Carol S. Lidz *Editor*

Women Leaders in School Psychology

Career Retrospectives and Guidance

Springer

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Carol S. Lidz
Philadelphia, PA, USA

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Dedicated to all the women and men who have helped to make me a School Psychologist

Foreword

While there have been many important events shaping the history and development of school psychology, none is greater than the fact that, long ago, applied psychologists generically called clinical psychologists with specialized training in assessment, child development, behavior management, and special education chose to take employment in the public schools. That is, they became employees of the school system rather than consultants to it from outside the system. This event would forever link school psychologists to the two worlds of professional education and professional psychology that continue to characterize our field's training and accreditation, credentialing, organizational structure and representation, day-to-day practice expectations, and varied sources of supervision. It also connected the developments within school psychology, one of the few psychology fields in which women were welcomed in positions from the classroom to school administration. That connection would facilitate a larger presence of women in school psychology than in other areas of the profession. A field that had broad gender representation for many decades witnessed a feminization since the 1960s that may be among the most noticeable developments in its recent history. From practitioners to professors, editors, and organization leadership, women are increasingly demonstrating their contributions. The historical contributions of women to school psychology have not gone unnoticed, and a book of this nature is long overdue.

For the first several decades of school psychology services, when men and their contributions were more visible, women were making important contributions. Perhaps not yet household names, many of us are familiar with Ethel Cornell, Norma Cutts, Mabel Fernald, Susan Gray, Gertrude Hildreth, Leta Stetter Hollingworth, Beatrice Lantz, Bertha Luckey, Frances Mullen, Grace Munson, Harriet O'Shea, Marie Skodak, and no doubt others (see Chap. 1). Indeed, at least 30% of the attendees at the historic 1954 Thayer Conference were women. Yet you will not find much discussion of these early figures unless you use archival, internet

sources, and the 1996 *Historical Encyclopedia of School Psychology*, edited by Tom Fagan and Paul Warden. This book, edited by Dr. Carol Lidz, is about the contributions of numerous contemporary women school psychologists. Most readers will recognize these persons and their contributions. They represent commitment and contributions to training, practice, test construction, consultation and intervention developments, organizational and state education agency leadership. In several ways these contributors represent a second generation of women in school psychology who have advanced the contributions of the first generation listed above.

In the mid-1980s, when thematic and special issues were becoming common in the school psychology journals, Judith Alpert and I proposed a special issue of the *School Psychology Review* on women's contributions at the state and national levels. I had already gathered several of these accounts and have kept them. The proposal was turned down for various reasons. I knew it was a longshot in a field where there was yet to be a female journal editor and women held a smaller presence in training program faculty and organizational office positions. So, I was delighted when Carol Lidz contacted me about gathering names for this book specific to the topic of women in school psychology. My historical interests had connected me to many "famous" women in our field, deceased and alive, and I could help her create a list of contributors. Her interest and the authorship of many persons have made this book possible. Unique to this book are the autobiographical accounts, the authors' personal descriptions of previous and ongoing contributions, and reflections on their careers and accomplishments. It should stimulate considerable discussion for seminars, and encourage undergraduates to consider the field of school psychology as a long-term career.

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Preface

This book was born from recent personal experience. I have reached the age of looking back and just completed compiling loose-leaf books filled with documents from my variegated 40-year career. I asked a friend what I should do with all of this information, and she suggested that I throw it all out. That was enough to motivate me to think of choices for what to do with all of this stuff. I have no children, but do have a nephew who might try to summon up some interest in preservation, at least for a short while, but would no doubt eventually go the path suggested by my friend. Why preserve all of this? Because I think I had an interesting career, and no one really knows about it. I thought there might be others out there with interesting stories to tell and career paths to share. We cannot include all of them here, but we can offer a fair sample. Not all of the school psychologists included here have names that will roll off the tongue of most practitioners or trainers, though some do. However, they have all led very interesting professional lives and carved deeply unique paths that are worth sharing. It is also the case that many of these chapter authors have made substantial contributions to the School Psychology literature, and it would be of interest to the students of this literature to have access to their biographical information.

Most people who think of School Psychologists, if they ever do, most likely see them sitting in school offices, inviting in students to undergo standardized testing, and generating sadly boiler plate (fill in the student name) reports filled with subtest names and norm-based scores. This is not what this book is about. There are some of us who have led "interesting" professional lives that are really quite deviant from the norms. A life in School Psychology can in fact be quite varied and interesting.

The history of School Psychology began with clinical psychologists working mainly as consultants for schools, in their roles as (usually Binet-carrying) clinical psychologists. Early trainers of School Psychologists were typically from Clinical Psychology, and were, with noted exceptions, quite predictably male. As School Psychology developed, trainers with School Psychology experience increasingly began to train future school psychologists, but there was the ongoing typical situation that they were predominantly male, whereas most of the future practitioners they were preparing were predominantly female. The prevailing model of training

and, therefore, practice was medical, though "scientist practitioner" was the preferred term. We are now in a situation that school psychologists are training school psychologists, and many of these trainers are now female. In fact, many program directors are female, and many of these are represented in this book.

Does gender matter? Well, that is ultimately a matter for research investigation, but there are trends that are hard to deny. In my own experience, I have in fact often found more support from males, although there are clear deviations from that as well. What I have not experienced in my journey is exposure to mentors, certainly not female mentors. Others, including those represented among the contributors, have had very different experiences. Women do have issues that differ from men, certainly if they are wives or mothers. What we see in the literature are mainly statistics. We know a lot about how many women there are in the profession, as well as their salaries. We do not know a whole lot about who they are and what they actually do. We do not know what their choices have been and what their career journey was like. I would have liked to have had this information as I was struggling to create my profession for myself. I was one of those who always questioned what I was doing and searched for a better way to do it. I was one of those who tended to ask forgiveness rather than permission, and that in fact made my professional life livable. I would have left the profession at several points if this had not been the case. One of the lessons I learned along the way was that I rarely needed to ask forgiveness. If I took some risks in the name of doing things better, they were usually better and well accepted. The world did not stop spinning, and I did not get tossed into space.

All of this is to say that there are many of us who have had interesting journeys that are worth sharing. What is offered in this book is evidence that it is in fact possible to have an interesting journey, although you do not always know you are having it until you look back. I do believe that being a female School Psychologist has its unique aspects and goes well beyond being a "mere" practitioner, trained by males to arm the front lines to administer standardized IQ tests. It is rare that we get to tell our own stories. When we die, others will very briefly summarize what they think we were like and what we did, but no one will know who we really were other than ourselves. These entries therefore also represent our attempt to control our own narrative.

I determined very early that I needed to find a niche. First, I needed to accumulate as much experience as possible and use that to find that niche. Along the way, I also learned what I did well and perhaps not so well, and discovered a few niches. The main lesson was that this needed to be an active search for a questioning mind. I felt uncomfortable with the adequacy of my training and with what I was prepared to offer, and never stopped my search to do better. I had to actively create my journey and be open to opportunities that came my way. I had to learn when to leave and move on.

What should emerge from these stories is evidence that there are many routes to becoming a School Psychologist, as well as many paths to a career within this profession. I think we would all agree that it is one of the most interesting among the possible ways to spend one's professional life. It is one of the few available ways

to feel you are making a difference through any one of the several roles and functions. My own work has been driven by the "so what?" question. This has led to dramatic changes in my own career choices. It has nevertheless been encouraging that it is in fact possible to ask the question, and to make the changes that provide a response and still remain a School Psychologist. It is also important to acknowledge the role of "fate." There is no way to anticipate during training years just what opportunities or obstacles will emerge.

The greatest challenge of development of this book has been to decide who to include. It was so much easier to think about the early history when there were so few women involved in the profession, and even fewer in positions to make a difference. This has clearly changed over the years, to the point that many interesting individuals had to be excluded. Women are now well represented on School Psychology Program faculties, as authors of books and chapters, as generators of research, and on editorial boards of journals, as well as in positions of importance in organizations. In the end, these represent my personal choices and are included here as a sampling of the many available career possibilities. I just want to add that not every person invited agreed to participate. Some felt too busy, some were uncomfortable with such focus on themselves, some had health issues, and others had personal family concerns. Despite some few losses, there were not many refusals, and most cherished this opportunity to share their journey.

It is also important to note that the information about each contributor needed to be restricted. These are high functioning, active, competent women who have had (and some still having) productive careers. I have chosen to include lists of their publications and awards, but not their unpublished papers and presentations. The latter alone would comprise a huge volume. We all wish to leave a paper trail, though the extent to which this will remain paper is to be determined. Awareness of the paper trail is a quick way to review areas of contribution and helps in the documentation of legacy, which, after all, is one of the main goals of this book.

One more thing. I guess the most obvious question for the book is: why just women? Admittedly, one honest response has to be "because I *are* one." But that is not all. Women often have special and somewhat separate journeys specifically related to their gender. People like me often profit from the paths created by the generation(s) before. I remember when I was in the School Psychology MA program at the University of Tennessee, my boyfriend (who was in the Clinical Psychology Ph.D. program), remarked: "Haven't you noticed that there are no women in the Ph.D. program?" Well, the sad fact was that I hadn't. All the women in the graduate school were earning master degrees, and the Ph.D. program students were exclusively male. It all seemed quite natural to me and I did not even notice, let alone question it, as, at the time, I could not even picture myself trying for the next level. I was only newly aware that there were such people as school psychologists. My internship supervisor in the Knoxville School System was a (non-Ph.D.) woman, but there were no women on the Psychology faculty. My role during that internship (I did another one later) was as Binet tester. The main thing I learned from that was how to ask questions with a Tennessee accent (e.g., "what does the word tap mean?" Tennessee student response: "You tap with a tap wratter."). Working in the school

system as something other than a teacher seemed intriguing to me. There were precious few examples of what women could accomplish within the domain of Psychology in general, and School Psychology in particular.

Since those early days, I have learned that the idea of women as nurturers does not always apply. I would have to say that the people I found most nurturing in relation to my professional development were men (e.g., Jack Bardon, Donald Clark, Carl Haywood, Irwin Hyman, Fred Nalven, Jack Naglieri, Thomas Oakland), with the exception of Sylvia Rosenfield, who was responsible for opening academia to me. The focus on women here is to provide portraits of women for men and women, to document their accomplishments, provide models, and offer encouragement and motivation to others who are seeking their futures in this interesting and challenging profession.

The profession of School Psychology is and has been filled with many women who have made important contributions. This book can only provide a very small sample, and the selection was necessarily at the discretion of the Editor. I did have some criteria for selection that included gender and age. The latter required that those selected be at or near the end of their career path, either actually retired or nearly retired. Looking back does, after all, require a past to peruse. I also leaned toward individuals who seemed to have some interesting or unusual quirks to their paths, either regarding how they came to School Psychology and/or what they did when they got there. And, finally, I limited my selection to those who actually identify themselves primarily as school psychologists. These selections indeed document the many variations on the theme of being a school psychologist that are possible while still maintaining a clear identification with this domain. As mentioned above, many of the early figures of School Psychology history were trained and functioned as Clinical Psychologists, and that included both the men and the women.

Although the book is heavily slanted toward school psychologists in the USA, I have made an effort to solicit the contributions of others. Outside of the USA, the school psychologist equivalent is typically referred to as "educational psychologist." Two of the contributions represent these countries: Australia and Israel. The book is also heavily slanted toward women who became academic trainers, not because that was among the criteria, but because their activities and contributions have led them down that leadership path.

I close with what I think is an apt quote from one of my favorite poems, T.S. Elliott's *The Love Song of J. Alfred Prufrock:*

> "…Then how should I begin
> To spit out the butt-ends of my days and ways?
> And how should I presume?"

Well, here we go, spitting and presuming!

Philadelphia, PA, USA Carol S. Lidz

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About the Editor

Carol S. Lidz, Psy.D. is retired after a 40-year career in a wide variety of school psychology positions. She began her career as a frontline school psychologist in New Jersey, followed by several years in Montgomery County Pennsylvania. She then worked briefly as a pediatric psychologist in a rehabilitation hospital and, then, for many years as creator and chief psychologist for a multidisciplinary team that provided services to children enrolled in Head Start programs throughout the Philadelphia area. Her academic career began at Temple University, where she trained graduate students for services to young children. She then created a new School Psychology Program for Touro College in New York City. Her educational background includes a B.A. in psychology from the University of Michigan, an M.A. in School Psychology from the University of Tennessee, and a Psy.D. in School Psychology from the Graduate School of Applied Professional Psychology of Rutgers University. Her research primarily concerns parent–child interaction and dynamic assessment. She has published extensively on topics of preschool assessment in general and dynamic assessment, specifically. She has designed a dynamic assessment procedure for preschool children (Application of Cognitive Functions Scale) and a rating scale for observation of adults with young children (Mediated Learning Experience Rating Scale and its variations). She and her husband, a retired architect, reside in Philadelphia, PA.

Some History

Carol S. Lidz

Introduction

This is not meant to be a history (or even herstory) book, at least not one that dwells on reviewing past history. Nevertheless, our present and future rest on history, and we have always walked in the moccasins of our forebears, so some historical foundation is appropriate. Because of the nature of the book, this review is restricted to women. However, I am totally indebted to a man for most of the information, namely, Thomas Fagan (author of the foreword). Much information was gleaned from his basic text, coauthored with one of our contributors (Fagan & Wise, 2007), but additional information was provided by him directly, as well as other articles he has authored. He was incredibly accessible and forthcoming.

This chapter can be neither comprehensive nor exhaustive in its selection of important contributors to the history of women in School Psychology. It is only possible to cite some of the important issues and to sample some of the important individuals who have impacted the field. School Psychology is special in that it has offered a platform for women from its earliest days, even compared to other areas within the discipline of Psychology. Women have found educational settings comfortable, and educational settings have welcomed their involvement, that is, settings other than academia, where men prevailed for a very long time. But, as is said, “we’ve come a long way baby,” and women are now well represented not only among School Psychology program staff but at the helms of these programs and departments.

Gottsegen and Gottsegen (1973) reviewed a number of surveys related to women in School Psychology. These surveys reported, for example, that, of 112 graduate school training programs, 22 of the coordinators/directors were women, and,

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compared to the 32.2% of male members of APA's Division 16 (School Psychology) who worked primarily in a university setting, 15.9% were women. Other survey data noted that 18% of School Psychology university staff were women. Furthermore, the results showed that, even when employed by universities, women were at lower ranks and tenure than men, with commensurately lower salaries. These authors also reported that women working within school systems tended to fare better than their university counterparts, with better opportunities for promotion. Studies of participation in professional organizations documented that women were underrepresented at the higher levels, despite being essentially equal in membership; however, women in School Psychology tended to do better than those in other areas of psychology, even regarding the number of members. At that time (early 1970s), the status of women related strongly to the issue of holding the doctorate. Men far outnumbered the women in their completion of this degree. The authors pointed out that School Psychology was one of the few areas where it was possible to function as a professional psychologist with a master's level degree, though I would modify this by adding that a master's in School Psychology is not similar to a master's in other fields, since it typically requires 3 years to complete (including the internship). When I directed my program, I always emphasized that our program was master's plus certificate, which required 2 years of courses plus a full school year of internship, with details of the program very similar to the doctoral level. It was pretty close to a doctorate minus dissertation.

Similar to other women, one of my motivations for choosing School Psychology was that it was possible to work as a psychologist without securing the doctorate, which contributes to the seeming bias against women in the various surveys since universities restrict their hiring to those holding the doctorate. I, of course, did finally go on the next level and encouraged my better students to do the same. I think it is possible in retrospect to reply "yes" to all of the questions posed by the Gottsegens:

1. "Have women been more welcome to school psychology because the schools have traditionally been places where women could work?" Yes.
2. "Is it because of their 'natural sensitivity' or conditioning for the maternal role?" Yes.
3. "Are women who have a low "fear of success" tolerance level drawn to school psychology, thus avoiding the potential problems in self-concept common to many women doctorate holders?" Yes.
4. "Do women who have household and child care responsibilities see school psychology as a profession which allows them to combine career and motherhood with the least amount of difficulty?" Yes.
5. "Do school psychology training programs favor male applicants for doctoral degrees and female applicants for master's degrees and professional diplomas?" This is an area that seems to have changed over the years. It was true when I was in graduate school, but the degree to which this was self-selection remains debatable.

In their 1988 literature review of research on women in School Psychology, Alpert, Genshaft, and Daravenco (1988) found continuing sex discrimination in that women were "less educated, less visible, and … in the lower academic level of the profession" (p. 3).

I am taking the liberty as the book's editor to select a few who were very prominent. Between 1920 and 1974, the percentage of women completing doctorates in psychology increased from 30.8% to 47.5%. In School Psychology, there was an increase during the same period from 32.3% to 59.5%. In contrast to this, women made up 21.2% of the Psychology faculty in 1981 and between 18% and 21% of the faculty in School Psychology. There was also evidence of large discrepancies in their academic ranks in Psychology departments, lacking data specific to School Psychology. There was evidence of less salary discrimination for women in School Psychology than in Psychology in general. The amount of publication tends to favor men, though the studies tend not to be well controlled. However, the research has found no gender differences in the number of citations. Women in roles of consulting editors for School Psychology journals were increasing over the years, but still well below men, and, at the time of their article, more men were likely to be editor-in-chief. Women were increasing their representation and board activity within APA, for example, from 16.5% to 45% between 1975 and 1983 for those reporting to the Board of Directors and Council of Representatives. NASP members tended to be predominantly (61%) women in 1984, though they tended to be somewhat underrepresented in leadership positions. This showed an increase between the mid-1970s and mid-1980s. The authors concluded that more master's recipients were women, more women had master's than doctoral degrees, and, despite the increase of women holding doctoral degrees, they tended to be underrepresented on academic faculties and, when there, tended to have lower ranks and tenure tracks. The authors recommended that increased attention be paid to the special issues of women that affect their careers.

Reports of a later survey by Walcott, Hyson, McNamara, and Charvat (2018) confirmed the increased female dominance among practitioners. Possible reasons cited by the authors included socialization resulting in internalization of expectations regarding types of competencies, as well as the higher levels of academic success of women who are therefore more likely to complete graduate-level degrees.

My career spans most of the history Fagan and Wise (2007) have referred to as "thoroughbred." This goes from the mid to late 1960s to the present. Anyone involved in the field was involved in creating the profession, whether in formal articles or training programs, or merely in daily practice. The guidelines were minimal. Nevertheless, there were individuals who should be granted pioneer status, who were critical to molding the profession. Susan Gray was a major influence for me through her basic text (Gray, 1963). I was also fortunate to have been in the programs of two pioneers, Lillian Zach at Yeshiva University, and Virginia Bennett (usually paired with Jack Bardon), at Rutgers. I heard others speak and certainly read their articles. These included Nadine Lambert and Mary Alice White. White, in fact, interviewed me when I applied to Columbia University's program (but apparently remained unimpressed, since I was not accepted). I traveled to Israel to visit

Feuerstein's program with Judith Mearig (program chair at St. Lawrence University), so I got to know her more than the other pioneers. My association with her was the first among several ironies of my career. She was department head at St. Lawrence University. I had attended St. Lawrence as a freshman, many years before she was on the faculty, and left there to transfer to the University of Michigan. After I met Judith, I was invited to return there to speak at a colloquium.

The lists of women important to the development of School Psychology are long. No doubt I will be faulted more for my exclusions than inclusions. French (1988) looked back the furthest (75 years before his article) to find women who were important influences not just to Psychology, but to School Psychology specifically. I will select only several from his extensive list who had a particularly strong influence on the development of the profession. French pointed out that early documentation by APA in 1918 showed that fewer than 5% of the male members were employed by schools, in contrast to about 30% of the women, and men were about twice as likely to hold administrative titles compared to women. Many of the women he listed were important influences in the areas of child development and clinical child psychology. School Psychologists in training would be exposed to and influenced by their work during the course of their studies. The brief bios below focus on those with the most direct relationship to the development of School Psychology as a profession, even though they themselves may not have considered themselves primarily School Psychologists. The information derives mainly from multiple internet sources easily available via Google.

Virginia Dakin Cliver Bennett (1916–2000)

Bennett entered School Psychology by way of nursing and elementary education. Her Ed.D. from Rutgers University was in School Psychology, and she was on the faculty of Rutgers for her entire post-Ed.D. career. Her focus was on children with learning problems, particularly concerning remediation and mainstreaming, and she was an advocate for early identification of children with special needs. She was also dedicated to provision of services to children from minority backgrounds. She and Jack Bardon were pioneers in developing a model training program for School Psychologists at Rutgers (Messer 2004). Bennett was the first to be awarded the diplomate in School Psychology in 1968.

Psyche Cattell (1893–1989)

Cattell was born in a small town outside of New York City to a large family with a famous psychologist father (James McKeen Cattell), who was on the faculty of Columbia University (before that, at the University of Pennsylvania). She was home-

schooled (usually by her father's graduate students) until college, as she was probably dyslexic. She studied at several postsecondary institutions (Barnard College, Sargent School of Physical Education, U.S. Marine Laboratory at Woods Hole, and Cornell University). She obtained her undergraduate degree from Sargent. Her master's degrees were from Harvard and Cornell, with some brief time working with Terman at Stanford. She completed her doctoral studies in Education at Harvard, the first woman to achieve a Ph.D. in Education from Harvard. While there, she worked at the Psychoeducational Clinic and contributed to the Harvard Growth Study directed by Walter F. Dearborn. From there she moved to Harvard's Center for Research in Child Health and Development. While in Boston, she served as an instructor in Mental Testing at The Nursery Training School of Boston for 2 years.

Cattell's early interest in the relationship between physical characteristics and academic achievement changed to her focus on intelligence. She became most known for her development of the Cattell Infant Intelligence Scale. In 1939 she moved to Lancaster, PA to be near her brother, and became chief psychologist at the Lancaster Guidance Clinic and psychologist at the Lebanon County Mental Clinic. In 1941 she opened a nursery school in her home, which evolved into the West End Nursery School and kindergarten, eventually referred to and finally named The Cattell School. While in the Lancaster area, she wrote a regular column called "Children Under Eight" for their newspaper, The Lancaster New Era.

Remaining unmarried, Cattell became one of the first single women to adopt (two) children.

Ethel Letitia Cornell (1892–1963)

Cornell's career was primarily in the New York State Department of Education, where she co-authored (with Warren W. Coxe) a performance scale of intelligence (Cornell-Coxe Performance Ability Test), initiated New York state certification requirements for school psychologists, represented School Psychology within the American Psychological Association, and lectured school principals on the role of and their need for school psychologists (Fagan & Warden, 1996). Many of the subtests of intelligence will be quite familiar to those who have administered the Performance items of the Wechsler Scales. She was a psychologist with the U.S. Army and Boston Psychopathic Hospital before her position with The New York State Department of Education for 34 years. She served as the first secretary and third president of APA's Division 16.

Marie Skodak Crissey (1910–2000)

Skodak/Crissey was born in Ohio of parents who immigrated from Hungary. They both worked as teachers. She was trilingual, speaking Hungarian, Slovak, and English. She was the older of two girls. Her undergraduate work was at Ohio State University.

Her initial interest in chemistry changed to education when her parents lost their home during the depression, and she was forced to earn income to complete her studies. However, she reported that her interest in psychology developed from overhearing the conversations of psychology professors when she was a waitress at the University Faculty Club (Crissey, 1992). Within 4 years, she completed her bachelor's degree with a teaching certificate, as well as her master's in psychology, and a minor in social work, which, together, prepared her for work as a School Psychologist. At the same time, she gained work experience with a juvenile court, an institution for the "retarded," a state hospital, a settlement house, and a private girls' school. Her mentors at Ohio State were Henry Goddard and Francis Maxfield. Her plan at this time was to work with children with special needs and become a School Psychologist.

After completion of her masters, she spent a year working in Hungary and returned to intern at a state institution in Rome, New York doing mental testing. She then began her doctoral studies in developmental psychology at Iowa State and worked in their psychology clinic as a mental tester. During the summer, she took a state position in Iowa as a mental tester and met Orlo Crissey, the man who was to become her husband; he was the psychology graduate student who was coordinating her summer program. The program was directed by Harold Skeels, professor at the State University of Iowa's Child Welfare Research Station. When she returned to school, she took a position as assistant state psychologist under Skeels, testing children before their placement in adoption. Her interest in mental development became the focus of her dissertation, and her increasing experience with mental testing impressed her with the contribution of nurture to cognitive development. She collaborated with Skeels on a study that documented the difference in cognitive growth patterns of children who remained institutionalized, compared to those who did not.

