This is an excellent learning experience.

As many of you know, Derek Ivery, who was our College Assistant for several years, has left to take a new position elsewhere in CUNY. Ms. Diane Mantellino joined us as our new College Assistant. She has worked in the College for over 16 years in Continuing Education, and we are thrilled that she is on board. Though very knowledgeable about much of the College already, she is quickly learning about School Psychology and fielding questions from potential applicants and current students; she will be overseeing the conference coordination this year as well. She can be reached at 718 997-5230 or diane.mantellino@qc.cuny.edu. She can also be reached at schoolpsych@qc.cuny.edu. Feel free to call and say hello.

The Education Unit had its follow-up accreditation visit (NCATE) on Monday, Dec. 3, 2012 with participation by virtually everyone in education, faculty and students. We are delighted to announce that we passed and were granted reaccreditation. Thanks to all who have sent in position openings (and keep them coming). We disseminate them to alums looking for jobs. If you are looking for a position and would like to be notified, please let me or Diane Mantellino know.

Recent faculty scholarship and activities are listed in the Newsletter.

Happy and Healthy Holidays to all.

Hope to see you at the Conference, a wonderful place to network and greet friends.

Marian Fish
A Message from Your Co-Presidents

As the Fall 2012 semester draws to a close, we hope that everyone is finally feeling a bit back to normal, and looking forward to a calm Spring semester. This year, the School Psychology Club’s focus has been on being a resource to our fellow peers. We’ve done our best to fill up everyone’s inboxes with numerous emails in hopes that you never feel in the dark about anything you may need to know about our program. NASP reports that peer mentorship is key to feeling supported and invested; so we started the semester with our Buddy Program and were so thankful to those of you who volunteered to mentor first year students. It was a big success! We then gathered together for the Annual Meet and Greet, and it was great to chat with faculty and new and current students. Buddies were able to meet their mentors in person. Next, we participated in the Autism Speaks walk at Jones Beach, which reinforced how necessary it is to have family and friends support those in great need. We’re proud our team raised over $800! Next was School Psychology Awareness Week, and we hope the resources we singled out for each cohort provided you with ideas for practicum and internships. We hope you continue to make connections to solidify the important network of peers when you graduate. Finally, we will end this year with a NASP presentation at our holiday party, and we’ll say goodbye to another Fall semester. We’re looking forward to numerous events this Spring, including: the annual Alumni events, NYASP and Dignity Act presentations, and useful workshops. Happy Holidays!

Co-Presidents Delia Hoke & Jennifer Hettel

NASP News

NASP membership helps to bring the field of school psychology right to your fingertips! Through timely publications, such as the Communiqué and School Psychology Review, you can stay up to date on the latest news and highlights in the field of school psychology, as well as abreast of the latest research and cutting-edge expertise in the field. The NASP website offers members many valuable resources, such as fact sheets, articles, online learning centers, job listings, and more. NASP membership is available for $285 for regular members and $95 for student members.

This year’s annual conference will be held in Seattle, Washington from February 11-15, 2013. Richard Gerver, author of Creating Tomorrow's Schools Today, will deliver the keynote speech on the issues the field of education is currently faced with, and how we can embrace collaboration, creativity, and competencies in creating a future for our students defined by possibilities, instead of risk. It’s not too late to register for this conference, at $269 for regular members and $109 for student members. On a graduate student budget, this conference may not work for you; but if you still want to take advantage of a great opportunity to become involved in the school psychology community, don’t worry! The NASP summer conference will be held at Hotel Albany in Albany, NY from July 22-24, 2013. The 2014 annual convention will be held in Washington, D.C. from February 18-23, 2014. For more information, contact NASP at convention@naspweb.org, or visit www.nasponline.org.

Shannon Cawley, NASP Student Leader
NYASP News

The New York Association of School Psychologists works hard to represent all school psychologists in New York. Their mission is “to serve children, their families, and the school community by promoting psychological well being, excellence in education, and sensitivity to diversity through best practices in school psychology.” NYASP members receive a printed newsletter with upcoming programs, events, services, and the most pertinent issues in the field of school psychology. Additional benefits include access to local job listings, discounted access to continuing professional development programs, and access to valuable resources. Membership runs from August 1st to July 31st, but it’s not too late to join! Regular membership is available for $110 and student membership is available for $55. Visit the NYASP website at www.nyasp.org for more details.

