

ASU School Psychology Update

Spring 2003

Internship Student Interviews

ONE OF THE GOALS OF SPGSO HAS BEEN TO PROMOTE THE SCIENCE AND PRACTICE OF SCHOOL PSYCHOLOGY WITHIN ASU'S COMMUNITY OF SCHOOL PSYCH'S STUDENTS AND FACULTY. TO ACCOMPLISH THIS, WE RECENTLY HAD THE OPPORTUNITY TO ASK KATHIE WADE SOME QUESTIONS ABOUT HER INTERNSHIP EXPERIENCE THIS YEAR. KATHIE IS A FIFTH YEAR DOCTORAL STUDENT CURRENTLY ON INTERNSHIP WITH THE TEMPE SCHOOL DISTRICT.

SPGSO: What school/school district are you interning with this year?

KATHIE WADE: I WORK AT TEMPE ELEMENTARY SCHOOL DISTRICT (TD#3). MY PRIMARY PLACEMENT IS AT THE DISTRICT'S "INTERVENTION LEARNING PROGRAM", WHICH IS A SMALL ALTERNATIVE PLACEMENT FOR STUDENTS IN GRADES 6-8 WHO HAVE BEEN LONG-TERM SUSPENDED FROM THEIR REGULAR CAMPUSES FOR DRUG/WEAPONS VIOLATIONS, STUDENTS WITH CHRONIC TRUANCY OR BEHAVIOR ISSUES, OR STUDENTS WHO HAVE NO HISTORY OF DISCIPLINE PROBLEMS BUT WOULD BENEFIT FROM A SMALL, INDIVIDUALIZED, HIGHLY STRUCTURED PROGRAM. I ALSO WORK WITH STUDENTS WHO HAVE BEEN PLACED OUT OF THE DISTRICT IN PRIVATE DAY OR RESIDENTIAL PROGRAMS BECAUSE THEIR NEEDS CAN'T BE MET IN-DISTRICT.

SPGSO: Can you explain the process of finding an internship? What advice would you have for others?

KW: If you're planning on staying in the valley and not pursuing an APA internship, the process is fairly straightforward. Dr. Santos de Barona coordinates the internship process and notifies eligible students of internship openings in the valley. You choose which sites interest you and apply.

My advice is to always make sure your vita is current, review what you've learned in your courses in order to adequately answer interview questions, and ask the districts lots of questions about the types of responsibilities and assignments interns will have as well as opportunities interns have to work on their dissertation.

SPGSO: What kind of assignments have you been involved with this year?

KW: I'm excited that aside from the more "typical" school psychology experiences, I've been involved in quite a few unique assignments. As I stated above, I have been involved in interesting cases at the district's intervention learning program as well as evaluations and programming for students in private placement with very involved needs. I've also had the opportunity to visit numerous private placements sites around the valley. I played a fairly substantial part in our school redesign and expansion proposal and subsequently had the opportunity to participate in a presentation to the School Board on these issues. I've also been involved in the district's redesign of our self-contained ED program.

SPGSO: Do you have time to work on research?

If you're referring to dissertation research, yes. TD#3 is very accommodating and supportive of interns working on dissertation.

SPGSO: What do you like about your experience so far?

KW: EVERYTHING! MY SUPERVISOR, DR. LISA MERRIN, IS FABULOUS AND TD#3 HAS A NUMBER OF FANTASTIC PROGRAMS AND PEOPLE IN PLACE. SCHOOL PSYCHOLOGISTS HAVE THE TIME AND FREEDOM TO DO MUCH MORE THAN TEST AND PLACE.

SPGSO: What would you like to change about your placement?

KW: NOTHING.

SPGSO: What advice would you give to school psychology students?

KW: ASU's program does a great job of preparing students to competently practice as school psychologists. Our students and graduates are highly regarded in the Valley. There will always be areas for growth and much of this will come with practical experience, but be confident that your university training is preparing you well for practice.

SPGSO: What has been your biggest challenge this year?