In her words, their important findings were that "Children who were originally showing significantly delayed development, when placed in a highly stimulating environment, showed accelerated and, eventually, normal development. Following placement in adoptive homes, this normal development was maintained. On the other hand, children who had initially been assessed as showing normal development, but who subsequently experienced a markedly barren and unstimulating environment, showed diminished mental development and eventually became and functioned as mentally retarded persons" (Crissey, 1992).

Skodak then took a position as assistant director of the Guidance Center in Flint, Michigan, and worked with Crissey to initiate high school guidance and counseling programs throughout the state. She simultaneously directed the Guidance Center and began to teach at a University of Michigan extension and summer school. After leaving the Guidance Center, she focused on her private practice as well as a half-time appointment with the Dearborn School System, where she became director of their psychological services. This evolved into a full-time appointment, with continuing private practice (the only woman in the state to do so). While at Dearborn she developed their social work program, introduced School Psychologists into their system, and developed internships in collaboration with Ohio State, University

of Michigan, and Wayne State University. She was a pioneer in the practice of including children with severe handicaps in mainstream school classes.

Skodak/Crissey participated in the Thayer Conference and was also active with the American Board of Professional Psychology (ABPP), succeeding Mary Alice White on its Board in 1969. She was granted the ABPP diploma in school psychology in 1969. She received a distinguished Service Award from Division 16 (School Psychology), and, with Skeels was granted the Joseph P. Kennedy award for Research in Mental Retardation in 1968. Her contributions to research and professional practice extended over psychology, social work, and special education.

Crissey experienced a good deal of gender discrimination in her career either by virtue of general lack of opportunities for women or more directly by losing specific job appointments to males (when she was the more qualified). It was frustrating to her and, now for us all, that many of her research projects were never published, but sadly, in her words, remained in a box (Fagan, 2002).

Norma Estelle Cutts (1892–1988)

Cutts was an early pioneer not only in School Psychology but in pursuing equal opportunities for women in general. She was born and raised in Connecticut, and completed her master's and Ph.D. at Yale University. Her career was shared between the New Haven public school system and New Haven State Teachers College, where she was a classroom teacher, and then professor and supervisor of work with mentally handicapped children. Her undergraduate degree was from Mt. Holyoke College, followed by research work with Goddard on the Vineland Scales, and a colleague of Arnold Gesell in the New Haven School District. Later in her career, she practiced in Florida at Hillsboro Country Day School. She was most well known for her participation in and editing of the resulting publication on the Thayer Conference (Cutts, 1955). She was an important influence on the development of standards, programs, and services for children with special needs in the state of Connecticut (Fagan, 1989). Her career embraced both Clinical and School Psychology. Evidence of her independence is the fact that she married for the first time at the age of 80! (Nakhiri, 2010).

Grace Maxwell Fernald (1879–1950)

Fernald was born in Ohio, one of two girls in a large family that included four boys. Both girls became psychologists. Her undergraduate work was at Mount Holyoke College, followed by 3 years at Bryn Mawr College. She then went on to complete her Ph.D. at the University of Chicago. She returned to Bryn Mawr as

Assistant Professor in Psychology and Education for 1 year, followed by her 1-year appointment with the Juvenile Court in Chicago as Assistant Director of the Chicago Psychopathic Institute., where she developed the model for the psychologist–psychiatrist–social worker team. Her career was primarily in Los Angeles, California at the University of California State Normal School and Clinical School, which she founded and directed. The focus of the Clinical School was on children with learning disabilities. She is best known for her kinesthetic and whole word approach (VAKT, visual–auditory–kinesthetic-tactile) to the teaching of reading/spelling/writing, which came to be called the Fernald technique. This approach also involved the use of words and stories selected and dictated by the learner.

Mabel Ruth Fernald (1883–1952)

Mabel and Grace were sisters, both born in Ohio, daughters of an author/scholar, two of a total of six children. Both sisters completed their bachelor studies at Bryn Mawr and doctoral studies at the University of Chicago. After teaching positions in Ohio and Illinois, she became an Assistant Professor of Psychology at the University of Minnesota. She also served as Director of the Laboratory for Social Hygiene at Bedford Hills Women's Reformatory in New York and held positions in the Office of the Surgeon General in Washington, DC. Her primary career was as Director of the Psychological Laboratory, Vocational Bureau of the Cincinnati Public Schools. She is primarily known for her contribution to a study of women delinquents in New York State.

Florence Goodenough (1886–1959)

Goodenough was the youngest of a large Pennsylvania farming family and did her undergraduate studies at Millersville, Pennsylvania, Normal School. She completed her bachelor's and master's degrees at Columbia University under the guidance of Hollingsworth. Her Ph.D. was from Stanford University, where she worked with Terman on his genius study. After graduation, she took a position with the Institute of Child Welfare at the University of Minnesota, where she remained until her retirement. She was best known for her development of the Goodenough Draw-A-Man test, which became a staple of the school psychologists' assessment battery. Her downward adaptation of the Stanford-Binet became the Minnesota Preschool Scale. An important contribution to psychological research on children was her work on event sampling.

Susan Walton Gray (1913–1992)

After completing her A.B. degree at Randolph-Macon Women's College, Gray's career became centered around George Peabody College of Vanderbilt University, where she completed both her MA and Ph.D. After a brief interlude following her Ph.D. as a fourth-grade teacher, followed by working as an assistant professor at Florida State College for Women, she joined the Psychology faculty at Peabody, where she remained until 1978. She began Peabody's School Psychology doctoral program in 1957 in collaboration with Julius Seeman and Raymond C. Norris. In the 1960s she collaborated with Nicholas Hobbs and Lloyd Dunn to establish the John F. Kennedy Center for Research on Education and Human Development, one of the first of the original 12 federally funded mental health/mental retardation centers. She next founded and directed the Demonstration and Research Center for Early Education (DARCEE), which served as an important background and influence to the later development of Project Head Start. Her career was dedicated to the improvement of the lives of children born into poverty convinced that their experiences during early childhood were critical to their later success in life. Her research for her projects provided models for the field of early education and intervention. Her training model for school psychologists included assessment, consultation, and research. In her "spare time" she was an award-winning photographer, classical language scholar, and patron of the arts (Haywood, 1993a, 1993b). Her books, The Psychologist in the Schools (Gray, 1963) and From 3-20: The Early Training Project (Gray, Ramsey, & Klaus, 1982) remain classics.

Rosa A. Hagin (1921–2014)

Rosa Hagin resided in New Jersey and New York, attending Trenton State College and New York University, where she earned her Ph.D. in Educational Psychology. Her Clinical Psychology internship was at Bellevue Hospital's Department of Psychiatry (Associated with NYU), where she began her research into learning disabilities in association with Archie Silver, M.D. Her teaching career was primarily at Fordham University, where she organized the School Consultation Center that came to bear her name. She was president of APA's Division 16 in the early 1970s and received their Distinguished Service Award. Her private practice focused on children and adults with learning disabilities.

Gertrude H. Hildreth (1898–1984)

Hildreth was born in Terre Haute, Indiana. She completed her A.B. at North Central College and her M.A. in education at the University of Illinois. Her Ph.D. in educational psychology was from Teachers College, Columbia University. Following her M.A., she was a School Psychologist for the Okmulgee, Oklahoma school system. Her primary career was as a psychologist with the Lincoln School at Columbia University's Teacher's College for more than 20 years. She then taught at Brooklyn College until her retirement. She was a fellow of the APA and president of its Division 15 (Educational Psychology) in 1949. She is particularly well known for her contributions in the area of testing, including the Metropolitan Readiness Test, Metropolitan Achievement Test, and her bibliography of Mental Tests and Rating Scales. She also coauthored a sentence completion test. The topics she addressed in her publications included the teaching of reading and spelling, education of gifted students, school readiness, and a book on psychological services in the schools. She also wrote about second language learning, play, and hand dominance.

Leta Stetter Hollingworth (1886–1939)

Hollingworth is thought of as the mother of gifted education. She was born the eldest of three daughters and spent her early (unhappy) years in Nebraska. She was gifted in writing and graduated early from high school. She completed her undergraduate work at the University of Nebraska, worked briefly in Nebraska as a teacher, and then joined her new husband in New York, where he became a graduate student at Columbia University. She began her work toward her master's degree at Columbia. Her early research interests were in issues of gender and child development. Following the completion of her masters, she worked at the Clearing House for Mental Defectives, where she administered the Stanford-Binet and became the first civil service psychologist in New York State. She then became chief of the psychological laboratory at Bellevue Hospital and completed her doctorate at Columbia under Edward Thorndike. She remained at Columbia in the Department of Education for the duration of her career, and, while there, worked as their principal for the School of Exceptional Children and opened a Classification Clinic for Adolescents. Her early work focused on women's studies (she disproved any connection between women's menstrual cycle and their mental capacity) but evolved into an increased focus on gifted children, as well as issues associated with economic disadvantage and mental deficiency. She was an advocate for the contribution of nonbiological circumstances to mental development, and the need for children with the high mental capacity to be nurtured and not simply left to their own devices. Her husband was a popular Psychology professor at Barnard, who had to take on extra consulting jobs to generate the money to allow his wife to attend graduate school. She was a prolific writer but is most well-known for her 1928 book on

adolescence. Despite the evolution of her research interests, she remained an advocate of feminist causes.

Elizabeth Munsterberg Koppitz (1919–1983)

Koppitz was born in Berlin, Germany, and came to the United States in 1939. Her B.A. was from George Peabody College. She completed her M.A. and doctoral studies in clinical psychology at Ohio State University. She lived in Mount Kisco, New York and worked as a consulting psychologist for the Northern Westchester and Putnam County Board of Cooperative Educational Services in New York State. She is well known to virtually all School Psychologists for her research and publications regarding Children's Human Figure Drawings and the Bender-Gestalt Test for Young Children and was well known for her work with children with learning disabilities. She and her husband, Werner Koppitz, an experimental psychologist, created a 4-million-dollar fund through the American Psychological Foundation to support graduate student projects that promote innovation and excellence in child psychology and development.

Nadine Lambert (1926–2006)

Nadine Lambert founded and directed the School Psychology Program at the University of California, Berkeley in 1964. She was in California all the way except for her Utah birth. Her undergraduate years were at the University of California, Los Angeles, master's from California State University, Los Angeles and Ph.D. (psychology) from the University of Southern California. Her research focused on adaptive functioning, and ADHD, and was especially well known for her adaptive functioning assessment procedure. She was involved in published statements regarding the controversies of assessment of intelligence and use of Ritalin for ADHD children. (Wikipedia and LA Times archives).

Rachel M. Lauer (1921–2001)

Lauer was the chief psychologist for the New York City School System, a professor of social and community psychology at Pace University, and a specialist in communication and general semantics at The New School for Social Research in New York City. She founded and directed the Straus Thinking and Learning Center at Pace, which focused on preparing teachers to teach critical thinking. She was also appointed by the State Board of Regents to the New York State Board of Professional Psychology. Later in her career, her interests focused on adult development.

Bertha Mussen Luckey (1890–1966)

Born in Ontario, California, where her father was school superintendent, she moved with her family to New York City at age 9 where her father completed his Ph.D. The family then moved to Lincoln, Nebraska, where her father took a faculty position at the University. She completed all three degrees (B.A., in chemistry, M.A. and Ph.D. in psychology) at the University of Nebraska. Luckey worked during the 1940s, 1950s (to 1960s?), She first worked as a teacher for children with disabilities and then as a psychologist in Lincoln and then taught in Cleveland. She organized a psychological clinic in the Cleveland Public School System, which she directed until her retirement. She referred to herself as a Clinical Psychologist and was President of both Divisions 12 and 16. She published a great deal, primarily on issues related to intelligence testing, mental deficiency, and juvenile delinquency, as well as racial differences in testing. She was very active in APA governance and was instrumental to the development of APA's guidelines for graduate training and credentialing of doctoral programs.

Maud Amanda Merrill (1888–1978)

Merrill was born and raised in Minnesota, and lived her childhood in an orphanage, not because she lacked parents, but because her father was the director. She did her undergraduate work at Oberlin College, worked briefly as a research assistant with a special needs' population in Minnesota, and entered Stanford University for her masters and Ph.D., under the guiding influence of Lewis Terman. Her academic career remained at Stanford.

Her primary focus was juvenile delinquency, but she is best known for her collaboration with Terman on the revision of the Stanford-Binet Intelligence Scale. She continued her work with Terman throughout her career. Although not specifically a School Psychologist, really a child–clinical psychologist, her work on the Binet makes her important to the history of School Psychology, which, after all, pretty much began with the Scale. She also collaborated with Terman on his studies of genius.

Frances Andrews Mullen (1902–1991)

Mullen's career was primarily in Chicago, although she moved to California late in her life. Her bachelor's degree was in mathematics, and both her master's and Ph.D. in educational psychology were from the University of Chicago. This was followed by a career in the Chicago School System beginning with teaching and progressing to assistant superintendent for special education. For 6 years she was president and secretary-general of the International Council of Psychologists. She was a pioneer in using machine scoring of psychological tests on a city-wide basis.

Also, while with the Chicago School District, she served on their Board of Education and directed their Bureau of Child Study. In addition to her professional involvement, she was a worldwide avid mountain climber and helped to establish children's clinics in many of the countries she visited. In addition to her work with the School District, she had a private counseling practice.

Marcia Brown Shaffer (1919–1996)

Born in Newark, Steuben County New York. Raised in Lancaster, PA. The teachings of the Methodist church played a big part in her upbringing. Hers was an "average" middle-class upbringing, except for her parents' dedication to female equality. Her bachelor's and master's degrees in psychology were both from the University of Buffalo, with an interval between the two for marriage and the birth of her two daughters. Her doctorate was in Clinical Psychology, although she intended to become a School Psychologist. She completed internships at the Respirator Center in Buffalo's Chronic Disease Research Institute and at Children's Aid where she later worked as assistant clinical psychologist. She worked as a School Psychologist for Buffalo, Williamsville, and Steuben County schools until her retirement in 1990. She was instrumental in creating the first classes for children with learning disabilities and developed the option of the resource room and was among the pioneers of establishing multidisciplinary teams before they were required. She taught child and adolescent development on a part-time basis at Colgate. In early 1960s she experienced a kind of mid-life crisis, quit her jobs in New York, and moved to Cameron Parrish, Louisiana. She soon returned to New York to be closer to her family and took a job in a rural area of New York State. Shaffer was one of the founders of the National Association of School Psychologists, as well as the school divisions of the New York State and American Psychological Associations. She was a newsletter editor and twice serving secretary of NASP, and was named an honorary life member. She served as a president of APA's Division 16 (Shaffer, 1984).

Mary Alice White (1920–2000)

Mary Alice White was way ahead of her time. At the time of her death she was Professor Emeritus of Psychology and Education, Director of the Laboratory for the Psychological Study of Telecommunication at Columbia University's Teachers College, where she spent most of her career. As early as the 1980s, she embraced the potential of computer learning. Her research and writing also noted and cautioned about the effects of television on children's development and learning. She always kept her maiden name.

Born (and raised) in Washington, DC into a medical family (father, surgeon, mother, nurse, brother, surgeon), she graduated from Vassar College with a BA in

Economics and received both her MA and Ph.D. from Columbia University in Experimental Psychology. She began her career in Psychology as an assistant psychologist, then director of Psychology at New York Hospital–Westchester. From 1960 to 1962 she was the Psychological Consultant for the Pelham (NY) School System. In 1962, she joined the Teachers College faculty as a Professor of Psychology and Education. From 1972 to 1977 she became the Director for the Center for Behavioral Analysis of School Learning. From 1974 until her retirement in 1990, she was both Director of the Learning Assessment Service and Director of the Laboratory for the Psychological Study of Telecommunication. She coauthored one of the early basic books that helped to define the profession of School Psychology (White & Harris, 1961), and was the founder and editor of the *Journal of School Psychology* for 10 years (Columbia University, Teachers College newsletter, September 18, 2001).

Her directorship of the Teachers College School Psychology Program began in the early 1980s.

White's professional lineage included Henry Edward Garret, Robert Sessions Woodworth, James McKeen Cattell, and Wilhelm Wundt. She added training as a Clinical Psychologist to her preparation in experimental psychology.

She is particularly important for her work in helping School Psychology achieve accreditation from APA and for the ability of the American Board of Professional Psychology to offer diplomate status to individuals in the field. The Columbia program became the third in the country to achieve accreditation. White had already achieved her diplomate in Clinical Psychology and obtained this status in School Psychology in 1969. She served as president of APA's Division 16 from 1970 to 1971. After this, she became increasingly involved in educational applications of technology and with issues of education and schooling per se, moving away from the focus on special education. Her program was always behaviorally focused, in contrast to the prevailing psychodynamic theoretical basis of many others. She eventually became so disenchanted with developments in the field, declaring School Psychology dead, that she withdrew Columbia's program from APA accreditation. It later regained its accreditation under Ann Boehm's (White's student) direction. She had a strong personality and generated strong feelings among those who knew her. Her interests outside of her profession included hunting, farming, gardening, fly fishing, snowshoeing, and bird watching. She moved to Salisbury, CT, where she became an activist for land preservation and other environmental issues (Fagan & Fish, 2001).

Helen Bradford Thompson Woolley (1874–1947)

Helen Bradford Thompson Woolley earned her bachelor's degree in philosophy and her Ph.D. in psychology both from the University of Chicago. Following the completion of her doctorate, she studied in Paris and Berlin through a scholarship from

what came to be known as the American Association of University Women. When she returned, she became an instructor at Mt. Holyoke College, then psychology professor and director of their Psychology Lab. She resigned from Mt. Holyoke, traveled to Japan, met and married Paul Gerhardt Woolley, a physician whom she had previously known in Chicago. They settled in the Philippines, where they had two daughters. In Manila, she worked as an experimental psychologist for their Bureau of Education. They next moved to Bangkok, Thailand, related to his work, and eventually returned to the United States, where they both taught at the University of Cincinnati.

In 1911 she was named director of the new Bureau for the Investigation of Working Children, and developed the Cincinnati Vocation Bureau in 1914 as a part of the public school system, and conducted studies of the impaired physical and mental development of working children compared to nonworking children. Through this, she became the first full-time psychologist employed in a school system in Ohio. She was the first to use percentiles to report the cognitive abilities of students. She then became assistant director and psychologist at the Merrill Palmer Institute in Detroit, and, after that, a professor of education and director of the Institute for Child Welfare Research at Teachers College, Columbia University. Woolley was the only female administrator of the Child Welfare Research Stations in the 1920s. She was also very active in women's causes and worked to bring psychology into the realm of public understanding.

Lillian Zach

Lillian Zach happened to be chair of the School Psychology Program at Yeshiva during my time as a student there, so it did not seem abnormal to me to have a woman in charge. It was, however, unusual in the profession. She was the first director of Yeshiva's Ferkauf Graduate School of Psychology, and served in that position for 45 years. She created the Ph.D. in School Psychology for Ferkauf, as well as the National Institute on Mental Health's fellowship training program (New York Times Obituary, April 29, 2008). In 1969 Zach organized a historically important invitational conference at Yeshiva University on the topic of "The School Psychologist in the Midst of Urban Crisis." This focused on the roles and training of the School Psychologist.

Although incomplete, this is quite an impressive list of women pioneers in School Psychology. To know there are so many who began their careers so long ago, many despite cultural and personal obstacles, can only offer inspiration to those they have influenced either directly or indirectly. They have laid a foundation for which we can only be grateful.

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An Academic's Path

Melissa Anne Paterno Bray

Birthdate: August 19, 1964
Birthplace: Hartford, CT

I am one of two children born to Robert John Paterno, Sr. and Diane Savonis Paterno. My brother, Robert John Paterno, Jr., is younger. We lived a happy life growing up, watching the Brady Bunch and the Partridge Family, and eating chocolate yodels on the couch with my mother. It was a traditional upbringing. My father was an accountant and my mother stayed at home. I have only happy and relaxed memories of my childhood.

Educational History
I am now a full professor of school psychology within the Neag School of Education at the University of Connecticut. I joined the faculty in 1999 after working as an assistant professor at St. John's University for 2 years. St. John's was my first academic position. I am a two-time alumna of UConn as I went there for both my undergraduate and graduate training. I earned my undergraduate degree, B.A., in

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communications sciences, from the College of Liberal Arts and Sciences and then later, my master's degree in school psychology, from the Neag School of Education. I also have a master's degree in speech language pathology from Southern Connecticut State University.

I am a licensed psychologist, nationally certified school psychologist, hold a certification of clinical competence from the American Speech Language and Hearing Association, and am licensed as a speech–language pathologist. I am also a Fellow of both the American Psychological Association and the American Psychological Society; and a distinguished member of the Society for the Study of School Psychology.

Ph.D.	University of Connecticut, 1997, Major: School Psychology
	Dissertation Topic: Dealing with behaviors that have been historically resistant to remediation: Self-modeling as an intervention for stuttering.
M.A.	University of Connecticut, 1995, Major: School Psychology
M.S.	Southern Connecticut State University, 1988, Major: Speech Language Pathology
B.A.	University of Connecticut, 1986, Major: Communication Science
High School	Newington High, Newington, CT

Employment History

I worked as a speech–language pathologist in Wallingford (CT) public schools for almost 10 years. I really loved the position and learned a lot about schools and related services. This is how I came to the decision to go on for a Ph.D. I learned so much from a principal named Tricia Crowley at Parker Farms elementary school in Wallingford, CT. The interface of psychology, speech language pathology, and education, in general, had me intrigued. Thus, I decided to go to UConn for a Ph.D. in school psychology. When I graduated, I was hired by St. John's University, where I worked for 2 years. When UConn had an opening, I applied and was hired. I have been there for 20 years. I have directed the program for 7 years, following Tom Kehle. I have thought of applying to other institutions (e.g., Columbia University) but I have always elected to stay at UConn. It is a supportive place and my heart is there. In addition, my husband owns a business in CT (Bray Jewelers), and we are both from the state of Connecticut; I was born in Hartford, CT, grew up in Newington, CT and graduated from Newington High School in 1982.

2013–present	University of Connecticut, Director, School Psychology Program.
2012–present	University of Connecticut, Counseling Program for Intercollegiate Athletes. Primary responsibilities include psychoeducational assessment and the design and implementation of treatments.

1999–present	University of Connecticut, Professor (tenured), Department of Educational Psychology, School Psychology Program (2008–present); Associate Professor (2003–2008, tenured); Assistant Professor (1999–2003). Primary responsibilities include directing student dissertation research and graduate course instruction in consultation, academic assessment, practicum coordinator, and graduate/undergraduate advisor.
1997–1999	Assistant Professor, Department of Psychology, School Psychology Program, St. John's University. Primary responsibilities included directing student research, and undergraduate and graduate course instruction in general psychology, consultation, and neuropsychology of learning disabilities.
1993–present	Consultant to numerous school districts to assist in the design and implementation of interventions for students with severe behavior problems including selective mutism, emotional and conduct disorders, and learning disabilities.
1998–1999	Consultant, Colchester Public Schools, Colchester, Connecticut. Primary responsibilities include the design and implementation of interventions for a child with selective mutism.
1998–1999	Consultant to the Stratford School District, Stratford, Connecticut. Primary responsibilities include the evaluation and design of programs for children with disordered behavior.
1998–1999	Consultant to the Monroe Public Schools, Monroe, Connecticut. Primary responsibilities include the design and implementation of interventions for a child with selective mutism.
1998–1999	Consultant to the Board of Education, Town of Bozrah, Bozrah, Connecticut. Primary responsibilities include the design and implementation of interventions for a child with selective mutism.
1998–2000	Consultant to the Manchester School District, Manchester, Connecticut. Primary responsibilities include the design and implementation of interventions for a child with selective mutism.
1995–1999	Consultant, Protection and Advocacy for Persons with Disabilities, State of Connecticut.
1993–2000	Speech Language Pathologist, Team Rehabilitation Inc., Agawam, Massachusetts. Primary responsibilities include the assessment and treatment of patients with dysphagia and neurological disorders.
1995–1998	Consultant to the Guilford Public Schools, Guilford, Connecticut. Primary responsibilities included the design and implementation of interventions for children with selective mutism, and behavior disorders.
1995–1997	Graduate assistant to the School Psychology Program, University of Connecticut. Principle responsibilities included assisting in the preparation of the self-study report for accreditation by the American Psychological Association; grant writing; guest speaker in graduate courses in research design and intellectual assessment.
1994–1998	Consultant in school psychology to the Wallingford Public Schools, Wallingford, Connecticut. Primary responsibilities included the design and implementation of psychological interventions for children with behavior and communication disorders and in-service training.
1995–1996	School Psychology Intern, Wallingford Public Schools, Wallingford, Connecticut.
1995	School Psychology Practicum Student, Wallingford Public Schools, Wallingford, Connecticut.