The NYASP annual convention in Niagara Falls this year covered the theme “Families and Schools: Together We Can Do Great Things!” Although you may have missed this year’s conference, mark your calendar because next year’s conference will be held from October 24-26, 2013; make your way to White Plains to become involved in the local school psychology community while delving into the theme of “Expanding the Role of School Psychologist!”

Shannon Cawley, NYASP Student Leader

Dignity for All Students Act

On July 1, 2012, the Dignity Act for All Students (Dignity Act or DASA) went into effect. The purpose of this law is to create a learning environment free of discrimination and harassment in all forms. The Dignity Act prohibits discrimination anywhere in the school building and grounds, any school sponsored activity and on the school bus. Harassment, in any form, is not limited to students harassing each other. Staff members and any other person affiliated with the school who are seen or perceived to be harassing a student are also held accountable under the Dignity Act. The classes protected under the Dignity Act include, but are not limited to: race, gender, sexual orientation, religion, gender identity, and disability.

According to this law, each school must have a policy in place in order to deal with such harassment should it occur. The code of conduct should also reflect a change in this policy in a language that is easily understood by our students. The school should elect someone to be the Dignity Act Coordinator, who will be trained in handling human relations as it relates to the above categories.

As school psychologists, it is our job to help students who are being harassed and to help the students who are harassing other students. In order to do so, we must stay informed of changes in the law and change made in our district to accommodate the new law. For more information on the Dignity Act for All Students, please see http://www.p12.nysed.gov/dignityact/. For links to resources for students affected by harassment, please see http://www.p12.nysed.gov/dignityact/resources.html.
Relief in the Wake of Superstorm Sandy

As school psychologists, helping children cope with the aftermath of Sandy is a challenging but necessary task. Priorities should include the identification of youth who have been most significantly impacted by the storm, like those whose homes have been damaged, and those who are at high risk for Post Traumatic Stress Disorder. Be sure to listen and observe students’ behavior. Behaviors may manifest themselves days and weeks after the event and may be seemingly unrelated to the events of the storm. Be aware of behaviors such as poor concentration, withdrawal from friends and activities, increased conflicts, and school avoidance. Remember to allow children to speak about their feelings and experiences.

Furthermore, seek support from seasoned professionals with trauma-specific skills. Don't forget about the staff members and yourself. Take care of yourself in order to be able to take care of the students, working through your own feelings about the storm, and talking about your experiences to friends, family and mental health professionals. The NASP and NYASP websites contain helpful resources for children, families, and school staff. The Red Cross has an app for smartphones, and FEMA also has a tool kit targeted at school mental health personnel. Be sure to seek out resources to prepare yourself.

Students Raise Money for Autism Awareness

On Sunday, October 7th, a group of QC School Psychology students joined 30,000 participants at Jones Beach State Park to show their support for Autism Speaks. The annual Walk Now for Autism Speaks event raises money for promising autism research and awareness, and has raised more than $1.1 million to date. Donations help provide services to families affected by autism spectrum disorders. The signature fundraising event for Autism Speaks, these walks are held throughout the country every year.

The QC team, led by the School Psychology Club, recognizes that advocacy is one of the many important functions of our role, and was able to raise over $840 dollars for the cause. For more information, or to find out how you can help this organization, visit: www.walknowforautismspeaks.org.

(L-r): Delia Hoke, Shannon Cawley, and Jennifer Hettel were some of the QC School Psychology students who participated in Walk Now for Autism Speaks at Jones Beach this past October.
Alumni Updates

I continued my education at Hofstra University, obtaining my doctoral degree in Foundations, Leadership and Policy Studies. My dissertation examined the psychological needs of students who received special education. Shortly thereafter, I obtained a position as the District Director of Pupil Personnel Services for the East Rockaway School District. At this position, I supervise a staff of approximately 100 teachers, related service providers, teacher aides, school psychologists and other mental health staff. I credit in part my education at QC for my success. I value the education and insight I obtained from the fascinating professors. The program provided me with the roots I needed to build a fulfilling career.

Debbie Lo Verde, Class of 1999

I have been appointed to the New York State Board for Psychology by the State Education Department's Board of Regents and will serve in this position until March 20, 2017. I continue to work as a school psychologist for the Pine Bush Central School District as well as maintain a private clinical practice in Bloomingburg, NY.

William Haas, Class of 1985

I am now in Hofstra University’s Psy.D. program in School-Community Psychology.