KW: BALANCING INTERNSHIP REQUIREMENTS WITH DISSERTATION WORK AND MAINTAINING A PERSONAL LIFE. MY OTHER PIECE OF ADVICE IS TO GET AS MUCH DONE ON YOUR DISSERTATION PRIOR TO INTERNSHIP AS YOU CAN!

APA update

On November 14th-16th, 2002, school psychologists and students from across the nation met at Indiana University to discuss the future of the profession. APA and Division 16 co-sponsored the event with seven other school psychology-based organizations. The focus of the conference was to discuss the future of the field in relation to how school psychologists can better meet the needs of the schools and students in light of the current shortage of professionals in many rural and urban areas. The following six topics were the central areas of focus:

- The importance of early prevention and intervention services
- The need to restructure the current training of school psychologists in order to have more focus on the needs of the students, families, and schools
- Ways in which school psychologists can shift the focus of the profession from simply testing and placement to

- a more proactive role in the school systems
- The need for school psychologists to develop stronger bonds with other professionals, families, and communities
- Ways in which school psychologists may better address diversity
- The importance of school psychologists to discover ways to increase the learning potential of all students

For more information on this conference, please refer to www.indiana.edu/~futures

Local Conference

On February 7, 2003, the Mesa United Way sponsored the 3rd annual "Ready to Learn" conference in Phoenix. Over 600 attendants, including Allison Larsen, Annie Metcalf, and Josellin Thomas, came together to listen to Dr. Bruce Perry speak on the issue of child trauma. Dr. Perry, the founder of the Child Trauma Academy, spoke about early brain development and the adverse impact that neglect and insufficient attachments can have on the physical and emotional development of children. Dr. Jill Stamm, a member of the ASU faculty, was a

guest speaker at this event. In a break-out session on the educational implications of this research, she discussed her non-profit organization, New Directions, which also focuses on advancing the research in this important area. For more information about Dr. Perry's work, please check out his website, www.childtrauma.org.

Graduations

Melanie Watson and Amy Scott graduated with an M.A. degree in December 2002

Publications

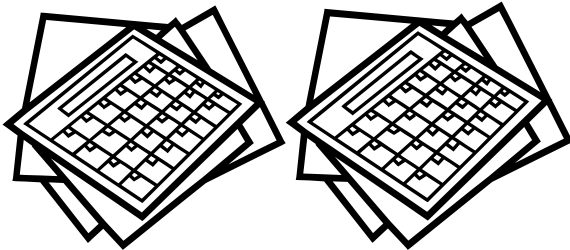
Kiley Wade, K., & Stafford, M.E. (accepted for publication). Public school uniforms: Effect on perceptions of gang presence, school climate, and student self-perceptions. *Education and Urban Society*.

Presentations

Crawford, A. M., Stanley, E. H., Jackson, P. M., Gonzales-Macias, L., Scott, A., Watson, M., Santos de Barona, M., & Stafford, M. Tempe, AZ. November, 2002. *Open Arms: A Multi-Level*.

Andrea Segal will be presenting "Anxiety and religion: A comparison of Muslim, Jewish, and Christian adolescents" at NASP on Wednesday, April 9 2003 in Toronto, Canada.

Gloria Chavez will be presenting "A Paradigm Shift: Inclusion of Students of All Abilities" at NASP on Thursday, April 10, 2003 in Toronto, Canada.



Dates to Remember...

March 16-23	Spring Break
March 27 - April 4	Pre-Registration for Fall Semester
March 29	Social (Farm Kitchen @ 11:30 am)
March 31	May Graduation Filing Deadline
April 4	Restricted Course Withdrawal Deadline
April 18 or 19 TBA	Potluck Social (Location & time TBA)
April 23 - August 31	Registration for Fall Semester
April 25	Last Day to Submit Thesis or Dissertation for Oral Defense
May 6	Last Day of Classes
May 7	Reading Day
May 8-10, 12-14	Final Exams
May 12	Grades Available on Sun-Dial
May 15	Commencement
May 17	Social (Kona Grill in Scottsdale @ 6:30 pm)