1995	Consultant in school psychology to the Milford Public Schools, Milford, Connecticut. Primary responsibilities included the design and implementation of psychological interventions for children with behavior and communication disorders and in-service training.
1995	Consultant in school psychology to the Ellington Public Schools, Ellington, Connecticut. Primary responsibilities included academic, personality, and intellectual assessments.
1995	Consultant in school psychology to the Wethersfield Public Schools, Wethersfield, Connecticut. Primary responsibilities included academic, intellectual, and behavioral assessments and interventions.
1994–1995	Graduate assistant at the University of Connecticut Instructional Media and Technology Department. Primary responsibilities included the design and evaluation of instructional programs for the Department of Engineering.
1993–1995	Speech Language Pathologist, Connecticut Therapies, Newington, Connecticut. Primary responsibilities included the assessment and treatment of patients with dysphagia and neurological disorders.
1988–1994	Speech Language Pathologist, Wallingford Public Schools, Wallingford, Connecticut. Primary responsibilities included assessment and intervention of communication disorders with students in grades K–12. Coordinator, speech, and language summer school.

How I First Found Out About School Psychology

I realized I wanted to become a psychologist in the early 1990s while working in Wallingford, Connecticut public schools. I was then employed as a speech language pathologist. I enjoyed interacting with the students and having a caseload of children for speech and language therapy whom I got the chance to know well.

My Major Sources of Influence Throughout My Career

Dr. Thomas Kehle was my mentor and shaped my career. He taught me almost all of my foundational knowledge, including the intervention of video self-modeling. Video self-modeling has been used in research for many years now. The individuals view a video of themselves engaging in an exemplary behavior (e.g., not stuttering) and in a setting where they currently have problems with that target behavior. For example, if an individual stutters only when talking to teachers, that setting would be the focus of the treatment video. There are a couple of mechanisms to explain why video self-modeling works. One is based on social learning theory, and another on changes in autobiographical memory. I decided to use video self-modeling for research in stuttering as, after reading the literature, I had evidence to support and justify a hypothesis for my dissertation study. These theoretical underpinnings

supported the decision to test video self-modeling with stuttering, and it worked! The findings were internationally replicated in years to come following the publication of my dissertation.

I owe my career to Tom Kehle. I learned from him that "psychology is everything in life." He spent his career writing the RICH theory, or his definition of happiness, which I live by. It means promoting four interrelated factors, **R**esources (control over one's resources of time and money), **I**ntimacy (having relationships), **C**ompetence meaning doing well at something relative to a peer group, and **H**ealth or allegiance to the practices of physical functioning (e.g., diet and nutrition).

The study of human behavior, psychology, or what makes people do what they do, includes the impact the mind has on physical and mental functioning, leading to life's ultimate goal chosen for itself and no other reason according to Aristotle, is happiness. In concert with this civility in psychology, this means an improvement in the quality of everyday life. Thus, my research focuses on mind–body health. The state of the psyche and how resulting behaviors affect other individuals' mental and physical well-being is critical to important life outcomes. To promote this research and practice, I established the Mind–Body Health group across all UConn campuses. The board is comprised of physicians, professors, and students. The mission is to consider the mind and its effects on social and physical functioning. Civility is a central value to this group, as it is to my teaching and all other aspects of my professional and personal interactions. I strive for civility as the most important goal of each day.

Tom and I worked every Sunday together, writing and designing research studies. He advised me to write one page a day, which was a reasonable goal. He must have been correct, as I have 200 publications to date, including several books. We had so many laughs and fun during this time. His wife cooked us breakfast and I brought my husband, Bill, and our six children down to join us!

Although my primary training in School Psychology was from The University of Connecticut and Wallingford, Connecticut Public Schools, I learned a great deal from raising six children!

My Developmental Course During My Career

I started out with work on classroom behavior and stuttering. I evolved to come to a great interest in the mind–body connection, but also maintained my stuttering research with video self-modeling. My research focus is on mind, body, and health. I have led many studies investigating how psychologically based treatments (e.g., relaxation and guided imagery, yoga, video self-modeling, and written emotional expression and many others) affect physical changes. For example, in individuals with asthma, cancer, diabetes and so forth, there are mind–body associations. Anxiety, stress, and depression can initiate and also exacerbate these diseases, and others, including diabetes, cardiovascular disease, and rheumatoid arthritis. I started by researching asthma because I could get my hands on a spirometer for low cost (I did not have a grant).

The Highlights and Peak Moments of My Career

Intervention research is very rewarding. I have spent my career engaged in that work. I have been ranked number 1 and in the top 10 in many articles that rank the research productivity of school psychology faculty. Overall, my research has focused on classroom behavior, stuttering, and physical health. I am primarily focused on mind–body–health now. My students are an inspiration and keep me motivated and energized.

I am very proud of the mind–body–health research I have done and with video self-modeling improving stuttering. I am also proud of my UConn undergraduate online class on Mind–Body–Health that includes treatment experiential, where the students engage in the actual therapies.

I am also proud to be the President of APA's Division 16. Leading our field's division is rewarding as we reach our 75th anniversary at the 2020 summer APA convention in Washington, DC. I have also enjoyed serving as an associate editor on various school psychology journals.

Overall, it is primarily the people I have met in the field who have become close friends such as Elaine Clark, Lea Theodore, and so many others. My students who have gone on to become professors and who do other important work have also made me proud. Above all else, the relationships I have made and the lives I have touched mean the most to me.

My Disappointments and Frustrations

I would do it all again, but I have been challenged with some personnel issues when directing the school psychology program. Above all else, I value relationships. At UConn, I coordinate the School Psychology program and strive to create a civil working environment among the faculty. I have established rules for good communication and modeled civil behavior. The students in the program are equally important in terms of fostering their development, not just academically, but with respect for their peers. To this end, all students are offered research opportunities and are included in social gatherings, teaching experiences, and service work in the field of school psychology. I work to build relationships not only with my advisees but also with all students studying school psychology. The program as a whole, including the students and faculty, is the top priority.

What I might have done differently is to voice my opinions earlier. I would also have pursued federal grants earlier in my career and perhaps considered doing administrative work (department chair, associate dean, or dean). Balancing a large family and an academic career presented some limitations. However, there is nothing as freeing and independent as a career in academia. I am so fortunate to have had this opportunity.

The combination of being trained in school psychology and speech pathology has been a help to me. There are many overlaps between the professions in terms of language and its implications for learning disabilities and various psychopathologies. What I might have done differently is to have pursued some training from the medical school. Perhaps an MD/Ph.D. would have been the right path to follow in terms of my interest in mind-body-health. I have never been aware of gender being an issue for me along my career journey.

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An Australian Story

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Education

The University of Queensland	PhD
The University of Queensland	Graduate Diploma in Psychology
The University of Queensland	Master of Educational Studies
North Brisbane College of Advanced Education	Bachelor of Education
Armidale College of Advanced Education	Diploma in Education
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2012–present	Queensland University of Technology—School of Cultural and Professional Learning	Professor
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2005–2009	Queensland University of Technology—School of Learning and Professional Studies	Senior Lecturer
2003–2005	Queensland University of Technology—School of Learning and Professional Studies	Lecturer
1995–2003	Education Queensland—Gold Coast North District Office	Senior Guidance Officer
1988–1995	Education Queensland—Woodridge	Guidance Officer
1969–1988	NSW Education Department and Education Queensland	Teacher

Awards

Education Faculty Research Excellence Award
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Vice Chancellor's Performance Award

My Story

It was hot, very hot. I was sitting in my car parked outside a scruffy piece of woodland trying to calm my heartrate. I kept repeating to myself, I am calm, I am capable, I am confident. But I wasn't. I was going to my first school as a school psychologist (almost qualified—but that comes later in my story). I was 41 years old. The education authority which employed me in Brisbane Australia had originally assigned me to a leafy, high socio-economic northern part of the city where I had met all the staff and I was looking forward to beginning my career as a school psychologist. However, a week before school was to begin in January (after the 6-week long summer break) I was told I was going to the south side to a very low socio-economic area. I was terrified.

So how did I get to this point? I was educated at an all-girls private school in Sydney. I didn't like the teachers particularly or the other girls; I didn't really fit in. But I loved the academic work and sports. I was good at academic work, but I always came second. In the first grade, we had to write down all the words we knew and I came second and got a penny while the other girl got threepence. I was jealous. In my painting examination in the third grade, I spilt a dob of pink paint on my paper of a painting of a birthday party so I turned it into a big head. The teacher was amazed that I knew about perspective (which I didn't). When I was in grade 5, I was elected by the class as sports captain, but one day I scraped my chair too loudly getting up so the teacher said I wasn't allowed to be sports captain anymore. In grade 6 we had to write an essay on what career we wanted. I didn't have a clue so the teacher suggested since I was good at maths that I would make a good maths teacher. I didn't want to teach but it was a great way to answer adults who asked as it seemed to please them. I went to the same school in high school and I turned the dreaded

13-year-old in grade 7. I thought this was terrible because it meant I was to be a 'teenager'. All teenagers were horrible, the adults said. They were all bodgies and widgies and were really such trouble. I didn't want to be trouble. I wanted people to like me. Sitting in class one day thinking about why the teachers didn't like me I thought I had the answer. I wasn't being a girl. I was loud, bossy, good at sports and talked a lot in class. I decided I should be more 'lady-like' which would please my mother and maybe please the teachers. I became so quiet that on leaving school my reference said that '*although shy and retiring Marilyn has great courage of her convictions*'.

So apart from my memories, why am I sharing this with you? For two reasons. First, as a school psychologist I like to remember when I was at school and my longing to feel as if I belonged. I'm sure I was a 'difficult' child, as my mother kept telling me, and I use this when dealing with children who are supposedly 'difficult' at school now. Second, looking back I can see even as a young child I was prone to anxiety. My report cards say could do better in sports if she didn't have these imaginary illnesses. I desperately wanted to please but didn't know how. When sitting for my first external examination in grade 9 I kept vomiting although I didn't think I was nervous. It wasn't until I was at university however, that I was diagnosed with an anxiety disorder.

So how did I get to university? It wasn't a foregone conclusion in my family. My parents were both only children. My mother left school after elementary, as her mother had died and she had to stay at home and keep house for her father. My father was taken out of his first year of high school to get a job, as it was during the great depression and his father had died. My parents wanted me to do well at school, but more for social than educational reasons. Therefore, when I was 15 in grade 9 and allowed to legally leave school, my mother wanted me to get a job as a secretary which was what she had done. I was so scared to leave school, the only place I had known, that I begged my father to let me stay to finish high school. As I was good at maths and science, I wanted to go to the public government school which offered these subjects which my school didn't. My father convinced my mother that I could stay at school but I had to stay at the private school to become 'a lady'. After all, education, my mother said, was a waste for a girl who was only going to get married (to some wealthy doctor) and have children. I stayed at school and studied English, history and geography and took a low-level maths (which is all that was offered). During this time, all the girls at my school were sent into the city to see a career officer after doing lot of tests. This male career officer said I was particularly good at clerical checking so I would make a good clerk, but I could do anything I wanted to. I might have used my clerical checking in my many temporary jobs filing, typing, wrapping parcels and making coffee for the bosses, but I probably use it best now for checking reference lists in American Psychological Academy style, which I must admit, I am very quick at.

By the leaving year (grade 11, 1964) I found out most of the other girls in my class were going to university. I thought this was a big school so I applied to go too. My external state examination results meant I won a teachers' scholarship and a university scholarship, which was great because my parents certainly could not

afford to pay for my tuition. This time my mother didn't argue. The problem was that I didn't know what to study and didn't know how to find out. There was one girl who lived up our street who had gone to university, so I asked her what she studied. She said she did Arts. I replied I was no good at drawing so I couldn't do that. No, she said, I did English, history, psych and anthrop. I was so anxious by that time, I went to the major university and enrolled in these subjects even though English and history were my worst subjects and I didn't know what psych and anthrop were.

I didn't understand university. You went to big lecture theatre and I just went to sleep as the lecturer was boring and soporific. There was no homework. So I went to the technical college at night and did dressmaking, typing and soft furnishings. I don't know how I passed the examinations, but I did. Typical of me as I gained a credit pass in psychology, I dropped it. I don't know why. I ended up with an Arts degree and no job and no qualifications for one. I sold encyclopaedias (you know big sets of books with all the knowledge) door-to-door, but didn't make enough for the rent. So I sat the typing test for the public service. I only typed 29 words a minute and the pass rate was 30, but I ended up as a clerk, wrapping parcels of books for teachers on $22 a week. Trouble was, I finished at 10 a.m. each morning and didn't have anything to do, as the girl before me took all day to do it. I think it was the only time I have defaced a wooden desk because I had to look busy and was not allowed to read. The good thing that came out of this was knowing the government jobs that were being advertised. After a year I got an apprentice librarian job (at a graduate wage of $60 a week!!) and put the books away in the stacks. But when I had to start a graduate diploma in librarianship, I couldn't face doing this kind of work. I was stuck. I didn't want to be a secretary or a librarian. I faint at the sight of blood, so nursing was out, so when there was an advertisement for untrained teachers with a degree, I decided that I had no other choice.

I was posted to a very difficult high school, 30 miles from my home. It turned out I wasn't a natural teacher. I was hopeless. I cried going home in the train every day for 6 months. I hated it. Although understandably I knew the subject of English and history, I had no idea how to control a class. The principal obviously saw I was struggling and changed me to be a teacher–librarian because I had put books away in the public library. Well, I was OK at the books part, but still couldn't teach the classes. During this time at night I had to complete a Graduate Diploma in secondary Education which I did externally for 2 years. It didn't tell me how to teach, just the theory of it. I left the job after 3 years. I found a job in a private girl's as a teacher–librarian. That was much better. However, I don't think I improved; I just think that the students were nicer to me. During this time (1972) we had a change of federal government in Australia and university tuition was free. I applied to do law and psychology. The psychology offer came in first, so I accepted. I got into law also, but it was too late then to change. I did second year psychology and loved it. Then as usual, I dropped it. I left the teacher–librarian job and went sailing. Yes literally. I lived on a yacht in Sydney harbour and did all kinds of work, mainly secretarial, as I could type. That skill actually has been very useful with the advent of self-authoring with computers. But I worked in a typing pool after I graduated

from university, but I've never had anyone to type for me; or file or make me cups of coffee!!

After a year of sailing, I was bored and got a job in an all-boys private school as a teacher–librarian, but in elementary school with boys in grades 5 and 6. This was it I thought. I loved teaching the young boys, and I finally thought I'd got the hang of teaching, a bit. I did another Graduate Diploma in Education in elementary education. Again it was 2 years part time but nothing practical. However, my boyfriend at the time wanted to move to Brisbane, a city which is 650 miles north of Sydney. I had to give 6 weeks' notice and drove to Brisbane in my little red Triumph sports car, but by that time he had gone. I decided to stay. I had jobs making pizza dough, doing door-to-door political interviewing and selling library books on commission for a couple of years. Selling library books was great. I made enough money for a deposit on a house in Brisbane, but again, it wasn't really for me. During this time I also went to the technical college and did economics and business relationships, as at the time, there was no midyear intake at university. I then applied to the Department of Education to teach primary school.

I got a job teaching primary, but grade 2. They were so little! Again, I wasn't very good at this teaching, especially children who didn't understand when I said I would keep them in at 3 p.m. if they didn't do their work. The principal also thought I wasn't very good, but instead of allowing me to teach an upper elementary grade, he thought I should teach the little ones again. After another not so successful year, I was allowed to teach grades 5 and 6. Hurrah, I was in my happy place again. I got my former grade 2 students back in grade 5 and took them to grade 6 and grade 7. Those were fabulous years. I loved having the same children each year as I really got to know them, and we had such fun. I still keep in touch with some of them 30 years later. It was also fabulous because I met my wonderful, gorgeous, kind and lovely husband. During my 7 years at elementary school (a record for me) I studied for a Bachelor of Education, did third-year psychology and decided not to continue, as I wasn't any good at statistics, and so decided to do a Masters in Educational Guidance and Counselling.

This Masters qualification, along with a teaching degree, was sufficient to be employed as a school guidance and counselling officer (doing the same work as a school psychologist). I thought to apply for the job, but was unsure because I assumed it was psychometric testing for intellectual disability and learning difficulties in elementary school or career counselling in secondary school, and that sounded a bit boring. So I started a Masters in Educational Administration, but didn't like it. At the end of 1986 (after 7 years at elementary school), when I had those wonderful students in grade 2, then grades 5, 6 and 7, I decided that I needed a change. So I applied to be trained as a guidance officer. Terrible name, but one that is still used in Queensland. Once, when working with a grade 7 student, he asked if I would like to meet some of his friends. He introduced me as the truant officer. I called myself a guidance counsellor, but that wasn't and still isn't the official name in the Department of Education.

So I applied and was selected for interview. One had to have 3 years of psychology, complete a training year on full pay with the education department, and start a

master's degree in Educational Guidance and Counselling. We also had to agree to be posted to the country with one place for an elementary guidance counsellor who could stay in Brisbane and one place for a secondary guidance counsellor to stay in Brisbane. At the interview, there was a panel of six men. I was asked if I intended to have children. I answered 'at 40-years-old my husband and I were still practising, and that's the way we like it'. They said there is only space to stay in the city; 'you will have a better chance if you will relocate to the country'. I replied that, if there was one space, it might be me or, if there were none, then I needn't finish the interview. I got the placement in the training course.

I desperately wanted to fit in with the other 15 people on the elementary course. I had finished the Masters, so when the class went to university to start their Masters, I did more days in schools at practicum, which was wonderful. However, I was called into the trainer's office after a couple of months to be told that I was in danger of being kicked off the course because I wasn't learning anything. I asked how did he know that. He replied because I didn't answer any questions. I explained I had finished my university Masters and didn't want to appear to be a show-off in the group. He accepted that. The next day of course, I answered every question he asked all day long until he said OK, 'you've made your point; you do know what I am teaching'. Very sympathetic modelling behaviour for a counsellor training eh? However, I did make many 'political' mistakes during my practicum, such as talking to a parent of a disabled child without telling the principal. I was never any good at protocol.

So we are back to the beginning of the story. I'm sitting in a very hot car, willing myself to be competent and calm to start my new job. It was 1988. I had to go to six different schools, five elementary schools and a school for students with a disability. Did I land on my feet!! The staff at these very difficult schools were terrific. You didn't have to follow protocol; you just had to keep the students alive and well and hopefully learning. Paperwork is not my forte, but honestly, I was so busy and so was everyone else that it didn't matter if it was perfunctory, as long as everyone was safe. Although the job was a catch-all of assessing students for intellectual disability or any other disability for funding purposes, it was also about counselling teachers and principals and generally helping in any way that I could.

Memorable moments were when I was called to a grade 6 classroom on the second floor of the building as most of the class was climbing out on the roof. I grabbed my jar of candy and raced up to the classroom. I found the teacher screaming at the children to get back into the classroom. I asked the teacher to leave and started giving a piece of candy to those students sitting at their desks. Gradually some of the kids came back in and sat at their desk to get their candy. Eventually they were all seated. I worked with the teacher who was very inexperienced and taught way above what the students could understand. He was so negative to those children who weren't paying attention that all the rest of the students started to be disruptive to get some attention from him. I showed him how to turn the class around by focussing on the positive things the students were doing and how to bring his teaching to their level and make it interesting for them. However, after working with him for some weeks, he decided that teaching in that area wasn't for him, so he left. Of course,

today one isn't allowed to give children candy as a reward, as it is bad for them. It certainly worked for me in that incident, and in others too. Another memory from that school was when a grade 5 student climbed onto the roof of the garage at break time and said he wanted to kill himself and was going to jump to the concrete below. I had to get the teachers to get all the children in the playground inside so I could talk the boy down. That was a bit scary. There were also disclosures of sexual abuse by fathers, which entailed staying with children until night time when the police and social services could come to take them to a safe place.

At this elementary school, where I was allocated only one day a week, the school hired another psychologist to work with me, as the workload was so great. We had a call one day from a mother who had just moved to the state with her grade 6 daughter who was refusing to come to school. As the mother lived just a street away from the school, we went to see her and the girl. The mother was divorced and, since the father had left home, the child had not wanted to go to school in the state they had come from; the mother said she couldn't make her go despite the education department sending a car for the girl, as she wouldn't get in the car. We asked the mother if we could come back the next day and walk the girl to school, with permission to hold her if necessary. The mother agreed, so we both turned up the next morning with our jogging shoes on, and escorted the girl (who was dressed in uniform with her school bag ready) to school. She walked out the door with us, but as soon as she got to the street, she pulled back, so we each took one of her arms and walked her along the footpath. She yelled out to passers-by to help her, but we just said we were the truant officers and were taking her to school. As soon as we got to school (which was in about 5 min), we asked her if she wanted us to take her into the classroom, or would she like to walk in by herself. She chose the latter. Later in the day I saw her teacher. The teacher said the girl was settling in very well. We told her we would walk her to school every morning. She said she could do it by herself. Her mother was relieved, and the girl did not miss any school. Of course, now, with a 'hands off' policy, we couldn't have done what we did. Unconventional perhaps, but it worked.

That was what I liked about working in this area. We helped kids; we didn't hurt them. Having a piece of candy every now and again isn't terrible and walking a child to school with her mother's permission isn't either. We say now we are overprotecting our kids, putting them in bubble wrap, being helicopter parents, and I think that is true, sometimes. I initiated many new approaches while I worked in this area. At that time there was a committee made up of a deputy principal, a learning support teacher and the guidance counsellor, who sat on a panel every week and decided which children would receive specialist services (and in many elementary schools there still is). Any teacher could fill in a form nominating a student who they were concerned about and present their case to the committee. I found this to be time consuming and unfair. I therefore asked to try another system which entailed only two full days a year. On the first day, all the teachers were interviewed by the committee (which included any specialists who visited the school, such as the speech/language therapist, the occupational therapist and any behaviour support or specialist teachers), in grade-level groups. Any children who were of concern to the

teacher were discussed and notes taken. The second day the committee met and prioritised each student for services. This meant each specialist knew their workload for the rest of the year, and the leadership team of the school knew the problems and agreed on prioritising. For example, in one school, the grade 7 teacher was very concerned about bullying behaviour in her class. Although that school's leadership team was committed to prioritising specialist services for younger children, it was decided that these grade 7 students could affect the climate of the school, and so resources were allocated to that class for that year. In another school, a grade 2 teacher wanted her whole class tested because of spelling difficulties. The deputy then mentored the teacher about how to teach spelling. Years later, I wrote a journal article about the process: *An innovative multi-disciplinary approach to identifying at-risk students in primary schools.* I also adapted the process for secondary schools and made a video (which is still available on the APACS website) to assist schools to implement it. There is still interest in the approach to this day, as I am asked to present it at conferences around the country.

Another innovation was at a school where students were often repeating classes because of the difficulties they had with academic work, as often they had not been read to by their parents, some of whom did not value education. I suggested to the principal to institute a smaller class at each grade level, with a specialist teacher. If the student was struggling in, say grade 2, instead of repeating the grade, she would go into the grade 3 specialist class. There were three options then for the student to progress at the end of that year; if her problems were remediated and she had picked up academically, she could progress to a regular grade 4 classroom. If she had improved but would struggle to go to a regular grade 4 classroom, she could repeat grade 3 in a regular classroom. Or, if she was still struggling, she could repeat the specialist grade 3 class or go to the specialist grade 4 classroom. It was kind of a transition class, but students gained confidence and if they did repeat the grade, they usually knew more than the regular students, so felt able to tackle the work.