Yali Manasseh, Class of 2011

I am working as a school psychologist at Windsor Central Supervisory Union in rural Woodstock, VT where I am split between 6 elementary schools and a middle/high school. I used Schoolspring.com, which I found to be a very helpful place to search for jobs. My advice with the job hunt: be patient and be open to opportunities you may not have initially expected.

Kyle Jansky, Class of 2012

I'm working as a school psychologist for 3 public schools in the Bronx. I plan to lead a professional development on FBA/BIPS in the near future.

Amanda Lutzker, Class of 2012

I am working for the Department of Education at a school on the Upper West Side. This will be my 4th year at my school, soon to be 5 years at the DOE. I received tenure last year, permanent state certification, renewed my NCSP and started to pursue my doctorate this Fall.

Simira Freeman, Class of 2009

I was recently hired on a per-diem basis to conduct triennial evaluations at the high school from which I graduated. I’m considering a post-graduate certificate in school neuropsychology and enrolling in a doctoral program.

Sean McCabe, Class of 2012

I am working in Brownsville, Brooklyn, in two separate schools. Working in the NYC DOE is rewarding and fulfilling, and I am lucky to work with amazing staff and principals.

Allison Gross, Class of 2012

I am working in a leave replacement position in Valley Stream School District, where I interned.

Kerry McLernon, Class of 2012
A Note from your Editors

Thank you to everyone who contributed to the current newsletter. We look forward to your contributions for the Spring 2013 edition! We are looking for article reviews, research, announcements, career advice, current events, or opinions on any topic of your choosing. Submissions may be sent to: qcpsychnewsletter@gmail.com. Hope to see everyone in Seattle and at the QC School Psychology Conference in January. Have a great holiday and a happy new year!

Kiera Mickus, Colleen McLeer, Amanda Douek, & Debbie Roth

Multicultural News

A group of current students, including Amanda Rinehart, Amy Villane, Anna Zalokostas, and Jennifer Hettel joined Dr. Lopez this semester to participate in an APA Division 16 working group. The Globalization of School Psychology Working Group identifies transnational issues in school psychology. The working group's first task was to develop a database of key research and readings regarding international school psychology. We contributed to the development of an annotated bibliography, focusing specifically on consultation as it relates to the globalization of school psychology. With Dr. Lopez's guidance and assistance, we each contributed summaries covering different aspects of consultation. The final bibliography can be found here, with our contributions under the Consultation heading: www.apadivisions.org/division-16/leadership/working-groups/globalization/index.aspx

Amanda Rinehart

Meet & Greet 2012
Annual Conference

49th Annual Queens College School Psychology Conference

Don’t miss the opportunity to attend a presentation given by one of the most accomplished professionals in the field for strategies to use with students with executive functioning deficits!

Date: Friday, January 25, 2013
Location: Student Union Building, Fourth Floor
Speaker: Peg Dawson, Ed.D., NCSP
Topic: Executive Dysfunction at Home & School

The 2006 recipient of the NASP Lifetime Achievement Award, Dr. Dawson is a noted author and school psychologist who specializes in assessment of children with attention disorders at the Center for Learning and Attention Disorders in New Hampshire. She is a former president of both NASP and the International School Psychology Association. Contact Marian Fish at marian.fish@qc.cuny.edu for more information about attending the conference.

Recent Faculty Publications & Presentations

Upcoming QC Presentations at NASP 2013

Congratulations to the presenters.


**Proctor, S., Muse, T., Haque, T., Rivera, N., & Simpson, C.** (February, 2013). *Diversifying the pipeline: Persistence strategies for graduate students of color.* A paper featured in the Presidential Strand to be presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Sullivan, A., Clements, N., & **Proctor, S.** (February, 2013). *So you want to be a professor: Navigating job searches.* A miniskills to be presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.


Truscott, S. D., Albritton, K., Matthews, Y., Daniel, K., & **Proctor, S.** (February, 2013). *Challenges and opportunities of African American school psychologists.* A paper to be presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

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Educational Leader Interview

*Students in the Professional Issues course each met with an educational leader (e.g., principal, assistant principal) to learn about the role of administrators and to share information about the role of school psychologists. The following is an excerpt from an interview with the Assistant Principal of a Long Island school.*

Mrs. W. described her role as “wearing many hats,” and “constantly putting band-aids on everything.” Although I knew that the Assistant Principal had many responsibilities, I was not aware of how much she really does (discipline, working with parents, professional development, crisis intervention, observations of the classrooms, correspondence, troubleshooting within the building, being the appointed designee of the building when the principal is not there, bus duty, controlling the master schedule, chairperson of all departments). Going along with that, I was also disappointed to hear that Mrs. W. felt that she used to be able to work more closely with the School Psychologist, but now that her responsibilities have increased dramatically regarding academics and state testing, she no longer has that opportunity. Two years ago she worked with my supervisor to have a counseling lunch group with at-risk girls, called BEST (Bringing Every Sister Together), in which they discussed at-risk behaviors (fighting, gossip, bullying and text messaging issues) and worked together to provide alternatives.