Having to cover six different elementary schools meant I had only one day a week at the four larger schools, and a day a fortnight at two smaller schools. I usually arrived at the school grounds about 8 a.m. and left at 5 p.m., long after all the other staff had left. I decided that I would write out a short report at the end of the day informing the leadership team of what I had done that day and what follow-up I would do the next week to keep them informed. This was aided in 1992 when one of my forward-thinking school principals gave me a laptop. I got one of the IT specialists to make a program for me whereby I could type up my notes and then have them formatted in many different ways. One way was to leave a table of my work at each school or print them out for each child for their personal file with differing information depending on the level of confidentiality I wanted. This was quite revolutionary for the time.

I felt that, after a few years at the same schools, I was beginning to be trusted by the school staff. It takes a long time when you are there only one day a week. This was shown when one of the school's leadership team was in a dispute about a new disciplinary policy with their staff. I was asked by the staff to mediate. It was a tricky situation. I first went to the leadership team and put to them what the staff had

proposed to me. They told me to go ahead. We had before school meetings with staff without the leadership team and discussed what the staff were objecting to. After 3 weeks, we had a plan which I took to the leadership team. They were amenable to changing most things. We then had a final meeting with the leadership team and the staff. It was resolved.

As soon as I became a school psychologist, I joined both the state association called the Queensland Guidance and Counselling Association and the national association. I went to their conferences and attended all the professional development I could. I was a conference junkie. Later, I was to become the president of the state association for 7 years, and editor of the journal for the national association for over 12 years and counting. One day I met a woman in my second year of the job who was doing fourth-year psychology. I thought, well, if she could do it, I could. I figured I was failing the subject if I didn't take it (you didn't have to be a registered psychologist in Queensland to be a guidance officer). So, I enrolled in fourth psychology (22 years after first year but not more than 10 years between each year). I got up at 4 a.m. each day and studied. I had to take time off work to do the examination, which was open book. I had written down in my own booklet the six multivariate statistics we had to know: in algebraic form, computer printout, arithmetical form, advantages and disadvantages. In the examination, I matched up four of the questions. I guessed at the other two. I got a distinction!! I decided then that, since I had lots of diplomas and bachelor degrees and a Masters, I should try for a PhD. So, I went back to the Education faculty at the University of Queensland, but, because I had been in psychology in another faculty for 2 years, no one in Education really knew me, and they weren't interested because I wasn't sure what I wanted to research. I was walking back to my car and came across one of my psychology lecturers, who asked what I was doing. I told him I wanted to do a PhD, but that no one in Education was particularly interested. He said: 'but you topped fourth year in psychology, why don't you do a PhD in Psychology'. So, I did. We researched children's anxiety, which was very interesting to me. I did my PhD part time while I was working. My first paper was *The nature of feared outcome representations in children*, published in 1994 in the *Journal of Abnormal Child Psychology.* I was pretty happy.

However, in 1995, after I had been in the job at the same schools for over 7 years, the Education Department decided to move me to the country. I didn't want to go, and neither did my husband, so I quickly had to apply for other jobs, which would mean I couldn't be transferred. I applied for a university job, but was unsuccessful, as I hadn't finished my PhD. I applied for a supervising school psychology job (which means you are high enough not be transferred), which was an hour's drive away from home. I got the job and had to leave my wonderful 'disadvantaged' area. I did not enjoy the next 8 years in that job. I no longer had much contact with children. I did managerial work, hiring and firing, and answering complaints. What I couldn't reconcile was that I was supposed to be the team leader of a group of 20 school psychologists in both primary and secondary schools, which entailed both being a manager and also their clinical supervisor. I took courses in clinical supervision and did some innovative group supervision, but I couldn't wear both hats at

once. The school psychologists quite rightly were suspicious of me in clinical supervision as, if they disclosed weaknesses, then I might have used this against them in my managerial role. I would never do that, but it took a long time to gain their trust, and for some, I never did.

During this time, I finished my PhD. It took 10 years, but I graduated in 2000. I tried to find someone to do research with me (my supervisor had left and gone back to Sydney), but no one wanted to. I was at a loss. It was one of the first times since I had started school that I wasn't studying. So I thought I could write some children's books about anxiety. I didn't know any illustrators, but a member of my school psychology team wanted me to see a mother who she couldn't convince to send her child to a segregated special school. The mother didn't want to come to the school, as she was anxious about a confrontation, so I said I would meet her wherever she wished. She suggested a coffee shop where she was exhibiting her lino cuts. We talked, and I assured her that, if she wanted her daughter to be at the mainstream high school, that was fine. We then talked about her art work. I told her I was writing these books, and asked if she would like to illustrate them for me. She didn't think she could do a good enough job, but I knew I couldn't write well anyway. We were both anxious, but I thought it could work. It did. It took 3 years to finish the books and find a publisher. I have used the books with young children individually, in classes, with adolescents and even with adults.

In 2003, I applied for a lecturer job in the Education faculty at the Queensland University of Technology. I had applied to another university previously, as I have mentioned, before I finished my doctorate, but I had also applied the year before for a lecturer's position at another university which I thought had my name on it. I did a terrific interview and lecture, but was told I did not get the position. When I asked why, they said I didn't have enough research, although I had six journal articles published. The person who got the job didn't have a PhD, did not know how to administer the WISC, had not worked in schools and had no publications, all of which were essential criteria. I learnt about 'jobs for the girls'. When I went for an interview at the Queensland University of Technology, I thought I didn't have a chance, so I was completely over the top in the interview. Interestingly, acting so super confident (well actually not thinking I had a chance) made an impression, and I got the job. Another lesson learnt.

I had no idea how to teach at a university, and the person who was coordinating the Masters of School Guidance and Counselling course resented my employment and was actively hostile. I struggled with teaching again, especially to registered teachers who wanted to become school psychologists, who had no psychology training and were not attentive and often rude in class. I think they wanted to see what classroom management skills I had. For the first 2 years, I still struggled to find someone to do research with. No one was interested in psychology or statistics or in anxiety disorders. People said to get a mentor, but didn't tell me how to do so. I never did find one. The teaching was in blocks of an intensive week during the school holidays. I worked to keep their interest and felt the need to do lots of

experiential activities such as asking them to talk to a 'child' for 15 min without asking a question. We then debriefed and talked about how we usually have 'conversations' with children and how we treat children. Most of the students found it illuminating, but of course some wanted just a lecture and to be told what to do. I could have said 'That's easy; just don't ask so many questions and let the child lead on some topics'. However, it requires experience to do this, and not just to be told. I innovated new assessments other than the old 'write a 2000 word literature review'. As the country students only came to the city for the school holidays and were scattered over the state for the rest of semester, I used the online environment for the assessment. I took six 1-min video clips of interviews of a student with a counsellor and then of the counsellor interviewing others, such as the student's teachers and parents. I released one each week and the students wrote about their hypothesis and case formulation on the online discussion board. At the end of 6 weeks, the students' assignment was to write their own hypotheses and case formulations. To prepare for this assignment we did a 1-day role-play during the intensive face-to-face week. I wanted the students to keep in contact with each other as they dispersed, and to make the assignments as realistic as possible. I presented a paper at a conference about the assessment and won the best paper award.

My main achievement as coordinator of the Masters of School Guidance and Counselling course was that I introduced a practical experience component. Although it was difficult for many teachers to take 4 weeks leave to complete the practicum, I think it was worth it. I also increased the number of students from 27 in 2003 to over 200 by 2016. But in 2016, the Education Faculty got a new Dean. She immediately started the 'new broom' approach, with 35 academic staff leaving and each coordinator of courses being told they had been doing the job for too long. She did not understand that, in some specialised Masters courses, there were only two people involved in running the courses, and in teaching them, there were not many people with experience in the field with a PhD. Consequently, one of the courses in teacher–librarianship was discontinued. My colleague (whom I had supervised for his PhD) was then pressured to take over the counselling course, but felt he couldn't, so he left. I was not given any teaching. I was devastated. I am so passionate about school psychology, and here I was with no part in it. Fortunately, the course survived, and one of my former students now runs it. I have left all my money to the university for scholarships for students of school psychology (although the Dean doesn't know this). If the course is discontinued, the scholarships will go to students who are doing research in school psychology. I also taught in the program of Educational and Developmental psychology in the Faculty of Health.

My research, which started off with a focus on anxiety in children, took a sharp turn after a few years at the university, as, when I was looking for something to write about (it was expected each lecturer publish at least two journal articles a year), I wrote about cyberbullying. I had always been interested in bullying, as, when I was working in schools, many anxious children were bullied or became anxious after being bullied. This paper, which I wrote in 2005 *Cyber bullying: An old problem in*

a new guise? was published in the *Australian Journal of Guidance and Counselling*. It is my most cited and downloaded paper. It started me on the path of publishing on bullying, led to three national competitive grants, and many papers. I have been asked to present internationally as a keynote speaker on this topic, given countless workshops, and have advised state and federal governments in Australia. I have a strong media presence in Australia in the press, radio and TV. I even made a two-part documentary called *Bullied* with an internationally famous swimmer Ian Thorpe.

Every 3 years, since I began at the university, I have applied for promotion and got to full professor in 9 years. Did being female hinder my career? I always wanted to be a boy when I was growing up because I liked climbing trees and camping and shooting sling-shots and swearing. Ironic really, as all my mother wanted was a ‘lady’ and I certainly I failed her on that both as a child and as an adult. I wanted to compete with boys at school, but looking back, maybe I would have been intimidated and not done so well at school if that had happened. I was certainly constrained by my parents, who were influenced by societal norms of what career a girl should have in the 1960s, which, in turn limited my ambition. Choosing, well using the word loosely, teaching, and then school librarianship and then school psychology were all socially acceptable forms of work for a woman. One therefore competed with women for jobs and for promotion, a bit like the girls school. In fact, my husband says I’ve never left school, which in a way is correct. I am still competitive, love learning and have the courage of my convictions, but I am no longer shy and retiring.

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My Path in School Psychology - The Long and Winding Road

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Birthplace: New York, NY

Educational History

High School	The Wheatley School, Old Westbury, New York
College	Fordham University, Bronx, NY
Graduate School	Arizona State University, M.A., Ph.D.

Employment History

1965–1967	Summer Recreation Counselor, East Williston School District
1971	Instructor, Lorillard Community School, Bronx, NY
1971	Administrative Assistant, Parke-Bernet Galleries, New York, NY
1972	Administrative Assistant (temp), *Mademoiselle Magazine,* NY

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1972	Personal Assistant to the Travel Editor of Mademoiselle Magazine
1972–1973	Daycare teacher, St. John's Daycare, Portland, OR
1973–1976	Graduate Assistant, Arizona State University
1975–1976	Good Samaritan Hospital, Learning Disability Clinic, Psychodiagnostician
1976–1977	Intern, Tempe Elementary School District, Tempe, AZ
1977–1983	Head Psychologist, Kyrene Elementary School District
1977–present	Independent Practice, Tempe & Mesa, AZ
2001–2005	Associate Professor, Full Professor and Dept. Chair, Arizona School of Professional Psychology
2005–2017	Clinical Associate Professor and Training Director, School Psychology Program, Arizona State University, Tempe, AZ

Awards

Distinguished Service Award: American Academy of School Psychology and the American Board of School Psychology

Distinguished Mentor Award: Arizona Psychological Association

Keith Perkins Lifetime Achievement Award, Arizona Association of School Psychologists

Outstanding Service Award, American Academy of School Psychology

Early Career Scholar: School Psychology Research Collaboration Conference

Distinguished Contributions to the Science of Psychology Award: Arizona State Psychological Association

Faculty Member of the Year: Arizona State Psychological Association 1997 Fellow: American Academy of School Psychology

How I Became a School Psychologist

It was a rather circuitous journey, but I reached the goal and I am so happy I did. I grew up on Long Island, New York. It was a bilingual home because my Argentinian-born Italian grandmother lived with us. My maternal grandmother was a widow. She grew up in the mountains of northern Italy, near Parma. When she was about 27, a young man from a neighboring village wrote to her from America and asked her to marry him. They hadn't dated before, but she said yes and traveled with her brother to New Jersey for the wedding. They ran a candy store, as many other immigrants from his village did. She had three children, my uncle, my mother, and a little baby who passed away. At first things seemed to be going well, but the family returned to Italy for a visit. The baby died shortly after reaching Italy. The little family tried to return to America, but the immigration laws had changed, and my grandfather could no longer return. My grandmother, however, had an Argentinian passport. She left her children with her husband and his parents and returned to work in New York until she became a U.S. citizen. She sent for her husband, but shortly after receiving her

letter, he died. No one knows if it was an accident or a murder, but he was found drowned in a river. She then returned to Italy and took her children to New York City, working hard to support them. My mother recalled that she was thrown into an English-speaking school with no support at all. Her grade placement was determined by the administration of one single long division problem. She did manage to finish high school in a college prep program, but due to lack of funds and little guidance, she began to work in a factory, where she eventually met my father.

My father's parents both came from villages near Naples, Italy. They met and married in New York. They lived in Harlem in northern Manhattan, and they had three children, my father and my two aunts. My grandfather was a chef and my grandmother, a seamstress. While my maternal grandmother had attended school until the third grade (all that was available in her town), neither of my paternal grandparents could read or write. My mother tried to teach them, but they never learned and could not even sign their names. My father was very intelligent, but was not interested in school. He dropped out, but eventually returned to finish 2 years of college at my mother's insistence. He worked as a draftsman, and did engineering work for the government, even without a degree. He had many side jobs, such as bookkeeping for the Italian community, will writing, electrician, architecture, tax preparation, etc. He was very well liked and was referred to as "Don Carlo." (But he assured me that, unlike many of his childhood friends, he had no Mafia ties. I believed it, because if not, we would surely have had more money!)

As most second-generation Americans, my parents only spoke to me in English. They spoke Italian to my grandparents, and they also used Italian when they didn't want my brother and I to know what they were talking about. I studied French and Spanish in elementary and high school, and tried to teach myself Italian in high school, until I could take it in college. I was always proud of my Italian background, although I was clearly a minority in my high school. I was also an economic minority at my school. We lived in a lower middle-class neighborhood in a high SES district.

My exposure to different languages from a young age helped foster my interest in bilingual education. I was also always very interested in bilingual education and assessment and multicultural aspects. I later put this interest to use in my career, as well as my lifelong travels.

As I am sure is true for most school psychologists, I was a very good student and was very active. I was a student officer in several clubs and student government organizations, and I was even president of one club. I was in plays and worked on the literary magazine and was even a contestant on a televised high school quiz show. We won (at least once).

I was very fortunate to be able to attend an excellent high school, The Wheatley School, in Old Westbury, New York, which was listed at one time as the number 1 high school in U.S. News and World Report. Over 99% of the students in my graduating class went to college or a post-high school training program. My mother, however, did not believe that girls should attend college. That was only something boys, such as my brother would do. (He eventually became a successful entertainment attorney for CBS records.) I would have to be a secretary, a career which would have emphasized all of my worst characteristics. Really, my worst grade was in typing!

My senior year of high school was spent arguing with my mother about college. One day, Ms. Carolyn Wilfred, one of the school's guidance counselors (not even my own), called my mother and tried to convince her that I should go to college. I believe that this woman helped change the course of my life, and I saw firsthand how a school official could impact a student's life. After several phone calls, my mother relented, but I would have to pay my own way. Plus, it had to be a Catholic college and one close to home. Of the limited choices available, I selected Fordham University. It had the best reputation of the local Catholic colleges, and had just begun accepting women. But it was not cheap (although less expensive than Barnard, my first choice). My mother and I went for an interview with the admissions/financial aid officer and at the end of the interview he offered me a full scholarship on the spot. And I took it!

My mother had thought that if I couldn't be a secretary, I should be a teacher, but my campus didn't offer an education major. That was something you could get later at the city campus, so I majored in English and Art History. I also majored in social activism. This was the time of anti-war demonstrations and administration building takeovers and I didn't miss one. I was also a student judge, so I got to rule on the consequences for students who the administration identified as being involved in these demonstrations. After one of the court's more lenient rulings, the administration dissolved the student court.

New York was also close enough for us to attend demonstrations in Washington, DC. At one demonstration at the Justice Department, 7000 people were arrested for crossing police lines and I was one of them. (Although I insisted that I was there before the line was drawn.) I spent one night in a crowded jail cell with nine other women, and the next day I met with the judge. I was told that I was free to leave, but at any time, the government could prosecute me for my alleged crime.

While at Fordham, I also took part in a social action group (FUSE—Fordham United Social Effort) which helped out in local, low-income South Bronx schools. This helped foster my interest in education, something I had enjoyed in my summer jobs as a school recreation counselor while I was in high school. Fordham had a loose relationship with a "Free School" in the South Bronx called Lorillard. I got my first postcollege job there. All the employees agreed to take only what we really needed so that the money could go to the students. I asked for only $30 a month. I also began working at Sotheby Parke-Bernet, an art auction house. It was an interesting job, but it didn't meet my desire to help society, especially children. My position at Parke-Bernet was a full-time job, but my supervisor let me condense my hours so I could continue at the free school. I liked working with the children at the free school, but I didn't see that I could make a career there. I also questioned if the school, which followed a Summerhill model, really reached all of the students. While the gifted were learning, we didn't seem to focus as much on the students for whom learning didn't come as easily. I thought I should take some education courses to improve my teaching skills and become a certified English teacher. I attended night courses at Lehman College of the City University of New York. I was just ready to begin student teaching when a girlfriend and I decided that it would be an adventure to hitchhike across the United States. So, we did.

My friend Peggy and I left New York in January of 1972 and ended up on a mountain top near Boulder, Colorado, living in a teepee. I stayed there for about 6 months and then, in response to family requests to help take care of my sick grandmother, I went back to New York. When I arrived in New York, I obtained a temporary job at a fashion magazine in New York. It was right out of "The Devil Wears Prada." I worked for the travel editor, who was demanding, but who seemed to like me. I was offered an interview for a full-time position, but I told the interviewer that I didn't believe in the fashion and makeup industry. Not surprisingly, I didn't get the job, but was hired to work privately for my supervisor, the travel editor. I learned about exotic places and my love for travel was born.

During this time, I also thought more about what I would do for a career. I had exhausted both of my majors, art history and English, and decided that a career in either really didn't contribute to society in the ways in which I wanted. I remembered that one of the courses I had taken at Lehman for my teaching certificate was the Psychology of Education. It was taught by a school psychologist. I believe his name was Irwin Goldfarb. I thought that I would become a school psychologist. I would learn skills to help children who needed specialized help in schools and "change the system from within." I believed that I could put my love of working with children and my desire to reform society and education into practice as a school psychologist.

But I didn't really know where to begin. So, I went to my local public library, which had served me well over the years. I found a book on graduate programs in psychology and worked my way through it. I applied to just about every program that offered school psychology, in alphabetical order, from Arizona State to the University of Wisconsin.

After that summer, I returned to the west coast. I left for San Francisco and then moved on to Portland, Oregon. When I arrived in Portland, I tried to find a job. I happily told the employment advisor that I had a degree in English and Art History with a very good GPA. They were not impressed. They asked me what I could do. Hmm... I knew I loved working with children, and I told them about my "free school" experience. They offered me a job at a day care center which I enjoyed. But soon I began getting responses from the graduate schools to which I had applied. I was accepted in practically all, but the only one that offered me an assistantship was Arizona State University. So, I decided I would leave beautiful, green, liberal Oregon for the desert and vowed to return after I had earned my master's degree.

Arizona was an environmental and cultural shock, not green and definitely not liberal. I thought I would leave and try to see if UT Austin would still honor my acceptance, but, again, there was no assistantship, so I stayed at ASU. But I feel that I made it work. I had interesting research and teaching assistantships, a unique practicum, and an excellent internship. So, for those of you who must make university and graduate school decisions based on economics or geography, don't despair. You really can make the best of any situation. It is ultimately up to you to define your career, starting in graduate school. For my assistantship, I began working on research projects in cognitive psychology, memory and learning, studies, which soon became the basis of my master's thesis. I also had a practicum at a hospital-based learning

disability clinic. I took courses in school psychology and talked my way into counseling psychology and clinical psychology courses. My department allowed me to make my own program. During graduate school, I was involved in other studies involving learning and memory, notetaking, etc., and I conducted a study on the research perceptions of women in graduate school psychology programs (Brandt & Caterino, 1976). This was not an easy study to complete in the days before the internet. I must have mailed out more than 1000 surveys! I completed my dissertation on reading comprehension strategies. In my fourth year, I took an internship in the Tempe Elementary School district, where I was exposed to excellent supervisors (Drs. Arredondo, Davis and Gory). This was a large, diverse district. I worked at five schools, one of which was located in a small town near Tempe, called Guadalupe. More than 44% of the population of Guadalupe are Native American and many are trilingual, speaking English, Yaqui and Spanish. It wasn't until 1978 that the Yaqui were recognized by the U.S. government, so they were not eligible for federal funds until then. Many of the students in this low-income area had learning challenges and I gained a good deal of practice in conducting psychoeducational evaluations for bilingual/trilingual students.

The late 1970s was a very significant time for school psychology. The PL94-142 legislation that provided a free appropriate public education to all children with a disability had just been passed in 1975, the year before I began my internship. The very district where I did my internship was the site of the infamous *Guadalupe vs. Tempe* legal case. In the year following my internship, the court finally ruled that the Tempe district did not hire enough teachers of Mexican American and Yaqui descent, and that they failed to provide appropriate bilingual instruction; for example, they did not utilize a curriculum that reflected the historical contribution of the Mexican American and Native American groups.

After completing my internship, I began looking for a permanent school psychologist position. I applied to all the local districts. By this time, I was married, and I needed to stay in Arizona because of my husband's career. Gender has been a factor in my career right from the start. When I was applying for jobs, the high school I applied to questioned me at least three times in the same interview about what I would do if a male high school student asked me out. (I really don't think they would have asked this question of a male applicant!) After replying at least three times that it would be unethical and I would never accept, I quipped, "Well, it would depend where he wants to take me!" Needless to say, I didn't get that position. I also remember an age discrimination issue which I will relate later.

After graduation, I became licensed as a psychologist in Arizona. I also obtained my first job in the field. I was fortunate to be hired as the first and only school psychologist in a small nearby district, the Kyrene Elementary School District. The district had four schools then and now has 25. While the district had a strong special education program, they had never had a full-time school psychologist, so I was able to define the role for the district. In addition to comprehensive psychological evaluations, I offered individual and group counseling, and visited almost every classroom to conduct social skills groups. In the evenings, I taught parent education classes.

I also worked closely with the special education program. We established a system that was a predecessor of Response to Intervention. We called it the Resource Consultative Program. In addition to weekly Child Study meetings for referred students, we also met with each classroom teacher at least three times a year, fall, midyear, and spring to review the academic and behavioral progress of every child in the school. If a child was not making adequate progress, we would develop an appropriate individualized intervention. We would try several interventions and we monitored the child's progress using techniques such as Precision Teaching. If a child did not show adequate growth, I would eventually conduct a psychoeducational assessment, and we would determine the student's needs and strengths and recommend possible placement in special education. We felt that this model helped to ensure that only those students who truly needed special education instruction would receive it, and that all children would receive whatever assistance they required. We also developed a model where not all special education students were educated in the resource room; many were helped in their regular education classroom.

I had many practicum and internship students at Kyrene, so I was able to help train many young school psychologists, several of whom are still working in the field in schools or in universities. This on-site training helped to foster my interest in student training.

The Kyrene district, although small, was quite diverse. It included both middle and very upper-class homes, horse properties, and even an airpark housing development, where each home came with its own hanger for the residents' private planes. There was also a small Indian Reservation (the Gila River Indian Community) in another part of Guadalupe. In those days the psychologist had to make a home visit for every child whose primary language was not English, so I went to Guadalupe and the Lone Butte Reservation of the Gila River community. I recall that one family of seven who I visited in Guadalupe lived in a storage shed located in their grandparents' backyard, with no bathroom and no kitchen. I also visited the Lone Butte reservation, which was about 14 miles from the district office. At that time, it was agricultural land with only one paved street of houses. Most of these families lived below the poverty line.

One of my favorite memories at the district was my Native American Day. Many of the Native American children were coming to my office complaining that they were not respected and that their culture was not valued. I spoke to the principal, and he allowed me to invite their parents (most of whom who had never come to the school before) to set up special centers at the school. I recall that one center was for cooking, one for basket making, one for storytelling, etc. Then the children performed a Native American dance; all the girls wore my embroidered Mexican blouses (the only costumes we could come up with). The First Annual Native American Day was a huge success. The children's feeling of pride in their culture was worth all the effort.

I tried to combine my practical experiences at Kyrene with my writing. I wrote an article on counseling groups (Bretzing & Caterino, 1984), and a chapter on bilingual assessment (Caterino, 1990) for the NASP publication, *Children at Risk: Poverty, Minority Status, and Other Issues in Educational Equity* (Barona & Garcia, 1990).

I continued at the Kyrene district for several years until my husband Ray and I began having children. When I had two children (Nicole and Kathryn) under 3, I asked my district for part-time employment, but they stated that the district could not hire a part-time psychologist. I resigned from the district. I then consulted with other local districts on a part-time basis. I conducted all of the private placement evaluations for one district. This allowed me the opportunity to work with the most challenging students, many of whom had low functioning autism. This sparked my interest in this population and I later published three articles and presented talks and posters on children with autism spectrum disorder.

I had always had a very small private practice, so in order to balance career and family, I began working exclusively in private practice. That way my children could be cared for primarily by myself and my husband since we had no family nearby. In actuality, due to my husband's already established and demanding career, I chose to assume most of the childcare duties. In my private practice, I conducted psychological and neuropsychological evaluations, as well as providing individual and family counseling. Eventually, I joined a group of child psychiatrists and psychologists and was given the responsibility of consulting to the child and adolescent unit of a local psychiatric hospital. This was very interesting, as I was able to work with children and teens with various psychiatric disorders. Then, I decided to go out on my own and developed a full-time private practice. I found that this was not an easy task, I had to do networking (which I always enjoyed), bookkeeping, (which I didn't), and scheduling (another not favored task). But I was able to take the cases I wanted, and conduct my practice just the way I wanted. I enjoyed working with children and their parents and was even able to advocate for my clients at school meetings.

Although I enjoyed my applied work, I still wanted to obtain a university professorship so that I could influence the development of new school psychologists and engage in research. It was very difficult to find a university position in Phoenix. At that time, there was only one university nearby, my alma mater, Arizona State University, and universities tend not to hire their own graduates. Plus, my husband, Raymond Kulhavy was Dean at the college, and at that time, people were concerned about nepotism. I was encouraged to apply for a position at Northern Arizona University by George Hynd, but it was three hours away and I couldn't leave my family. So, I stayed in Tempe, worked part time, raised my children, volunteered in their schools, and kept my eye out for a university position. I wrote two chapters in the Best Practices series and kept up with research and practices in school psychology.

I again tried to combine my daily life with research. Both of my daughters were in Taekwondo (one even became a second-degree blackbelt). I was spending about 6 days a week at the dojo. So, my husband and I decided to conduct two studies on the personality characteristics of students in ATA Taekwondo training (Kurian, Caterino, & Kulhavy, 1993; Kurian, Verdi, Caterino & Kulhavy, 1994), both of which surprisingly seem to be getting a lot of notice recently. During these years, we also traveled a great deal, putting my language skills to use. We lived for six months in Italy, where my husband had a Fulbright at the University of Rome, and then we spent six months in Australia, where he had appointments in two different universities. We visited most of Europe, France, Spain, Portugal, Greece, Monaco, the United

Kingdom, as well as northern Africa—Egypt and Morocco. Seven years later, we planned another sabbatical in Germany. After just 1 week, I was hospitalized and four hours from death due to peritonitis resulting from a colon perforation. So, after 30 days in a German hospital in Tubingen, Germany, we returned home. But my mishap didn't deter us from traveling. A few years later, we went to France where my husband presented at the Sorbonne, and to Portugal and Spain. We also went to Fiji for a workshop with Robert Rosenthal. Later, on my own or with my daughters, we went to China, Peru, Hungary, Austria, Switzerland, and Romania (where my daughter, Katie, an archaeologist, conducts digs in medieval churchyards). Interestingly, I was able to visit some schools during this period, and observed how special education students were taught. For example, students with disabilities, even rather severe disabilities tended to be taught in inclusive classroom settings in Italy.

During this time, I also applied for Diplomate status from the American Board of Professional Psychology. In those days, it was a grueling eight hour oral examination after a yearlong portfolio preparation. After passing the examination, Dr. Walt Pryzwansky asked if I would be willing to serve on the board to develop a new examination. I worked closely with Walt and other celebrities of school psychology, Dr. Nadine Lambert, Dr. Beeman Philips, and Dr. John Jackson. We had several meetings across the United States, and finally the examination was completed. I continued my interest in the diplomate process and became the Western Regional Representative for the American Board of Professional Psychology. (At that time the organization was regional, not by specialty.) A few years after the reorganization to specialty governance, I was elected president of the American Academy of School Psychology, a position in which I served twice. The duty of the Academy was to recruit new members to take the Diplomate examination. I believe that we succeeded, and many well-known school psychologists now hold Diplomate status. I strongly believe in the Diplomate process. It emphasizes that school psychology is on par with the other psychology specialties, as it should be, since school psychology was one of the original four specialties (clinical, counseling and organizational being the other three). But because school psychology is a rather small group, I believe it does not always get the respect it deserves. The Diplomate helps to raise the level of professionalism within our specialty. It requires the candidate to study and prepare case examples, and to share his or her expertise with peers. By supporting this process, I hoped to raise the level of training and proficiency of school psychologists and to help school psychology obtain the respect that other psychological specialties enjoy. I was so pleased when my efforts to promote the Diplomate were recognized by the American Academy of School Psychology and the American Board of School Psychology in 2016, when I was given the Distinguished Service and Contributions award.

I was also active at this time in local psychological and school psychological associations. I was President of the Scottsdale Psychological Association, and served as the Academic Representative for the Arizona Psychological Association. I was also a liaison with the Arizona Association of School Psychologists to the larger psychological and behavioral health community in Phoenix. Perhaps, my favorite association position was as the Vice President for Professional Affairs for Division 16.

For 3 years, I made quarterly visits to APA headquarters. These trips were eye-opening, especially since this was during the time of the controversy over the Model Licensing Act where use of the title “school psychologist” was questioned if the individual was not also licensed by the state board of psychologist examiners. Eventually, a compromise was reached, and credentialing for school psychologists was deferred to the relevant state education agency, with the title being able to be used while the individual was engaged in psychological services within the school system.

Later, I was on the executive board of Trainers of School Psychology and the Council of Directors of School Psychology Programs. During this time, I was privileged to meet and work with many leaders of our profession. I was also an APA accreditation site visitor. In this position, I was able to learn about other school psychology programs in the United States and Canada and to meet outstanding trainers and students.

Locally, I was also on the executive board of the Arizona Psychological Training Consortium which was established by the Arizona Psychological Association to provide APPIC (Association of Psychology Post-doctoral and Internship Centers) approved internships that ensured high standards, common procedures, and didactic learning programs across Arizona for psychology interns and later, exclusively for postdoctoral residents. I was influential in bringing in almost ten school districts to ensure that our school psychology interns had quality internships that allowed them to meet state licensure criteria. I also encouraged my students to seek APA internships. As a matter of fact, all of my ASU school psychology students had either APA-accredited or APPIC-approved internships.

I was also active in developing state regulations regarding school psychology certification. Initially, I was asked to review transcripts and university preparation of school psychology applicants at the Arizona State Department of Education. My task was to determine if these applicants had specific graduate courses to qualify them as school psychologists, regardless of their graduate degree. Many of these applicants had piecemeal preparation with no actual programmatic preparation in school psychology. My friend Dr. Mary Arredondo and I worked with the Arizona State Department of Education to ensure that school psychology certification was only awarded to students who had graduated from a comprehensive school psychology program and had completed an internship in a school setting (with very few exceptions). This regulation made it practically impossible for graduates of other psychology programs to become certified school psychologists, underscoring the unique specialty of school psychology and ensuring that students in Arizona would receive psychological services from qualified professionals who understood the intricacies of school law and educational practices, as well as general psychological principles.

The Arizona School of Professional Psychology (Argosy) opened in Phoenix around 1999. I was hired there in 2001, the year my youngest daughter finished high school. I now had more time to put into my career. I started teaching in the Clinical Psychology program, but then I designed my own school psychology program (Caterino & Gardner, 2003). There was a need for this program, since there was

only one full-time school psychology program in Phoenix at the time. After I proposed the idea of a school psychology program at my campus to my university president, Dr. Clinton Gardner, I found out that another school psychology legend, Dr. Jean Ramage was simultaneously designing a school psychology program at the Hawaii campus of the university. We combined forces and also began a strong friendship. Our program also spread to at least one other campus in the university system. The school psychology program at the Arizona School of Professional Psychology (Argosy) started with nine students and I think that the number of alumni from that program is now ten times that. Argosy was based on a practitioner–scholar model and offered a Psy.D. While there, I began a research program on attention-deficit hyperactivity disorder based on my test for ADHD, the CAADS (Caterino, 1995, 1996; Caterino, Romano, Leibe, Moreno, & Tansy, 2003). This test has also been translated into Spanish (Balluerka, Gomez, Stock, & Caterino, 2000; Caterino, 2004; Gomez-Benito et al. 2015) and Portuguese (Caterino & Adams, 2007). I also advised many students' dissertations. The norm at the university was for students to choose a topic of their own interest, although some did choose a topic related to ADHD.

In 2019, the Arizona School of Professional Psychology closed amidst charges of poor fiscal responsibility of its owners. While there are definitely some concerns about for-profit universities, I believe that both the School Psychology and Clinical Psychology programs at the Arizona School of Professional Psychology did produce many fine professionals who have made important contributions to the field.

After I won the Research Award at our state psychological conference, a faculty member in the School Psychology Program at ASU asked me to apply for a position. My husband had just passed away 2 weeks before my interview, but I still managed to land the position. While the job was initially advertised as tenure track, it was changed to a Clinical Professorship just when it was offered to me. Given the very few faculty positions in Phoenix, I still took the position, thinking that I could eventually turn it into tenure-track. But I didn't really understand university politics. When I tried to apply for a tenure-track position, one of the members of the committee asked why, at my age, would I want such a position? While this is not gender discrimination, I felt it bordered on age discrimination.

I was hired in 2005 as the fifth faculty member of the School Psychology Program at ASU. Within two weeks, all but one other faculty member had left, and I was asked to be the program's training director. I held the program together, getting faculty associates, student assistantships, etc. After two years, another faculty member was hired. APA had suggested that a tenure-track faculty member should be the training director, so this faculty member assumed the training director position for a few years until he left, and I once again assumed the position. During this time, my dreams of conducting research were tempered by my teaching and committee duties and my duties as Training Director, organizing and staffing all the courses, coordinating all practica and internships, as well as advising theses and dissertations. I also participated in one of our program self-studies and, later, when I was the only faculty member, I wrote the accreditation self-study myself. What a grueling job! But, having APA accreditation was critical for the students.

In 2010, the University administration decided to reorganize the College of Education into the Teachers' College. The administration dissolved several departments, including Educational Psychology, and eliminated several degree programs. Counseling Psychology left the college, and we were the only nonteaching or school administration program left. School Psychology was in jeopardy for almost a year, but eventually the program was closed to new admissions in 2011. The enrolled students were allowed to finish, but no new applicants could be admitted. Within a few weeks of the news of the program's closing, all three of the other faculty members left. I myself had another position lined up, but when I realized that there would not be any faculty member left to advise about 30 students who elected to stay, I felt I couldn't leave. It was just like my first year at ASU. I again helped to staff the classes and continued supervising practica and internships, but I also had to advise all of the remaining students' dissertations. I am proud to say that all of the students who stayed earned their degrees and are practicing school psychology today.

After the program officially closed, I redoubled my private practice efforts thinking that at any time the university would find that they no longer needed a school psychology professor for a closed program. I worked every Friday night and Saturday. I did, however, manage to find time to write some research articles, book chapters, and made numerous convention presentations. I wanted to help my students become part of the academic world of school psychology, giving them authorships on articles, chapters, and papers. My research interests were broad, probably much too broad. I continued to conduct research on ADHD, as well as ability-achievement factors using the Woodcock–Johnson, autism, international bullying, Positive Behavior Intervention and Supports (PBIS), school start times, disproportionality in special education and giftedness. I also worked with Dr. Armando Pina in the Psychology department of ASU helping to bring his anxiety reduction program to local public schools. While I had some favorite research topics such as ADHD, autism, bullying, and giftedness, I also tried to support students' interests and to take their backgrounds into consideration (e.g., one student had spent several years teaching in Japan which helped him conduct the bullying study in Japan) and I also tried to take advantage of potential research data and available research populations. One interest I pursued, which required an immense amount of time, was looking for genetic factors related to dyslexia in a school districts special education population. I was able to obtain a grant for this, but got very few participants who met my criteria, and those for whom we could conduct a genetic analysis, did not have the suspected genes.

A more successful line of research was to combine my background in cognitive psychology with my work in ADHD. I looked at memory processes in high school students with symptoms of attention-deficit hyperactivity disorder (Caterino & Verdi, 2012). Previous research had shown that students who viewed a visual image (a map) prior to reading a related text recalled more information. However, this study showed that this was not the case for students with characteristics of ADHD. They recalled fewer map features, text facts, and text features, indicating that ADHD negatively affects working memory. This was a very interesting and

successful study, and it would have been interesting to follow this up with further research.

In another study, my former student, Carlos Calderon and I looked at the relationship between long-term memory retrieval and mathematics calculation using the Woodcock–Johnson (Calderon & Caterino, 2016). This was the basis of Carlos's dissertation. I nominated it for the Woodcock–Johnson dissertation award, and it won! Additional dissertations which I chaired looked at the predictive value and structural validity of the Woodcock–Johnson with students, Tracy Strickland (Strickland, Watkins, & Caterino, 2015), and Emily Bacal (Bacal, Caterino, Dial, & Kube, 2008).

Influenced by my early exposure to autism, I came up with the idea of writing an article with Amanda Sullivan on sex education and autism (Sullivan & Caterino, 2008), and another with Joe Mahoney on sleep differences in students with autism (Mahoney & Caterino, 2011). I also looked at social skills training in children with autism (Elder, Caterino, Chao, Shacknai, & DeSimone, 2006) and the benefits of structured playground experiences for children with autism (Aboulafia, Balles, Caterino, Cohen, & Donmoyer, 2010).

Since my own children were in gifted programs, I became very interested in giftedness, and explored this phenomenon in three dissertation studies conducted by Holly Perham (Perham, Caterino, Brulles, & Naglieri, 2013), Emily Bacal (Bacal & Caterino, 2016), and Tiffany Kong. We discussed these studies at a workshop at NASP (Caterino, Kong, & Bacal, 2014). Perhaps the most interesting study was done with Tiffany. In that study we examined the relationship between cognitive ability, social competency, and achievement in gifted children. Contrary to expectation, we found that social emotional competencies of Optimistic Thinking, Self-Awareness and Relationship skills better predicted achievement than did cognitive ability.

I also looked at school start schedules in local high schools (with my advisee Ashley Brown Loeb) and we found that later starts were correlated with better test scores, fewer discipline referrals, and better attendance (Caterino & Brown, 2015), a finding that has been replicated many times since.

I remained interested in international affairs, and my students and I also looked at bullying in Japan with my advisee, David Lerner (Lerner & Caterino, 2010) and in Germany with my advisee Vanesa Gaio (Gaio, 2017). Interestingly, we found that there was more cyberbullying in the United Stated than in either Japan or Germany. In another study on bullying conducted with Megan Randall, we looked at the relationship between bullying and personality characteristics (Randall, Caterino, & Ladd, 2011).

I also conducted studies on current practices in school psychology such as Response to Intervention in two dissertations (Devena, Caterino, & Balles, 2013; Gambrel, Cohen, & Caterino, 2015) and Positive Behavior Intervention and Supports (PBIS) (Bartosik, Caterino, & Balles, 2013). Disproportionality was another area of interest in two dissertations with my advisees, Amanda Sullivan and Jill Roberts (Sullivan, Cohen, & Caterino, 2009; Caterino, & Roberts, 2016).

It is evident that many of my students' dissertations were based on my various interests, as well as theirs. Sometimes, I directed students to conduct research on topics where I knew I could afford them sufficient data or a willing participant

population. I had limited time for them to complete their dissertations, since the school psychology program was already closed and we didn't know when students would be forced to leave the college. Most of my research studies were conducted via student dissertations. While I was able to help all the students to graduate and to follow both their intellectual curiosity and mine, this pattern did not really make for the best research career. I also didn't always have or make the time to write up all of my research studies. This is the area I regret the most. What I would I have done differently would have been to write up more of my research studies. I suppose this is still possible, but I have now moved away from a university career and have developed other priorities. I also would have narrowed my research interests and learned when to abandon a line of research that was not productive. Another lesson I should have paid better attention to was university politics, but that was difficult with the administration at ASU constantly changing the players and the programs.

During my last two years at ASU, I was assigned to advise students in the Educational Leadership and Innovation program. They conducted "Action Research" and qualitative studies on an applied topic in order to obtain their Ed.D. degree. I also taught the research methods class. I came to enjoy these students, after meeting with them for two years, and helped them to complete their degrees and, I believe, to conduct more rigorous research projects. I was required to teach at three different campuses of ASU, some more than 1½ hours away. There was a new dean, and politics were different again. I decided that my time at ASU should end. My Ed.D. students were done with their degrees, and there was only one school psychology student left who was well on her way to completion (and has since graduated). I was offered the opportunity to develop a new school psychology program at a local medical school a few years earlier, but I didn't wanted to leave my ASU students. Perhaps, that is another regret, but I am happy now to return to working in private practice.

I have had the opportunity to participate in all aspects of school psychology, from district work to university teaching and from research to private practice. I was honored to win a few awards in my career, including the Faculty Member of the Year award, which was voted for by the students. My most cherished award was the Keith Perkins Lifetime Achievement Award, given by the Arizona Association of School Psychologists.

On a side note, I have also been able to return to my Italian roots in recent years. I am a member of the Italian American Psychological Society (IAPA). The annual meeting is always at a wonderful Italian restaurant—isn't that appropriate? They have had two meetings in Italy. At the 2010 meeting in Sicily, I gave a presentation on school psychology practices in the United States and Italy (Caterino, 2010). This past summer, a fellow IAPA member, Melissa Bray and I jointly presented at an international conference in Italy cosponsored by the IAPA on the psychological treatment of refugee children (Bray, Caterino, & DeLeyer-Tiarks, 2019). I was even able to say a few words in the Italian language.

In my "retirement," I am still involved closely with my family. I currently babysit for my sweet granddaughter Alessandra (age six) 1 day a week, and work four days in my private practice. I enjoy seeing my clients and advocating for their educational

needs in the schools. I can work closely with parents, something I missed while I was a practicing within the school setting. I have been able to see great progress in my clients' mental health and that brings me tremendous satisfaction.

While I was a faculty member, as well as a practicing school psychologist, I felt that school psychology was never given the respect it deserved. I tried to foster improved relationships between school psychologists and other psychologists, and to improve the view that other psychologists had of school psychologists. I believe that the field of school psychology is now getting more respect. There are many more Diplomates in School Psychology, and school psychologists are represented at the highest levels of the American Psychological Association and on state licensing boards.

My career path may be different from other school psychologists. I was restrained by finances and geography, but I still made it work. I enjoy working with people, students, clients, supervisors, etc. I know that I have put the welfare of my students ahead of my own research interests, but I am proud of what my students have accomplished. I just recently attended our state school psychology convention where I saw many of the students I mentored who now work in districts, helping children, and who have risen to prominent positions. I have helped some students obtain university positions, influencing other new school psychologists. I believe I have helped advance the profession of school psychology, and have helped children along the way. As my husband used to say, all we can leave as a legacy are research and students. I put more emphasis on students and that suits me just fine!

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2009

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My Long Days' Journey into NOW!

Deborah Peek Crockett

Birthdate: January 26, 1945
Birthplace: Atlanta, GA

Education

1983–1987	Georgia State University
	Doctor of Philosophy in School Psychology
1982–1983	Georgia State University
	Educational Specialist in School Psychology
1980–1982	Georgia State University
	Master of Education in School Psychology

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1977–1978	Georgia State University
	Bachelor of Arts in Psychology
1962–1965	Spelman College
	Undergraduate Studies

Employment

2008–2011	School Psychological Services Consultant
	Fayette County Alternative Education Program
	Fayette County Board of Education
	Fayetteville, Georgia
2006–2008	Lead School Psychologist/Graduation Coach
	Voluntary Alternative School
	Fayette County Board of Education
	Fayetteville, Georgia
2006–2007	Advisory Panel for LD Determination Position Statement
	National Association of School Psychologists
2006	Adjunct Professor
	Department of Educational Psychology and Special Education
	Georgia State University
	Atlanta, Georgia
2005	Guest Lecturer
	Department of Psychology
	Morehouse College
	Atlanta, Georgia
2003	Site Coordinator—WISC-4 Standardization
	Wechsler Intelligence Scale for Children—4th Edition
	The Psychological Corporation
	Atlanta, Georgia
1999–2008	NEA Health Information Network Advisory Board
	National Education Association
1998–2006	Consultant School Psychologist
	Fayette County Board of Education
	Fayetteville, Georgia
1997–2004	National Advisory Panel
	WPPSI-3 and WISC-4
	The Psychological Corporation
	San Antonio, Texas
1997	Expert Panel
	WAIS-III Writer
	The Psychological Corporation
	San Antonio, Texas

1995–1996	Expert Panel
	McCarthy Scales of Children's Abilities
	The Psychological Corporation
	San Antonio, Texas
1994–1995	Master Presenter
	The Psychological Corporation
	San Antonio, Texas
1993–1996	Part-Time Instructor
	Counseling and Psychological Services
	Georgia State University
	Atlanta, Georgia
1993–1994	Educational Consultant
	Northstar Entertainment, Inc.
	Atlanta, Georgia
1990–1993	Guest Lecturer
	Special Education Department
	Emory University
	Atlanta, Georgia
1993–1995	Instructor
	Staff Development
	Atlanta Public Schools
	Atlanta, Georgia
1990	Invited Guest Speaker
	WCLK Radio Talk Show
	Clark Atlanta University
	Atlanta, Georgia
1989–1992	School Psychology Peer Reviewer
	Georgia Department of Education
	Atlanta, Georgia
1989–1992	AIDS Trainer
	Atlanta Public Schools
	Atlanta, Georgia
1989–1991	Guest Lecturer
	Education Department
	Spelman College
	Atlanta, Georgia
1989	Student Research Paper Evaluator
	Georgia Psychological Evaluation
	Atlanta, Georgia
1988–1994	Adjunct Professor
	Clark Atlanta University
	Atlanta, Georgia
1988–1990	Trainer
	Georgia Teacher Evaluation Program
	Atlanta Public Schools
	Atlanta, Georgia

1987–1994	Guest Lecturer
	Counseling and Psychological Services Department
	Georgia State University
	Atlanta, Georgia
1987–1990	Project Evaluator
	Target Outreach Program
	Metropolitan Atlanta Boys & Girls Clubs
	Atlanta, Georgia
1987–2003	Consultant
	Carter and Associates
	Atlanta, Georgia
1986–1998	School Psychologist
	Atlanta Public Schools
	Atlanta, Georgia
1985	Invited Guest Speaker
	Reflections on Life Series
	Public Cable Television
	Atlanta, Georgia
1984–1986	Associate School Psychologist
	Cobb County Public Schools
	Marietta, Georgia
1983–1984	Associate School Psychologist
	Fulton County Schools
	Hapeville, Georgia
1982–1984	Psychometrist
	Carter and Associates
	Clinical Psychologists
	Atlanta, Georgia
1982	Psychometrist
	Cobb County Public Schools
	Marietta, Georgia

Honor/Awards

Deborah Peek Crockett Endowed Minority Scholarship (Established), National Association of School Psychologists, 2006.

Lifetime Achievement Award, Georgia Association of School Psychologists (GASP), 2004.

Alumnae Achievement Award for Education, Spelman College, Atlanta, Georgia, 2002.

Finalist for the School Psychologist of the Year, National Association of School Psychologists, Washington, DC, 2001.

School Psychologist of the Year, Georgia Association of School Psychologists, Sea Island, GA, 2000.

Leadership Award, Georgia Association of School Psychologists, Atlanta, Georgia, 1998.

Presidential Leadership Award, National Association of School Psychologists, Anaheim, California, April 1997.

Presidential Leadership Award, National Association of School Psychologists, Chicago, Illinois, March 1995.