One thing that I found to be very interesting is that she feels that her role has drastically changed with time and she now sees herself as a “watch dog.” She is not only an educational leader, but she also runs every department, watching over to ensure they are all making adequate yearly progress. Mrs. W. noted that beliefs regarding discipline were a huge obstacle in her working relationships. Moreover, she feels that while discipline should be progressive, in which coming to the Assistant Principal should be the very last step, many of the faculty members are not on board with this and instead, want “instant gratification,” so they come to her right away to discipline a child. Research suggests that often school faculty do not understand the role of the administrators, and I asked Mrs. W for her thoughts on this. Mrs. W. responded to this immediately in saying that she could not agree more and wishes that for just one day, everyone in the building could work in a different position (have a teacher in the principal’s position, a secretary in a teacher’s position, etc.) so that everyone could really understand each other’s role. I thought this was a very interesting response as it was clear that there should be a better understanding of task assignments within the school for all faculty members to effectively work together.

Stacey Lembo
Why Become a Nationally Certified School Psychologist?

There are many benefits to being a Nationally Certified School Psychologist. Reciprocity among states allows for flexibility and freedom to work between states, should the need arise. Becoming a Nationally Certified School Psychologist is easy. Rather than taking certification tests in other states in order to work as a School Psychologist, you only have to take the PRAXIS II, School Psychology specialization. Most states recognize National Certification through NASP. For more information on National Certification and taking the PRAXIS II, please see: http://www.nasponline.org/certification/becomeNCSP.aspx.

Announcements

Congratulations to Chris Kearney, who graduated from Fairleigh Dickinson University with a Psy.D. in 2012. In more great news, he and his wife, Stephanie, welcomed their first child, Alora Rose, in August.

Congratulations to Amanda Kay (2007) on her marriage to Andrew Gitkind in April 2012.


Congratulations to Michael Sherer (2004) on receiving his Psy.D. in School-Community Psychology from Hofstra University in December 2012. And more news, he and his wife, Renee, have two daughters, Samantha (one and a half) and Chloe (3 months).

Our condolences to Julie Lewicky-Shipley and family on the death of her 19-year-old son Kyle in June. Julie can be reached at julshipley@aol.com.

Perks of Internship

For those of you just starting out in the program and immersed in coursework, it may seem like your internship is light years away, but it will arrive sooner than you think. The thought of being out in the field as an intern can be daunting, but rest assured, there is lots to look forward to. It is greatly satisfying to be a school psychologist intern in the schools. To alleviate some anxious feelings, our current interns shared the following highlights of internship:

- Finally applying the skills we’ve learned at QC in the real world
- Collaborating with school psychologists within our districts to support and advise each other
- Feeling like part of a community working to enhance students’ educational experience
- Learning from caring and committed school psychologists and watching them in action
- Observing master teachers deliver excellent instruction
- Networking with other school professionals to prepare for the job search
- Identifying students’ needs and meeting them in order to improve their learning
- Seeing firsthand the positive impact a weekly self-esteem lunch group can have on students
- Participating in psychologist meetings to troubleshoot problems and share interesting cases
- Taking in the different culture of various school buildings
- Working with other professionals as a team. Everyone brings something unique to the table!

Remember that although they're somewhat intimidating, our full-time internships are positive and rewarding experiences, both through the skills we develop in the field, and through actively applying what we already learned at Queens College.

Kiera Mickus & Colleen McLeer
This year’s NASP National Convention will be taking place in Seattle, WA from February 12-15, 2013. In addition to keynote addresses, there will be special and featured sessions, as well as poster presentations and workshops. It’s a great place to network and meet others in our profession. On your down time, you can explore the city of Seattle, which boasts many museums and other exciting attractions. Don’t forget, you can also earn Continuing Education credits at most NASP presentations. Contact the QC School Psych Club for info about sharing hotels and transportation with other students to save on the expense. Hope to see you there!