Distinguished Alumnus Award, College of Education, Georgia State University, May 1993.

Presidential Leadership Award, National Association of School Psychologists, Washington, DC, April 1993.

Distinguished Alumnus Award, Counseling, and Psychological Services Department, Georgia State University, March 1993.

Georgia Association of School Psychologists, Professional Recognition Award, April 1990.

Introduction

I retired as a school psychologist in June 2011. Retirement provided me the opportunity to rest, physically and mentally. I read my favorite genre of novels; I travel when I want to; I have lunch with old and new friends and I just breathe! I also have time to think about the children I served and hope that they were doing well and are having productive lives. At no time did I reflect on the totality of my professional life.

At the request of Dr. Carol Lidz, I was forced to look at the totality of my life. What I thought of as an "ordinary" professional life was revealed to me as a legacy. I felt very uncomfortable writing about my professional achievements. It seemed to be self-aggrandizement. My friend who read the document replied with a resounding "no". It was clear to her that I needed to share my story with others.

My hope for this chapter is that other school psychologists will step out and stretch themselves and make their mark on the profession. However, my mantra was to help improve the lives of at least one child, parent, teacher, or school each year, grow from that annual experience and move on to the next challenge. Please enjoy my recollections.

I am a proud daughter of the south, coming into adulthood during segregation, with all of the harsh rules of Jim Crow. I entered college at a time when African Americans were demanding and fighting for the right to vote and for equality for all aspects of life. In the midst of all that turmoil, I began to wonder about the best academic course of study for me to directly impact this change in a positive way.

Given that Spelman College was a women's school, we often talked about women and our strength from the history of slavery to the current events at that time. We spoke of the women who would have to walk to work to maintain their income. These brave women knew their lives were on the line for encouraging, supporting, and participating in sit-ins and demonstrations. The more we discussed these aspects

of the civil rights movement, the more I began to ponder the question, "What is the emotional and psychological impact on their sons and daughters of their parental participation?" It was then that I decided I wanted to understand the personality of those who would take risks and those who would not. Furthermore, I wanted to work in an environment where this kind of research was studied, evaluated, and applied.

Unfortunately, my father became ill during my sophomore year and passed at the end of my junior year. To help my mother and five younger sisters, I had to leave school and secure employment. I made a vow to return to school and complete my education. This was the most difficult decision I had to make in my life.

Seeking a job other than a cook or maid opened my eyes to how any post high school education was meaningless at most businesses. Although I had three successful years of college education, my opportunities as a woman of color were limited when compared to my White counterparts. While I felt intense disappointment and sometimes anger at my mistreatment, I decided to do my best work so that I could seriously compete or "fight" for a better job in the future. I was very good at math and was placed in an accounting department. I learned a lot about simple debits and credits, auditing, and developing simple computer programs to make my work easier and more efficient. I was promoted twice, yet I continued to feel dissatisfied with the work I was doing. More and more I was determined to try to have some impact on social issues related to women and children of color.

During my decade of absence from formal education, I became aware of several social issues impacting children and women in our society. I married and had one son. At the age of 6 months following an automobile accident, my son was diagnosed with a "mild head injury." However, as he developed, he appeared to be a normal child compared to the other children in our neighborhood, and we felt we did not need to worry about that accident any longer. He had always been energetic, played hard, and had an insatiable interest in cars, planes, and trains. He would read with me each night before bed and could accurately relate the details in the books. He attended preschool at age 4 without any problems. He enrolled in the neighborhood public school as a Kindergarten student and was successful through second grade. In third grade, he began to evidence attentional difficulties; sleepiness, and sometimes a withdrawal from academics in general. He had always been an agreeable student but began showing signs of frustration and was not doing his work in class. The pediatrician suggested I talk to the school counselor about counseling to help with his problems since he saw the problems as a bored or lazy child.

As a parent, I did not see him as bored or lazy (yes, typical mother). He was my "fixer" at home. Anything mechanical he could take apart, consult with his dad, get the needed parts and "fix" it. He would research (yes, go to the library), find the books or journals and work until it was "fixed." He would initiate this himself and his attention to detail was faultless. He continues to present these skills as an adult.

I decided to ask my son questions about school. I wanted to know what a day in school was like for him. I noticed that he seemed reluctant to answer. I continued to attempt to get answers from him until one evening he exploded and told me the teacher did not like Black boys and was mean to them. I was shocked! I was shocked on two fronts: I did not want to believe that teachers were openly hostile to young

Black boys, but I knew my son would tell me the truth. I usually went to parent conferences and, since our son was passing classes as a B student and did not have any behavior problems, his teacher presented him as a quiet worker. He did not have any disciple problems and was not failing any subjects.

As a "grade parent volunteer" for my son's teacher, I was in the classroom weekly and also observed the differential treatment of students of color, especially males. I asked for a meeting with her to discuss this delicate problem. Given that there was no extensive internet or an abundance of self-help books for parents, I proceeded to discuss my observations without revealing what my son had said to me. I even prepared a data report with notations such as the teacher frequently called on White male students ignoring Black male students. She always gave positive feedback to White male students, while for the Black male students she would add information to their answers, as though it was incomplete. She would tell Black male students they needed to speak the "kings" English rather than "Black" English. In conversing with her, she became angry with me about evaluating her teaching style, since I was not a teacher. I would try to explain to her that the Black students were not trying to participate any longer because their responses were not being positively reinforced. As a result of this conversation, she said she would try to do better.

The following day I received a phone call from my son to come and get him from school. He was crying and very upset. I asked if he was hurt and he said no. Upon arrival at the school, six Black males from his class were waiting for their parents to arrive. The principal asked me to step into her office. I was informed that the teacher had the six Black males go to the board, take a marker and write "Black boys are dummies." The boys refused and she sent them to the principal for refusing to follow a teacher's order. I asked the principal (also White) how she planned to handle this injustice to the Black male students. She replied that they needed to learn to follow orders and put their feelings aside. I was livid! I thanked her for her comments, signed the six boys out of school, as I was their back up ride) and went directly to the Board of Education Office. The school was located on a dead-end street, and I waited for the other mothers to arrive so that we could go in together. We departed for the board office where we were immediately seen by the assistant superintendent. We allowed the students to tell what had happened and how they responded. She did not comment and told us to go home, as she was going to the school and would contact us later in the evening. Within the hour all of the fathers were also waiting at my home. The assistant superintendent decided to come to my home to discuss the results. She did not give any details, but she did report that the teacher and principal chose to retire and that a new classroom teacher and principal would be in place the next day. She also thanked us for professionally handling this.

All the parents decided to meet the new principal and classroom teacher the next day to see how our children would react to the new employees. The entire fifth grade seemed happy with their new teacher by lunchtime. The class had been assigned a first-year teacher, full of energy to teach a bunch of young boys (there were more boys than girls in the class). The school year progressed without further problems.

My road to School Psychology began with a need to understand what was happening with my son and his school. Also, I wanted to know what the Black youth and parents were experiencing in other schools across the country with these racial implications and complications. While I remember feeling angry and confused, I also wondered what was the best educational profession to pursue that would help me answer some of the questions. Then I had following the school episode.

I started to aggressively save money to return to college as soon as possible. I knew I could not return to Spelman due to tuition costs, so I began to explore programs at Georgia State University, which had recently been desegregated. I met with a student counselor who was extremely helpful in asking me about my interests. I answered that my concern was how Black males maintain their positive self-concepts in a world that does not always see their potential to make positive contributions. My other concern was how I could assist teachers and parents in learning ways to ensure the success of their students/children in school and life. She strongly suggested that I consider a major in Developmental Psychology. She also indicated that, following completion of my undergraduate degree, I should consider a graduate school with a major in school counseling or school psychology.

I began my studies in Developmental Psychology and loved the coursework! I was particularly fascinated with cognitive and social–emotional development and the measures for evaluating these behaviors. I was also curious about racial differences in the scales.

I completed course requirements for the undergraduate degree and decided to apply for the school psychology program master's program and was accepted. I determined that I needed additional training to address the issues that were most important to me. I received a diverse education in both research and application. My mentor, Dr. Clifford Carter, taught and questioned me about the appropriate use of standardized tests, about the merits of observation in classrooms and with parents, and the impact of these on student performance in schools. By the time I completed my doctorate, I was beginning to see the paths I wanted to follow. I wanted to address the lack of diversity in the field, specifically concerning Black, Hispanic, Indigenous American, and Asian/Pacific Islander school psychologists. The second path was to encourage professional associations to make a policy statement regarding Racism, Discrimination, and Prejudice.

At the time I entered school psychology, the major professional organization, National Association of School Psychologists (NASP), was discussing the use of individually administrated intelligence tests and whether they should be used for minority students. Other topics included the scarcity of Black male school psychologists in the profession, the cost of graduate training, as well as the overrepresentation of minority students in special education.

I became active in the National Association of School Psychologists (NASP) and the Georgia Association of School Psychologists (GASP) by joining the Multicultural Affairs Committee in both organizations. Both organizations are dedicated to ensuring that school psychologists are well trained, work under conditions that promote the most appropriate educational services for all children in schools, provide support for parents, and have schools that have diverse service providers.

Professionally, I began to see the path I wanted to take as a practicing school psychologist. First, I wanted to continue to work at the school level. As a Black School Psychologist, I felt a professional responsibility to be available to minority communities, their families, and their children to assist them with any referrals about school performance. I also wanted to partner with other services in the community that could help families. Working with my assigned schools, I had an opportunity to work with school staff and leadership, school counselors, school social workers, Juvenile Court Probations officers, and other advocates to address specific academic and behavioral challenges and change the perception that something is wrong with the student.

As previously noted, I was pleased to work with Fulvia Franco, a school psychologist from Utah to complete a position statement on Racism, Prejudice, and Discrimination. What was most satisfying about the project were the heated discussions we had and finally reaching resolutions! Fortunately, Fulvia and I could speak from the research literature and add to the discussion as to how these social elements as a Black woman and a Hispanic woman impacted our lives. We were able to get the paper passed within 1 month. The position statement has been updated several times but the spirit remains. Many NASP affiliates adopted and used the paper as justification to search for minorities to meet the needs of their school populations.

The next issue that I wanted to tackle was the low number of Black males in school psychology graduate programs. I contacted Dr. Mike Curtis of the University of South Florida who had documented school psychologists on several variables; including gender, race, place of employment, degree held, and work setting. There was an additional study that indicated that minority students did not pursue a doctorate degree because of the high cost. They mentioned the debt they had accrued to obtain a Master's or Specialist Degree and indicated that they could not afford to begin doctoral studies. I shared this information with the Multicultural Affairs Committee and was told a subcommittee was working on how to address this issue. I immediately volunteered to work with the committee because I had ideas to share.

The Multicultural Affairs Committee met twice annually, once at the summer delegate assembly and once at the annual national convention. Since I volunteered at the annual convention, I really wanted to begin the work right away and present a proposal at the summer meeting. I thought it was time for NASP to have a competitive scholarship to assist with the recruitment of promising students at the Specialist level and work with the Trainers of School Psychologists (TSP). This would be an important mechanism to develop ways via their universities to help students receive some financial assistance for those seeking entry-level and doctoral degrees. My personal motto became "think, think, think." How can we do this? None of us had the experience on how to get the money, but we kept studying. Three former NASP presidents, Peg Dawson, Howard Knoff, and Kathy Durbin introduced themselves to me and told me to go for it! I was shocked that they knew who I was and that they wanted to support me. I began to try to determine who might want to work on this project.

The Summer Delegate Assembly was fast approaching and all I had to submit was a one-page plan regarding what "we" (the subcommittee) were in the process of developing as the proposal for the committee. I indicated that we were working without a budget and had no donor prospects at the moment. I stepped away from the microphone and was met by Dr. Abby Gottsegen who said, "let's pass an envelope" and ask the delegates to make a start-up donation immediately. As she was a delegate, she could make the motion. We collected more than $700 that day! As the saying goes … the rest is history.

The scholarship was established (1995), and currently, 77 students have been awarded a $5000 scholarship. The endowment fund now has a $1.2 million balance. All students completed their studies and have received their school psychology degree. The students represent all ethnic minorities and genders. Some students have returned to the school to complete their doctorates. The first scholarship was awarded in 1998 to Dr. Sherrie Proctor. She is currently a tenured professor at Queens College in New York. I was elected President of NASP in 1996. My presidential year was 1997–1998 and the first scholarship awarded during my presidential year continues to be the highlight of that year!

The second highlight of my presidential year was the development of the Tolerance-in-Action Curriculum. It was designed to use social skills training for kindergarten through eighth-grade students to teach them tolerance and acceptance of students different from themselves. Several schools have used all or parts of the curriculum. The largest use was in a school in Florida under the direction Dr. Howard Knoff, a School Psychologist, and it is also being used in Arkansas.

The curriculum was used during the 9/11 attacks. There was a rush to get easily usable materials out to schools and the public. Kathy Cowan called me at home (7 p.m. to be exact) and said we need to get some of this information to the general public and schools immediately. She had pulled some sections; we agreed on the content and modified it for the general public. It went live on the NASP website, and I was told we had a million hits almost immediately. I was proud to be a member of a profession that understood the needs of people of all ethnicities and in all sections of the country, and I was also proud of how the organization can respond to an event in a way that such materials can be used without extensive preparation or revision.

Looking back on my professional life was not as easy as I thought it would be. I did not get all of the things accomplished that I wanted, but I hope I left the profession a little better by the projects that were completed and some that continue annually.

I would be remiss if I did not mention some of the people who encouraged me during my years as a school psychologist. As usual, some individuals will be omitted through error. Please note they are just as important. The individuals who encouraged me from the beginning of my career through retirement included Dr. Clifford Carter, my doctoral advisor who pushed me when I wanted to take it easier. He informed me that I could rest when I retired. He passed 16 years ago but his wisdom lives on with and in me.

Kimberly Evans, Robin Satchell, Cathy McKenzie, Dr. Arletta Brinson, Dr. Ethel Craig, Frank "Buz" Smith, Abby Gottsegen, Faye Henderson, Madonna Spencer, and Liz Avant are practitioners who supported and encouraged me.

Susan Gorin was Executive Director during most of my NASP years. She was my strength and available to support me and any of my NASP work. She always treated me with dignity and respect. She was also a great girl fun!

Howard Knoff, Jack Naglieri, Antoinette Miranda, Collette Ingraham, Sylvia Rosenfield, and Peg Dawson were trainers who worked on a variety of projects with me. I greatly appreciate their support through the years.

Finally, the corporate sponsors for the minority scholarship have been steadfast and generous. At its inception, they were on board with money and products so that students could get a start in the profession. Dr. Wayne Gressett and his staff (Psychological Corporation), Dr. Aurelio Prifitera (Pearson); Dr. Robert Smith (PAR), Dr. Jim Gyurke (PAR), and several individuals who worked for these companies have been generous donors. Thank you.

Finally, I thank all the NASP members who donate annually to the scholarship from the State Associations of Georgia, Ohio, Florida, Oregon, New York, and California.

Please forgive me if I left anyone out of the list. All of you were valuable to all of these programs.

Publications

In Process

Cultural considerations for response to interventions. In J. Jones (Ed.). *The psychology of multiculturalism in the schools: A primer for practice, training, and research.* Bethesda, MD: National Association of School Psychologists.

Tolerance matters. Top skills for kids. A social skills curriculum for grades kindergarten through eight.

2004

Critical issues children face in the 2000s. *School Psychology Review, 33*(1), 78–82.

2002

Different is Good! *National Geographic World. Dare to Explore.* January/February.

1998

Literature circles: A parent guide to teach African-American history. *Pathways to tolerance. Student diversity*. Bethesda, MD: Author.

1997

Tolerance and diversity. Resources for parents, educators, and students. In A. Canter & S. Carroll (Eds.). *Helping children at home and school. Handouts for your school psychologists.* Bethesda, MD: National Association of School Psychologists.
Gifted children with special needs. In A. Canter & S. Carroll (Eds.). *Helping children at home and school. Handouts for your school psychologists.* Bethesda, MD: National Association of School Psychologists.
Strategic Plan Adopted! *Communique*, Vol. 25(8), June 1997.

1995

NASP Establishes A Minority Scholarship! *Communique*, Vol. 23(8), May 1995.

1993

Growing Up Scared. *Atlanta Magazine*, July 1993 (Research Only).

1992

Aftermath of the Rodney King Events: Hints for Helping. *Communique*, Vol. 20(8), June 1992.
State Associations Play a Major Role in the Recruitment of School Psychologists. *Communique*, Vol. 20(8), May.

1981

"Junior Leaders: Service Delivers". How to do it. New York: Boys' Clubs of America, 1981.
Manual for keystone clubs advisors and officers. New York: Boys' Clubs of America, 1981.

The Role of Serendipity and Opportunity in Shaping a Career in School Psychology

Peg Dawson

Birthdate: September 29, 1949
Birthplace: Wareham, MA

Education
Ed.D. in School/Child Clinical Psychology: University of Virginia, Charlottesville, Virginia, 1978
M.Ed. in School/Child Clinical Psychology: University of Virginia, 1974
A.B. in Psychology: Oberlin College, Oberlin, Ohio, 1972
Lawrence High School, Falmouth, Massachusetts, 1968

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C. S. Lidz (ed.), *Women Leaders in School Psychology*,
https://doi.org/10.1007/978-3-030-43543-1_6

Employment

2010–Present	Seminar presenter for PESI/CMI Education Institute Inc., a nonprofit organization that provides continuing professional development for various professionals in the medical, education, and mental health fields. Seminar instructor (ca. 30 seminars per year) for a seminar titled *Smart but Scattered: Executive Dysfunction at Home and at School*.
September 1992–Present	Psychologist, Center for Learning and Attention Disorders, Seacoast Mental Health Center, Portsmouth, New Hampshire. Responsibilities include performing assessments of and providing case consultation on children and adults with learning disabilities and attention deficits. I also provide consultation to other school psychologists and regularly do in-service training and workshop presentations on a variety of topics, including assessment, attention deficits, learning disabilities, executive skills, and retention.
1987–1998	Instructor for a graduate-level course at the University of New Hampshire, "Assessment of Students with Learning Difficulties." Assessment areas covered: formal assessment, behavioral assessment, curriculum-based measurement, informal assessment, environmental assessment, performance-based assessment, as well as an assessment of specific academic skill areas.
September 1990–June 1992	School Psychologist, School Administrative Union #56, Somersworth, New Hampshire. Responsibilities included consultation with teachers, parents, and administrators, psychoeducational evaluations, providing in-service training, establishing curriculum-based measurement procedures to assess academic progress.
September 1983–June 1991	School Psychologist, Exeter Public Schools. Provide school psychological services, preschool to grade 3. Responsibilities included performing psychoeducational evaluations, consulting with teachers and administrators, counseling, providing in-service training and workshops for parents and teachers, and supervising other psychologists employed by the school district.
September 1979–June 1984	School Psychologist, Strafford Learning Center, Somersworth, New Hampshire. Was responsible for providing school psychological services, primarily assessments, to School Administrative Union #44 which included 8 communities and 13 schools.
July 1978–May 1979	Director, School Consultation Department, Bath-Brunswick Area Mental Health Center, Brunswick, Maine. Administrative responsibilities included supervision of a staff of four, program planning and development, and contract negotiations with school districts. Also consulted in the schools.
Fall 1978	Introductory Psychology instructor, University of Maine. Taught in Bath, Maine.
September 1977–June 1978	School Psychologist, Bath-Brunswick Area Mental Health Center. Provided school consultation to five Head Start Centers, five elementary schools, one junior high school, and two high schools. Also performed diagnostic evaluations for the Maine Department of Human Services.
September 1976–August 1977	Psychologist Intern, Huntington Union Free School District, Huntington, New York. Internship sponsored by the National Institute of Mental Health.

September 1975–May 1976	Graduate Instructor for undergraduate Educational Psychology course, University of Virginia.
Summer 1974	Preschool teacher, Woods Hole Child Center, Woods Hole, Massachusetts.
September 1972–June 1973	Teacher aide for remedial reading class, Stockton Springs, Maine.

Professional Offices

Appointed Member, Society for the Study of School Psychology, May 2005
President, International School Psychology Association (2001–2003)
Chair, International Affairs Committee, National Association of School Psychologists (1995–2002)
Editor, *Communiqué* (Newsletter of the National Association of School Psychologists), 1991–1995
President, National Association of School Psychologists (1990–1991)
Secretary, National Association of School Psychologists (1987–1989)
State Delegate, National Association of School Psychologists (1983–1987)
Chair, Children's Services Committee, National Association of School Psychologists (1985–1988)
Cochair, Planning and Development Committee, National Association of School Psychologists (1984–1985)
Editor, *Protocol*, the newsletter of the New Hampshire Association of School Psychologists (1995–1998)
President, New Hampshire Association of School Psychologists (1984–1986)
Secretary-Treasurer, New Hampshire Association of School Psychologists (1982–1984)

Awards

2014 Featured Presenter, Legends in School Psychology Series, National Association of School Psychologists
Distinguished Service Award, International School Psychology Association, 2010
NASP Lifetime Achievement Award, March 2006
Lifetime Achievement Award, New Hampshire Association of School Psychologists, June 2003
New Hampshire School Psychologist of the Year, June 1987
President's Award: "Leadership in Establishing the Child Services Committee for the National Association of School Psychologists," April 1986.
President's Award: "Leadership Potential–Early Career Contributions," National Association of School Psychologists, April 1985.

How It All Began

I was born in 1949 on Cape Cod in Massachusetts, where I lived with three brothers, and where my mother was a teacher and my father an oceanographer. As a child in the 1950s, when I was deciding what I wanted to be when I grew up, it felt like girls had a narrow range of options. My best friend in the second grade thought she might become a nun, while pretty early on I settled on being a teacher. Playing school was a favorite activity, complete with chalk and blackboard and math workbooks bought at the local Five and Dime. In the fourth grade, I somehow got a copy of a teacher's edition of a reading book, and I remember pouring through the teacher notes and asking of an imaginary classroom the comprehension questions printed on tinted green paper at the end of each story. I probably pictured myself wearing high heels and looking somewhat like my second-grade teacher (the youngest and prettiest teacher I had in elementary school).

My decision to be a teacher persisted into high school, but it narrowed in focus. I had a French teacher I really liked, maybe because she was a recent college graduate and had a great sense of humor—or maybe because she seemed to like me. So I decided I would major in French in college and become a French teacher.

Around the time I made this decision, I applied to be a foreign exchange student through the American Field Service for my senior year. In early November of 11th grade, I found out I was a finalist for the honor. I assumed since I had had French classes since third grade, that AFS would place me with a family in France. Imagine my surprise (and dismay) when on May 31 I found out that I would be spending the next year in Norway, and the boat was due to sail in less than 3 weeks! My exposure to Norwegian prior to being sent to live with a family in a small town 50 miles south of the Arctic Circle consisted of 10 days of classes on the boat that took several hundred AFS students to Europe, and 2 weeks at a language camp in the hills outside Oslo. Toward the end of the camp, I wrote in my diary, "Study, study, study, words, words, words. I wish there were a foolproof, exciting, and interesting way to learn a foreign language." At the time, I didn't see that as a warning sign that my future occupation might be in jeopardy, but l suspect it was.

My first 6 months in Norway I felt lost, or maybe shut behind a gauze curtain—I had some sense of what was happening on the other side of the curtain, but the language barrier made it indistinct. I attended the gymnasium (the Norwegian high school), and the only classes where I felt comfortable were English and French. Although come to think of it, I do remember my French teacher remarking at some point that my French accent wasn't very good. Actually, what she said was that she could tell I wasn't Norwegian by the way I spoke French, but I assumed that was a veiled critique of my accent. Slowly, though, I began to grasp the native language. I still remember the first time Norwegian infiltrated my dreams because that felt like a milestone to me.

I was living far enough north so that on the shortest day of the year, as I was sitting in my Norwegian class, I watched the sunrise a little after 11 in the morning and set less than half an hour later. Sometime later during that dark Norwegian winter, perhaps buoyed by my gradual grasp of the language, it dawned on me that the best way to learn a foreign language was to move to a country where that language was

spoken and immerse yourself in it. This felt like an epiphany at the time, but the consequence of that realization was that I no longer wanted to be a French teacher when I grew up. For the first time since early elementary school, life after school was completely up in the air. I did not feel liberated by that realization. I won't say I felt terrified, but I certainly felt anxious. It's hard to be so certain of something for so long, and then suddenly the certainty is gone, especially if you're the kind of person who likes to plot out her life so that she knows exactly what is coming next.

As I was gradually assimilating into my life abroad, I was still in touch with friends back home. This was obviously in the days before email, where communication was almost exclusively via snail mail (I remember my parents calling me on the phone in November of that year to tell me that I'd been accepted at Oberlin College for early admission, and my first thought when I heard my father's voice was, "What's wrong?" so rare were transatlantic phone calls in those days). My friends and I kept up regular communication—I can still picture the weightless blue airmail envelopes I used—and I followed the life of my high school from a distance. At one point in the middle of the winter, several friends wrote about the problems they were having with each other. As I recall, one was experimenting with marijuana, which was making others nervous. I remember writing at least a couple of them and advising them to talk to each other to resolve their problems. And they did (or at least that's how I remember it). Wow! How satisfying was that—to help people resolve conflicts, and from a distance, no less. And then, once again in a flash, my future was set. I would major in psychology and become a psychologist.

College

Starting college was not accompanied by the kind of homesickness that so many of my freshman classmates experienced. My year in Norway prepared me well to live away from home, and Ohio was thousands of miles closer to my home on Cape Cod than Norway had been. I signed up for an introductory psychology class and charted my path. I remember being underwhelmed by the subject matter—who cares about physiology or perception, and I wasn't thrilled with how dryly the text explained things like operant and classical conditioning. The class met at 8 o'clock on Tuesday, Thursday, and Saturday, and the most exciting thing I remember happening during that yearlong class was when a student who was not a member of the class showed up on a Saturday morning, clearly agitated and likely coming down off a bad acid trip. He climbed the stairs in the small auditorium, walked along the back wall banging on furniture as he walked, and then made a mad dash down the steps, across the front of the lecture hall, and out the door, where the Dean of Students was waiting to corral him. The instructor, whom I remember as being stone-faced at the best of times, picked up her lecture where she'd left off. I don't think I paid attention to the lecture. I do remember thinking, "This is a psychology class—wouldn't it make sense to debrief us about what just happened?" How many great lessons could have been folded into that one experience?

I was always a pretty serious student, and the hours I spent studying increased after my boyfriend, shortly after we got serious about each other in the fall of our sophomore year, decided he wanted to move back to New Hampshire and study forestry. I remember I used to wander through the stacks of Carnegie Library, where I also had a part-time job, browsing the psychology section to see if anything caught my eye. On one of those occasions, I came across a book titled, *Psychology in the Schools* (by Susan Gray—it turned out it was a classic). The title immediately grabbed me. “Wait—you can do psychology in the schools?! Why had no one ever told me?” I checked the book out and brought it back to my dorm room to read. I had never completely let go of the idea of working in schools, and in a flash, my future re-formed itself: I could become a psychologist who worked in schools. A perfect marriage of my two interests.

As an aside, no professor I ever had as an undergraduate talked about school psychology, and over 30 years later as my daughter-in-law, Marisa Marraccini, was pursuing an undergraduate psychology major, her professors never referenced the profession either. Luckily, her boyfriend’s mother cornered her and suggested she consider going to graduate school in school psychology. She took my advice and is now on the School Psychology faculty at UNC-Chapel Hill.

Graduate School

I spent a year between college and graduate school working as a teacher aide in a small elementary school in Stockton Springs, Maine. The school had hired two aides that year, the first they’d ever had, and I’m not sure they quite knew what to do with us. I was fortunate enough to be assigned to the school’s remedial reading teacher, Connie England. She knew I wanted to go on to graduate school in school psychology, and she trusted me with making decisions about how I would work with the students she assigned to me. I remember working with a fifth-grade girl who complained about every activity we did. I got tired of her whining and decided to count how often she grumbled. I began to make slash marks on a piece of paper as we worked together. “What are you doing?” she asked once she’d noticed what I was up to. “I’m counting how often you complain,” I said. She immediately decreased the behavior. My first behavioral intervention was a success.

I planned to get a master’s degree and then apply for jobs. I applied to the University of Wisconsin and the University of Minnesota and then three schools in Virginia. I focused on Virginia because I had a friend there doing community organizing, the same kind of work my husband was interested in (he gave up on forestry shortly after he transferred to the University of New Hampshire). I figured it would be easier for Steve to find work in Virginia than Wisconsin or Minnesota. During Christmas break, we drove to Virginia to visit my friend, and he and I drove to U.Va., one of the schools to which I was applying. The campus seemed magical to me. It was over Christmas break so I didn’t expect to find anyone around, but Ruffner Hall, the site of the school psychology department, was open so I strolled

through the halls. By chance, I ran into Dick Abidin, the head of the program, and he invited me into his office to talk. He informed me that the program was ending its terminal master's program and only accepting doctoral students. Later, I walked on the "Lawn," past the little cottages where famous students like Edgar Allen Poe had once lived, and I thought to myself, "I could spend an extra year in this place." Which was what led me to apply to—and be accepted by—the doctoral program in Child Clinical/School Psychology at the University of Virginia.

I found graduate school much more challenging than undergraduate college—even *before* I started my dissertation. In grad school, you have to learn real skills. Looking back, I think my undergraduate work was easy because I could rest on my writing skills. In fact, I had almost enough English credits at Oberlin to have a double major in English and psychology. Learning to be a school psychologist, you had to learn to think on your feet, offer sage advice, administer and score tests accurately, and assert yourself. There's no way to jump-start confidence if you are by nature an introvert. Introversion and risk-taking are fairly incompatible, and if you throw in a lack of experience, your natural tendency is to hold back and let someone else stick their neck out. My natural reticence, I'm sure, had Dick Abidin wondering if he'd made a mistake accepting me into the program.

But what I may have lacked in confidence, I made up for with strong executive skills. This language would come to me much later, but my strengths in planning, time management, and goal-directed persistence got me through my graduate coursework in 3 years. I wrote my dissertation proposal the summer before I went on my internship. I collected the data for my dissertation during my internship year, and I wrote the dissertation in the two summer months after my internship. "Done and dusted," all within 14 months, so I could enter my first job with my Ed.D. firmly in hand.

Working in the Schools

Since my husband and I were both New Englanders born and bred, our goal after our years in Virginia and one on Long Island (I had an NIMH-sponsored school internship in the Huntington Union Free School District in Huntington, NY) was to move back to New England. I landed a job with the School Consultation Department at the Bath-Brunswick Mental Health Center in Brunswick, Maine in September 1977. Few schools in Maine at that time had their own school psychologists, and they generally contracted for services from outside agencies. Although I was in the employ of a mental health center and had an office on their premises, I spent most of the time during the 2 years I was there as the school psychologist for Mount Ararat School in Topsham—a grade 7–12 public school. This was in the early days of the implementation of Public Law 94–142, and the immediate effect of that law was to push school psychologists into a testing role. Given that my graduate school program had emphasized consultation over direct service, I found myself resenting my role as a tester right from the start. I liked working at Mount Ararat—I liked the

people and the collegiality, and I also liked having a somewhat independent role, since the school was not my employer, but testing students to determine if they qualified for special education services was not a task I relished.

Wherever I worked as a school psychologist I tried to bring tasks and responsibilities other than testing to the role. I taught a class in behavior management for teachers at Mount Ararat, and later on in other settings, I ran social skills groups, began using curriculum-based measurement to chart reading progress when this approach was still brand new. I tried to focus on interventions more than testing whenever I could.

After working in Maine for 2 years, we moved to New Hampshire following the birth of our first child. My husband was working in Cambridge at the time and commuting to Maine on weekends. We knew that was no way to start a family, so when our son was born, we moved to southern New Hampshire where Steve could commute daily to his job. My first job in New Hampshire was for the Strafford Learning Center, an agency that served several school districts in the Seacoast area and whose Superintendents served as the Board for the agency (much like Intermediate Units in other states).

I became an itinerant school psychologist, and for the 3 years I was there, I worked in 14 different schools in nine towns, from Nottingham in the south to Wakefield in the north. The testing responsibilities cranked up, although I did what I could to create a fixed schedule so that schools could always count on seeing me once a week or once every 2 weeks. Some of the school districts were among the poorest in the state, facing the predictable challenges that poverty and hardship present. I loved the people I worked with but grew to dislike the work. After 3 years, the head of the agency decided that the best use of school psychologists' time was to have them respond to testing referrals as they arose. This meant that had I stayed there I would have had no opportunity to develop consultation relationships with any of the schools to which I was assigned. So, I moved on.

In 1983, I went to work for the Exeter Public Schools, assigned originally to two elementary schools, one serving K–2 and one grades 3–6. I was later assigned to just one of those schools, working there 4 days a week. I stayed there until 1990 when I took a year off to serve as President of NASP and never went back. I have to credit that job with stretching my thinking, not just about how school psychology services should be provided but how schools should be structured.

My time in Exeter coincided with my growing involvement in NASP (discussed in a later section), and synergy developed as I honed my school psychology skills and thought about policy and practice at the same time. It was during these years that I began to think about things like ability grouping, readiness classes, retention, effective reading instruction, and the most effective ways of providing special education services. I was frequently critical of the school district I was working in. Forty percent of incoming first graders were placed in readiness classes to give them an extra year before starting first grade. Many children were held back in grade for reasons that worried me (ostensibly because of poor academic performance but I saw that social class was playing a large role in those decisions as well). Moreover, the school district at the time I was there grouped students by ability starting in first grade.

The benefit of this experience was that it made me question whether these were good practices and motivated me to seek out the research literature to help me answer those questions. I published my first article in the *School Psychology Review* on the topic of ability grouping, I helped draft NASP's first position statement on retention and wrote Communiqué articles on the topic. At the same time, I tried to get the Teacher Assistance Team in my school to focus on interventions rather than being seen just as a hurdle that teachers had to jump through before special education services could be accessed for the students they were concerned about. All too often I found that people were only willing to think about classroom-based interventions once I had tested a student and found him or her ineligible for special education.

The most painful experience I had working in the schools came during the spring of my last year in Exeter. Because I had been elected President of NASP, I had gotten some publicity, and a reporter from a local newspaper interviewed me for an article about my election. I mentioned my interest in policy issues such as readiness classes and retention, and voiced my concerns, citing persuasive research that shows that children do not benefit from these practices. After the newspaper article appeared, I noticed something had changed at my school. I had always had very strong relationships with the special education staff, but my relationships with classroom teachers had been more tenuous. And then I noticed that, when I walked into the teachers' room, all conversation stopped. I let this go for a few days and then decided I needed to address the problem head-on. I realized the newspaper article had likely made some teachers angry, so I arranged to meet with the readiness and first-grade teachers as a group during their lunch period. Just me and about 10–12 angry teachers. I asked them to share their concerns. I remember a readiness teacher, who'd apparently been appointed as the spokesperson, had put the group's concerns in writing, and she read them aloud. I remember that both her voice and her hands holding the paper were shaking as she read. Her last sentence was something to the effect of (actually, this may be it verbatim because who forgets something like this?), "If you cannot support the policies of the district that employs you, perhaps you should look for employment elsewhere."

This happened as I was poised to become the President of the National Association of School Psychologists. Throughout my career, I've carried with me the thought that there was such a thing as "the perfect school psychologist." I'd always felt I'd fallen short of that ideal, but the fact that I was about to lead the largest association in the world representing school psychology and teachers at the school where I worked suggesting I should leave, made that feeling much worse. Although I still had good support among the special education staff that I worked with most closely, I did not return to Exeter after my year as NASP president concluded. A couple of years after that, I read in the local newspaper that the Exeter School Board had decided to discontinue their use of readiness classes. I admit to feeling a little vindication when I read that article.

My last 2 years in the schools were spent in Somersworth, New Hampshire. Exeter had been solidly middle/upper-middle class, with many of the students in that town going on to Phillips Exeter Academy, a prestigious prep school when they reached high school. Somersworth, in contrast, was solidly working class, with

many of its citizens employed by the local GE plant. I worked with a wonderful school psychologist named Chuck Ott, who went on to become the Somersworth school superintendent before retiring.

It was refreshing to work in a working-class town. Parents tended to be easier to deal with, less demanding, and way more appreciative of any time you gave them or any advice you offered. But by then, I was also working part time for a neuropsychologist who had a private practice, and after a couple of years in Somersworth, I decided I was ready for the greater flexibility that a private practice afforded.

My Association Work

When I moved to New Hampshire, there was no school psychology association in the state. Within a short period of time, a school psychologist working in Henniker named Jeff Page, sent a letter to all the school psychologists whose addresses he could find, suggesting we should meet to consider forming a state association. I went to the organizational meeting while I was on maternity leave following the birth of my second child. Two things stand out from that meeting. It was the first time I'd spent any time away from my newborn, and before the end of the meeting, I remember feeling breast milk leaking into my nursing bra—not a comfortable feeling. I also remember Jeff, partway through the meeting, looking at me and asking, "Hey, didn't I sleep on your floor when I was interviewing for an internship on Long Island?" I'd totally forgotten that I even knew him—let alone that I put him up in my small apartment when he came to town for his interview.

Jeff became the first President of the New Hampshire Association of School Psychologists (NHASP) and I became the first Secretary-Treasurer. We each served for 2 years, and then I became President. I also became the editor for the newsletter we started shortly after we initiated the Association. Decades later, I remember talking to young school psychologists about getting involved in Association work and having them demur because they were just starting out in their careers and raising young children and didn't feel like they had the time to spare. Maybe if it falls on your shoulders to help start an organization, you don't make the same calculations.

U.Va. was closely affiliated with APA, so, when the opportunity to run for NASP Delegate arose, I wasn't even a member of the association. The delegate at the time, John Brandt, had asked me to run for the position so that the race would not be uncontested. I agreed, sending in my membership application at the same time I signed up to run for the position, assuming I wouldn't win. And then I did. Luckily, John was philosophical about it. Shortly after, he moved out of state, so he wouldn't have been able to serve out his term had he won. John lives in Maine now, and we still keep in touch.

I found the first Delegate Assembly I attended, held in Oconomowoc, Wisconsin, pretty intimidating. A giant room full of people arranged around a "hollow square," voicing opinions and sounding so sure of themselves. I would talk with the people around me but didn't dare speak up. My participation in NASP accelerated, though,

after I submitted an essay for a contest. Sharon Petty, a long-time member of the NASP leadership from Michigan had had the idea of NASP sponsoring an essay contest, with the title of the essay, "LD: Professional Dilemma or Diagnostic Scandal?" Armed with a new Apple 2e (the advent of the personal computer contributed greatly to my professional advancement), I decided to enter the contest. My submission was one of two that won. My essay was a critique of resource room models for serving children with learning disabilities, and toward the end of the essay, I proposed a research study that would compare a well-run resource room model to a "well-run classroom plus support service model." I speculated that such a study would support providing services within regular classrooms. "But if it didn't," I wrote, "I might feel a little better about the 22.5 hours per week I spend evaluating children for the purpose of admission to resource room programs." The "prize" for winning the contest was reading the essay at a general session of the NASP Convention held that year in Philadelphia. I remember feeling incredibly nervous as I read the essay. Dan Reschly, who introduced me and was on the stage as I read the essay, commented later that he could see my legs shaking as I addressed the crowd.

The year after that essay contest I ran for Secretary of NASP and won. Two years after that I ran for President and won that election as well. My term as President (1990–1991) coincided with some significant structural changes in NASP. The Association went from being managed by an association management company to hiring its own executive director and opening its own offices in Maryland. That kind of institutional change is never easy, though I felt it began well, and the first couple of years, while I was President and Past President, went smoothly. It became more complicated after that—the result of a lot of internal politics that are not worth commenting on.

One of the themes we were asked to address in this book is the impact of gender on our careers as women in school psychology. I can honestly say that I never felt that gender played a significant role in any of the jobs I have held. Where I did feel the impact of gender was during the time I was in the NASP leadership. I was only the fourth female president of NASP, and when I took office, it had been 5 years since Carolyn Cobb had served in that role. The men who served on the Executive Board during the time I was President were particularly strong personalities, all projecting a forceful presence. I relied more on "soft power," and I think my management style was met with skepticism by some of the men with whom I served. The details are not important, but all I can say is that my grad school advisor's concern that I might not be as assertive as I should be was put to the test while I was in the NASP leadership. Luckily, I had had 8 years in the leadership of NASP and NHASP before my presidential year—and that afforded me the opportunity to grow into—and grow comfortable with—my leadership style. In addition, soft power, by its very nature, allows relationships to flourish, and leadership that is built on relationships is the most powerful kind I know.

When I left the NASP leadership, I took over the role as editor of the *Communiqué* for a few years, but I deliberately pulled back from other leadership responsibilities both in NASP and my state association. I felt like those of us in the "baby boom"

generation were so numerous that we were a bottleneck that might be preventing younger members of our profession from assuming leadership positions. Fortunately, most of my cohort in the NASP leadership are retired now, so that there is more opportunity for younger generations of school psychologists to assert themselves.

One of the "perks" of being President of NASP was the opportunity to attend the summer conference of the International School Psychology Association (ISPA). I had an all-expense-paid trip to what was then called the "Colloquium" shortly after I became NASP President. In my case, that meant climbing in my car and driving from New Hampshire to Newport, Rhode Island where the conference was held on the grounds of Salve Regina College (now a university). Admittedly, I was disappointed that I didn't get to go somewhere more exotic, but those few days in Newport were enough to entice me to get to know ISPA better. I attended the colloquium for several consecutive years after that, visiting countries such as Hungary, Portugal, Latvia, and Australia, just to name a few. I became chair of NASP's International Affairs Committee and represented NASP at ISPA's annual Leadership Workshop. Eventually, I ran for ISPA President and lost. Because I still wanted to be involved with the Association, I persuaded NHASP to submit a proposal to sponsor an ISPA colloquium, a proposal that was accepted. The ISPA colloquium in the year 2000 was held on the grounds of the University of New Hampshire and I commented at the time that planning and running that conference (which we combined with the summer NASP Delegate Assembly) was the hardest and most fun project I had ever taken on. While I was planning that conference, I again ran for ISPA President, and this time I won.

I loved being President of ISPA. It gave me the excuse to travel, but it also gave me the chance to interact professionally with school psychologists from other countries. By then I was very comfortable with my leadership style, and I did not feel the same pressures and tensions that I had felt with NASP.

Looking back on all my years of association work, I joked a few years ago that, when I was in my 30s, I became president of my state association, when I turned 40, I was president of NASP, and, when I turned 50, I was president of ISPA. When I turned 60, my only thought was, "Who in their right mind would want to be president of anything?"

School Psychology Outside of Schools

I left the public schools in part because I didn't like being a cog in the wheel of the refer-test-place machine that the Federal special education laws (94–142 and later IDEA) turned school psychologists into. Ironically, when I joined a colleague in his private practice, we primarily conducted evaluations. My colleague, Richard Guare, had gone to the University of Virginia after I was there, and we were introduced by a U.Va. professor who knew us both and thought we should get to know each other. Dick completed a postdoc in neuropsychology at Children's Hospital in Boston after he completed his Ph.D., and his practice focused a good deal on neuropsychological evals.

As I worked with Dr. Guare and absorbed his approach to testing, I began to enjoy the process. As he and I conducted our evaluations, it was like doing detective work—looking for clues, formulating hypotheses, and testing hypotheses. And I learned to write psychological reports that put children, rather than test scores, at the center of the report. I learned to create a narrative that pulled the pieces together. The biggest compliments I've gotten about the reports that I write is, "You captured my child beautifully."

Now it was parents referring children to me and not teachers. And I realized that parents asked way more interesting questions. No longer was I focused simply on whether the child qualified for special education. Parents were asking questions like: Why can't my child read; why is writing so hard for her; Why do we fight about homework all the time; why doesn't my child have any friends? These kinds of questions made me feel that my evaluations were providing a service—helping people understand where the breakdowns occur in learning, emotions, or behavior, and what can be done to repair those breakdowns?

I also found there was an important place *outside* of school for school psychologists who understood how schools work. Parents often go into meetings about their children's learning problems feeling like they're in a foreign country and everybody but them speaks the language. I found that an important role I played as an outside evaluator was to be a translator—helping schools understand what parents were trying to communicate, and helping parents understand the language that educators were using. It turns out I became an expert in foreign languages after all!

My Writing Career

Given my interest in writing, one of my dreams was always to write the Great American Novel. I did write a novel, back in the mid-1990s, but I could never find an agent, a pre-requisite to finding a publisher, so I had to set aside that dream. It turns out I was meant to write books—just not fictional books.

The private practice Dick and I had eventually merged with the local community mental health center. We both focused on children with learning and attention problems, and through my developing expertise on ADHD, I stumbled into executive skills. It turned out that kids with ADHD didn't just struggle with inattention or hyperactivity/impulsivity—or both. The umbrella that subsumed those sets of symptoms was executive skills. Dick and I began to realize how critical these skills were to school success—not just for students with ADHD, but for *all* students. And the more we looked at academic underachievers the more we found executive skill challenges at the root of their academic problems.

To capture what we were learning about executive skills, we wrote a manual first. I took it to Kinkos and had spiral bound copies made. I sold them out of the trunk of my car (both literally and figuratively). But my contacts at NASP paid off. Through my leadership in NASP, I'd met many editors and publishers. As I looked at book catalogs, I decided that Guilford Press was publishing books that were in line with the

kind of writing we wanted to be doing—hands-on guides with practical suggestions that would work in the real world. So, I went to the Guilford booth at a NASP convention and handed over my spiral-bound, Kinko-produced manual, and asked one of the editors to take a look at it. Not long after, Guilford got back to us—they wanted to publish our book.

The first book we wrote, *Executive Skills in Children and Adolescence: A Practical Guide for Assessment and Intervention*, was written with school psychologists and special educators in mind. But when we finished that book, we realized there was a huge role for parents in helping children develop executive skills, so that led to a whole series of *Smart but Scattered* books. I can't take credit for the title—it was cooked up by our editors, Chris Benton and Kitty Moore, but I swear we've sold a fair number of books on the strength of the title alone. What parent wouldn't look at a title like that and decide the book is talking about their kid?

Writing books has been satisfying and, with so many out there, financially rewarding, but to me, the most gratifying aspect of this portion of my professional life is the ability to reach large numbers of children and families. Back when I was toiling in the public schools, my husband commented that it looked like I was trying to change the world one child at a time. Writing books—at least ones that have been as well-received as ours—has enabled me to reach exponentially more children.

It's also enabled me to forge relationships with teachers. I spend most of my time now on the road, consulting with schools and running seminars and workshops for teachers and other school and mental health professionals. When teachers tell me that they find my work so helpful and so practical—full of pragmatic, doable suggestions, I sometimes think back to those angry readiness and first-grade teachers who 30 years ago suggested I look elsewhere for work. I don't blame those teachers. I learned a lot about how to communicate with teachers—to value their expertise as much as my own. I learned how to collaborate rather than just spouting what I knew the research said. I needed those early mistakes to develop my communication and consultation skills.

Where Does My Family Fit In?

When I was doing my internship and collecting data for my dissertation at the same time, I remember thinking to myself that, if I had had children at the time, they would have been dead before I finished my degree. That's how stressed I felt. But as soon as I got my degree, I began to joke that my next professional goal was to have children. I wanted to know what being a parent felt like, and I believed that understanding would be a critical piece of the puzzle if I wanted to be "the perfect school psychologist."

Little did I know that having children would teach me not only about parenting, but how schools work and don't work for kids. Both of my children struggled in school for different reasons. One had an attention disorder, and the other had a sleep

disorder. I used my knowledge of attention disorders to help my older son navigate his way through school. With my younger son, I used my knowledge of Federal laws to access appropriate accommodations so that he could get through high school despite the fact that his sleep disorder was in conflict with school start times. I knew when to push and when to let the chips fall where they may. My children taught me as much about how schools should work for kids as any course I ever took or any amount of professional experience could give me. For several years I put on a symposium at NASP called “Parents as School Psychologists; School Psychologists as Parents.” I was not the only school psychologist out there who learned that each role we played (parent, school psychologist) could inform the other. Those symposia were full of laughter as we got to share funny stories about our attempts to marry the two roles.

My children have permitted me to talk about them in my workshops and I am eternally grateful to them for that. When I talk about my son’s sleep disorder (specifically, delayed sleep phase syndrome), I see light bulbs going off in my audiences as people there begin to understand a child’s problem in a way they hadn’t before. When I describe my son with ADHD, people tell me later, “You could have been describing my child.” When I do parent presentations, the message I bring them is that the nice thing about being a parent of a child with executive skill challenges is that you get the longitudinal perspective. You get to see what they look like when they grow up. And, I add, *most of these kids turn out fine*. I see many in the audience visibly relax at that point.

My husband finds his way into my seminars, too. I talk about how couples often have different executive skills profiles and the contrasting profiles signal tension points in the relationship. “My strongest skill is time management,” I tell them. “That’s my husband’s weakest skill. So what have we fought about over the 47 years we’ve been married? Him being late. And why do we fight? Because I’m low in emotional control.”

Steve deserves more than being a punchline in a joke, though. Every step of the way he encouraged me to do what I wanted—and needed—to do. Even when it left him at home parenting two rambunctious sons (the year I was NASP President my kids were aged 10 and 12, respectively). And even now, as I spend part of almost every week on the road doing workshops, he’s happy to stay behind and keep the home fires burning (literally, since we heat with wood stoves). I call him at the end of every day on the road and am just happy to hear his voice. We have had an easy partnership that afforded each of us room for self-expression ever since we met—or at least since he decided to move to New Hampshire and leave me behind in Ohio with 2½ years left in our college careers. School psychologists can definitely go it alone—and I know many who have done so very successfully without spouses or children. I just know that my career was enriched by both, and I’m grateful for that. (And I should add that, although having children enhanced my career, they are deeply loved not for how they helped me but for the wonderful people they are.)

Parting Thoughts

Carol Lidz gave us questions to incorporate into our chapters. I've covered most of them, but now I see these: Would you do it again? What would you have done differently? What do you wish you had known when you began?

Would I do it again? Yes. What would you have done differently? Nothing. Yes, I made mistakes, I didn't handle some situations well, there were painful episodes as well as periods of drudgery. But I learned from all of them. Had I only encountered smooth sailing, my work and my life would have been two-dimensional at best. I wouldn't even ask someone to tell me what I should have known when I began, because that, too, was part of the learning process.

And it's all interwoven. Extract one thread, and the fabric unravels. In the words of the poet, Jane Hirshfield, "Everything changes. Everything's connected. Pay attention."

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A Career of Rich and Rewarding Compromises

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Education

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Employment

2003–present	Professor, Department of Educational Psychology; College of Education and Human Sciences, University of Nebraska Lincoln
2017–2019	Interim Dean, College of Education and Human Sciences, University of Nebraska Lincoln
2016	Acting Dean, College of Education and Human Sciences, University of Nebraska Lincoln
2011–2017	Associate Dean for Academic Affairs, College of Education and Human Sciences, University of Nebraska Lincoln
2007–2010	Director, School Psychology Program, College of Education and Human Sciences, University of Nebraska Lincoln (also, 2001–2004)
2000–2003	Associate Professor, Department of Educational Psychology; College of Education and Human Sciences, University of Nebraska Lincoln
1990–2000	Associate Professor, School Psychology Program, School of Education, University of Colorado–Denver (Assistant Professor, 1990–1995)
1990–2000	Director, School Psychology Program, School of Education, University of University of Colorado–Denver
1996–1997	Sabbatical: Half-time school psychologist, Arrowhead Elementary, Cherry Creek School District, Englewood, Colorado
1984–1989	Clinical Assistant Professor and Coordinator, Psychoeducational Clinic, Department of Educational Psychology, University of Wisconsin–Madison
1981–1984	School Psychologist, Scott County Public Schools, Georgetown, Kentucky

Chronological Journey

I came of age in psychology in the early 1970s, an era of women's liberation, anti-war demonstrations, civil rights marches, some truly remarkable rock musicians, and flower children. Both of my parents were children of the depression and first-generation college graduates; their parents (my grandparents) were all Montana homesteaders. And so there was never any doubt that I would also go to college and carry on my parents' proud tradition. Still, it was not my intention to pursue a career in school psychology nor any career in public education. Alternatives to the virtuous trinity of women's careers (secretary, teacher, or nurse) were just opening up for women in 1970, and I intended to take full advantage of the new broader options.

My goal was to be a child psychotherapist—a magical adult who could enter the world of a troubled child and prompt their emotional healing. I envisioned a career in the tradition of *Dibs In Search of Self* (Axline, 1964), the chronicle of a female play therapist's yearlong treatment of an exceptionally gifted young boy that pulls him out of social isolation and behavioral aggression. Or, I could imagine myself as the female therapist in *I Never Promised You a Rose Garden* (Greenberg, 1964), who communicated adeptly with a young woman in the throes of serious mental illness and documented her underlying creativity and health. Doctoral psychology was very much a male-dominated profession at the time; between 1922 and 1973, only 22% of doctoral recipients in psychology were women (Committee on Women in Psychology, 1984). Nevertheless, women were beginning to enter the field and I intended to be one of them. And so it was that I matriculated at Michigan State University to complete my BA in psychology.

The realities of the 1970s' generational strife soon bit me. By my junior year, I was emancipated financially, having lost the support of my family as an unfortunate artifact of my participation in anti-war demonstrations and student strikes. I completed my last 2 years toward my degree by working days in Michigan State University's Library Cataloging department while taking courses on my lunch hour and in the evenings. Although I didn't realize it at the time, my very strong commitment to social justice, community activism and policy advocacy (and a lifelong respect for the work of Saul Alinsky) has endured throughout my career. I completed my B.A. with the unwavering support of a young man who I met along the way and subsequently married. About the time I finished my undergraduate program, he was offered full-time employment in Ann Arbor, Michigan and so I applied for and pursued a master's degree in clinical child psychology (with a small assistantship) at nearby Eastern Michigan University.

I do not have vivid memories of the masters' coursework that I completed, with the exception of two courses. The first was a course in therapeutic techniques that emphasized Ivey's (1971) micro counseling interviewing skills; I have continued to use these throughout my career. The second was a course in projective assessment which dealt with the administration and interpretation of the Rorschach and the Thematic Apperception Test; it was memorable because the instructor told me that one of my practice protocols (my husband's) was the most oppositional personality he had ever encountered. Still, the highlight of my masters' studies was my end-of-program practicum in the Hawthorn Center of Northville, Michigan.

Hawthorne Center is a residential treatment for children and adolescents with significant emotional and behavioral disturbance; it serves the Michigan community to this day. In 1975, when I completed my practicum, residential services were still considered to be an option for children with serious learning disabilities, although most referrals were for behavioral disorders, delusions and obsessions, or significant cognitive disabilities. I remember attending an in-service presentation on a case of a child with hyperactivity whose psychiatrist discussed possible reasons why stimulants like amphetamines and caffeine had a paradoxical effect of calming children with hyperactivity. I worked alongside a staff psychiatrist for a child with selective mutism; he interviewed the young boy by leaving the room and calling

back on the treatment room telephone. The child answered the phone and spoke normally. One of my primary responsibilities was weekly outpatient assessments with referred children and their families. A social worker would meet with the child's parents to complete a developmental history and elaborate on the reasons for the referral. The child would accompany me to a small examining room where I would administer the Wechsler Intelligence Scale for Children–Revised, the Bender-Gestalt, and the Draw-A-Person. Then, I would complete a comprehensive interview with the child about home, school, friendships, and the problem. At the end of the morning, we would all meet briefly with the psychiatrist, while the parents and child waited in the front lounge. We each made our reports, from which the psychiatrist would identify the diagnosis, describe a likely treatment plan, and then dismiss us while he met with the parents. Given this early experience with a very hierarchical and medically dominated practice of mental health, I have always valued school psychology's multidisciplinary model for problem solving in partnerships with parents.

I discovered an alternative framework for mental health and began my lifelong commitment to ecological and school-based mental health because of a therapy case I was assigned. Paul was an unruly third grader whose parents struggled to impose basic discipline. As one example, he seriously offended my supervising psychologist by locking the doors to all stalls in the men's restroom and crawling back out underneath the door. What I came to understand was that the large majority of my time was spent calling Paul's school and consulting with his teacher, and that the school held the largest promise for change. All of this prompted my deeper exploration of school psychology as a profession because schools are where the kids are. Ultimately, I decided to pursue my doctorate in school rather than clinical psychology.

I was discouraged from applying to doctoral programs. A faculty member from my masters' program advised me that I could practice as well with a master's degree and there was no need for me to continue my graduate studies. Cal Dyer, a faculty member of the University of Michigan, initially advised against my applying to that program although, admittedly, I was 7 months pregnant at the time we spoke. I asked, in a rare moment of assertiveness, if he had looked at my file. He hadn't. I asked him to take a moment to look through my application file and he concluded that he could see no reason why I wouldn't be competitive with their applicants, but that I could increase my chances by applying to their educational psychology program instead of the school psychology program. (I took his advice but shouldn't have; I was accepted into the alternate program but truly needed a school psychology program and so declined the UM offer.) Doctoral applications were more chaotic then than is now the case; deadlines differed dramatically from one institution to the next, and admission announcements were very delayed. After applying to a dozen programs, I ultimately accepted a position and a generous fellowship at the University of Kentucky with Dr. James Barclay as my advisor.

My doctoral studies were engaging. I was and continue to be fascinated by Barclays' work on classroom climate (Barclay, 1992); he used computer analysis to merge peer sociometrics, teacher ratings, and student self-report of interests into a profile analysis which subsequently generated specific social and behavioral recom-

mendations for the class as a whole and for individual students within the class. The complexity of his thinking about classrooms, temperament, and emotional well-being has left me unimpressed by simpler unidimensional models. Barclay was decades ahead of his contemporaries in understanding systemic interactions within schools and classrooms. I also worked on Barclay's funded project to train rural school psychologists; he recruited established residents of Eastern Kentucky communities and supported them through a 3-year program of weekend course meetings in Eastern Kentucky and three 2-week summer institutes in Lexington. Twenty years later, when I spoke to the Kentucky Association for Psychology in the Schools in Louisville, many of Barclay's rural school psychology graduates were in the audience, still practicing in Eastern Kentucky schools. I copied Barclay's very successful rural training model during my decade at the University of Colorado Denver.

During my years at the University of Kentucky, I was also able to work closely with Dr. Donald Cross, a professor in Special Education who directed the university's Educational Assessment Clinic. Cross was an astute diagnostician for children with low incidence disabilities, and he allowed me to conduct the psychological portion of multidisciplinary evaluations in his clinic while he and his graduate students observed through a one-way mirror. One summer in particular, the clinic was engaged to assess the entire class of children with multiple low-incidence disabilities from one Eastern Kentucky county. I would sit on the floor with my materials behind my back (out of reach of the child), complete a task, scribble some notes, shove the pencil above my ear, and then move on to the next task. My observers laughed about the pencils; they could tell how difficult the child was to test, they explained, by counting the number of pencils above my ears. A four-pencil child meant that the next examiner needed to be well-prepared. Also, while a graduate student in Kentucky, I presented for the first time at a NASP convention; it was on the topic of children's memory. I must have done well because Cal Dyer wrote a very complimentary note about my work to Jim Barclay, and he showed me the letter.

Awkward gendered interactions were very much a part of graduate studies in the 1970s, and I encountered my share. It was not called harassment or discrimination at the time, and women preparing to enter male-dominated careers were expected to handle it with aplomb and without offending their male colleagues. As examples, a male graduate student who had asked to observe one of my assessments at Hawthorn Center subsequently interrupted and repeatedly "corrected" my report in the psychiatrist's meeting—an early encounter with mansplaining. During my doctoral studies, when meeting privately in his office, a faculty member asked me to read a short story he had written about defecating in the woods. Another faculty member from a different department made a blatant pass, and an observing faculty member privately corrected me for not rejecting the pass with greater vigor. Perhaps most hurtful, I had applied for one of the only APA-approved internships in Lexington and was told that I was a strong candidate. I learned later in a confidential conversation that a faculty member in my program had told the hospital to offer the internship instead to a male student who had a family to support. (By that time, my spouse and I had two preschool children.)

Consequently, I completed my not-APA-approved internship in the Scott County Public Schools (Georgetown, Kentucky) and went on to work an additional 3 years as the district's school psychologist. In 1980, the district served around 4000 students in nine schools. Half of the county was small farms and light industrial as Georgetown was a satellite community to Lexington, KY. The other half of the county was very Appalachian, with children enrolling from four-corner communities where they had never encountered electric lights or flush toilets. I was the first school psychologist that the district had ever employed and the Director of Special Education was not entirely sure what to do with me. Federal special education statutes were just taking effect, and my official duties were to complete the psychologist's portion of multidisciplinary evaluations for special education determinations and provide therapy support for students with behavioral disorders and with severe and profound cognitive disorders. I worked with children in cafeterias, the music room, a book storeroom, and the back of the stage. My very first day as a school psychologist, the Garth Elementary School secretary showed me to an old basement locker room and advised me to check carefully for snakes before I brought any children down; they had been finding a few.

Since the teachers and principals weren't entirely sure what a school psychologist did, I was able to invent my role. I established a rolling schedule, spending every Tuesday in the school with special programs, one day every other week in the other elementary and middle schools, and Fridays in my "office" for desk work. I would send my monthly schedule out in advance to each of the school principals, and checked in with their office at the beginning of each day. And in each school, I provided one school psychological service over-and-above my assigned assessment duties. In one elementary, I worked with the special educator to develop and implement an intervention for a child with significant visual impairment who was selectively mute. (The case was subsequently published in Special Services in the Schools in 1988.) In another school, I delivered a teacher professional development program on stress management. In the school with special programs, I coled a therapy group for children in the program for behavior disorders. An unexpected benefit was that the principals, while waiting for their weekly meeting with the superintendent, would share the news about my special programs and ask me to extend those into their school as well. And I would respond, "Of course. That is Eastern Elementary's day but ask the principal is he is willing to share some of my time with you." Over time, the principals talked the superintendent into employing a School Psychology Intern in the district and, at the point when I left, I was replaced with two school psychologists.

My years as a school psychologist left me with an enduring respect for teachers and the insights that talented teachers had for children and their classrooms. By listening to teachers, and keeping their confidences, I learned much. One young first grader was confusing me with his very anxious responses until a teacher confided, "If you stand right here at 12:45, and look in the window of his classroom, you'll see that she hits him." And I was able to leverage what I saw into a new classroom assignment for the boy. Teachers told me when my recommendations (drawn mostly from the school psychology literature) were insensitive, and they showed me how to

fix them. An exceptional teacher co-led the therapy group with me for students in her class for behavior disorders, and she modeled effective interactions with students with autism, childhood schizophrenia, and serious behavior disorders. Together, she and I managed social services reports for too many children who were being physically and sexually abused, and we followed the children through several years as most (but not all) of them achieved a "new normal."

I thoroughly enjoyed being Scott County's school psychologist and I was gradually shaping the role into a broader full-service program of school mental health services. Nevertheless, as my own two children reached school age, I sought to move them back to the Midwest where we would be closer to family. And so, in 1984, I secured a position of clinic coordinator under the direction of Dr. Thomas Kratochwill at the University of Wisconsin–Madison. Kentucky had taught me to be a practitioner who thinks in complex systemic ways and can provide skilled mental health services to children in partnerships with their teachers and families. Kratochwill's mentorship prepared me to be a scientist–practitioner. Under his supervision, I learned to implement manualized interventions and, ultimately, to develop and refine the manuals for new interventions under development. I worked with him on assessment and intervention protocols for children with selective mutism and school refusal. He introduced me to small-N designs, the principles underlying evidence-based practice, how to write journal publications, and how to negotiate editorial submissions and reviews. Moreover, Kratochwill modeled practicum supervision, and I continued to teach school psychology practica, in one form or another, for the next 27 years. The model of practicum supervision that he taught me was meticulous, grounded in professional standards, emphasized evidence-based practices, provided strength-based support for graduate students, and exemplified his own personal and professional integrity.

During my third year in Madison, I needed to develop a therapy group to provide the graduate students with group experience prior to their school-based practicum. I was able to recruit six elementary children to an after-school social skills group; we followed the model of direct instruction in social skills that was common at the time. One of the group members took me aside after 5 weeks to explain, "Beth, we really like you and we don't mind coming to this group. But I think you ought to know—we already know this stuff. What we really need is a friend." Taking his advice, the graduate students and I retitled the group as the Friendship Group, and refocused it around guiding the children through setting friendship goals and solving friendship problems. Friendship Group parents were overwhelming the small clinic waiting room, and clinic staff were complaining about the constant interruptions, prompting me to establish a Friendship Group Parent's Meeting concurrent with the children's meeting. We coached parents in the goal-setting and problem-solving that we were using with their children. (The curriculum of the Parent's Meeting is included as an appendix in the Doll & Brehm (2010) *Resilient Playgrounds* book.) It quickly became apparent that the parent's meeting was the most powerful component of the Friendship Group. With the very able assistance of Maribeth Gettinger and several graduate students, I was able to manualize the group and replicate it for several years in Madison and later in Denver, Colorado. Indeed,

in Denver I observed all of my Friendship Group children during one snowy recess when they were fully included and enjoying the game of the day: rolling out gigantic snowballs. Every group wanted more children so that their snowball was the largest. That insight into the power of "snowball games" launched my subsequent research on classroom contexts and the importance of creating healthy school environments for psychological well-being.

My Wisconsin position as a clinic coordinator was a nontenure leading clinical faculty position and the limitations of that status became more obvious with time. A student was encouraged to present the clinic's Friendship Group at a professional conference but without crediting me. I was discouraged from actively participating in the Wisconsin School Psychology Association because it was not in my job description. At one point my professional travel funds were withdrawn because I did not have faculty status. It was clear that to stay in academia, I would need to move into a tenure line position. Fortunately, I was quickly able to secure a position as an Assistant Professor and program director of the school psychology program at the urban campus of the University of Colorado–Denver (CU–Denver).

The CU–Denver campus had many of the assets that I needed to transfer my budding research program in children's friendships and classroom environments. I was able to quickly build partnerships with schools and school psychologists throughout the metropolitan community, and was one again offering my Friendship Group program. Colleagues in special education, and particularly Dr. Elizabeth Kozleski, coached me in program leadership, grant writing, and community partnerships. I soon had a rich relationship with the Colorado Department of Education and the two other school psychology programs in the state at the University of Northern Colorado and University of Denver.

The program that I inherited at CU–Denver was essentially a master's program in educational psychology with some additional coursework in school psychological practice. In 1990, when I stepped into the program director role, NASP had just approved its first School Psychology programs 2 years earlier. To stay competitive, I clearly needed to build the program from a masters-plus program into a school psychology program that met requirements for NASP approval. The challenge was that I was the only faculty member in the college with school psychology credentials, and we would need a second faculty position to secure approval. With that in mind and given the very serious shortage of school psychologists in rural Colorado, I wrote a federal grant to replicate Barclay's model for a rural school psychology program and amazingly, it was funded on first submission. (A second rural school psychology grant was funded 3 years later to continue the program.) With an additional faculty member hired through the grant and substantial curriculum refinements in the program, I was able to secure NASP approval within 2 years.

My years in Colorado taught me about partnerships, and the critical importance of participatory research that respected the insights of practitioners and educators into the research questions that I posed and the research strategies that I used. Through partnerships with local school psychologists, I was able to propose and fine-tune strategies for assessing and strengthening classroom learning environments. As an active member of the Colorado Society of School Psychologists (and

subsequently an elected officer), I was able to connect with school psychologists throughout the state and with the National Association of School Psychologists. Also, CU–Denver had formally designated partner schools in a metropolitan Denver district. I sponsored a "teaching for mental health" specialization in the teacher education program and was a partner faculty member in a middle school for 2 years. My first faculty sabbatical was a lesson in partnerships: I traded places with a very talented local school psychologist, Dr. Stephen Zucker. I spent half of every week working as a school psychologist in Zucker's school and he spent half of every week teaching my courses at CU–Denver. Indeed, Zucker and Dr. Katherine Brehm were both practicing school psychologists who partnered closely with me on the early ClassMaps work. They were true scholar–practitioners.

By the end of the 1990s, CU–Denver's School of Education had successfully proposed a college-wide doctoral program and I was an active participant in one of the program's options related to integrated services for school and communities. Unexpectedly, the college dean asked why I was attending a doctoral meeting and commented that doctoral studies were irrelevant to my role in the college. I realized that it was time for me to seek a faculty position in an institution with both doctoral and specialist-level programs in school psychology. Fortunately, both of my children were then high school graduates and my spouse's employer was in the midst of a corporate buyout, and so we were free to move.

I was looking for five things in my next position: a well-respected doctoral and non-doctoral school psychology program, with strong support for research and grant writing, senior faculty who could act as mentors, access to talented graduate students, and a salary sufficient for me to support two college students even if my spouse was not immediately successful in finding a job. I had also hoped for a program where I would NOT be the program director. Terry Gutkin, then at the University of Nebraska–Lincoln, called and asked me to apply for that position, followed in the next 3 days by calls from each of the other faculty members in the program. During my interview, Gutkin promised me that he would stay on as program director and that it would not snow in Nebraska winters. Neither was true. One year later, he left for California and I was pressed into service as program director, once again.

The University of Nebraska–Lincoln program had, and continues to have, a reputation as one of the best school psychology programs in the country. I was able to continue my work on classroom learning environments and children's friendships, and in partnership with the Nebraska State Education Association, conducted a 100 classroom study to establish the technical properties of my ClassMaps Survey (CMS). That was followed by a second study using the CMS as the basis for school improvement team problem-solving, and a third study that integrated the CMS into an assessment of middle-level science classrooms. Teachers from all three studies continued to provide valuable insight into item wording and strategies to integrate learning environment assessments seamlessly into the everyday routines of classrooms. I was joined in this work by more than 25 graduate students who coalesced into an effective multilevel research and authorship team. The talent and energy of my students validated my decision to move to Nebraska.

After a bit of trial and error and searching around, I identified two partner scholars who were talented grant writers: Dr. Roger Bruning, a prominent cognitive psychologist, and Dr. Christy Horn, a pragmatic scholar of special education. By partnering with them on several grant applications and two funded projects, they honed my skills in proposal writing and skilled empirical designs. Together, we funded and implemented a teacher development program to foster inquiry-based instruction in middle-level science, and a professional development program preparing teachers to use classroom data well. Bruning, in particular, became my valued mentor on the ways of academia. He modeled the integrity, rigor, and humanity that I hope to emulate as a senior scholar. Horn showed me the remarkable promise that technology holds for making rigorous practices also doable.

I had learned in Denver to assign students to practicum schools in pairs in order to minimize travel time in Denver's very crowded roadways. When I arrived in Lincoln, Gutkin had identified a group of five very talented Lincoln school psychologists who were prepared to replicate that model with me. Indeed, drawing on my experience as a partner school faculty member, the school psychologists and I created a practicum team in Lincoln. We jointly assigned students to school placements (two students to each school), reviewed and refined the practicum syllabus and evaluation forms, hosted group supervision meetings at the schools and on campus, and co-led discussions of challenging cases and innovative practices. The pinnacle of "teamness" occurred in my third year, when the group engaged in a far-ranging discussion of district practices in support of students with learning difficulties, determined that they ought to be modeling response-to-intervention practices for the UNL students, and launched a student assistance team model across the five practicum schools which subsequently transitioned into a district-wide project with 23 participating schools, and was eventually jointed by the state education agency. This project prompted a journal publication, a dissertation, and influenced my subsequent work on teachers' use of data. I continue to see the practicum team's work as a brilliant example of practice-based science combined with evidence-based practice.

UNL had a particularly talented Dean of Education and Human Sciences: Dr. Marjorie Kostelnik. Eight years ago, I jumped at the chance to work alongside her as the Associate Dean for Academic Affairs. My 5 years as an Associate Dean opened my eyes to the larger enterprise within which my department and program were nested. I learned how school psychology contributed to the larger mission of the college and came to recognize missed opportunities to contribute and to market our contributions. I was able to use my prior experiences in classroom assessment and data-based decision-making to guide the college through new system requirements for outcome-based evaluations of higher education. Indeed, in the current academy, programs can thrive or shrivel depending on data comparing contributions and costs of programs in the university and college. Coordinating college-wide curriculum development alerted me to the problem of unnecessary replication in course offerings across departments, and the need to make coursework and curricula accessible across

departments. My 5 years as Associate Dean were followed by three very hectic years as Acting and then Interim Dean. These experiences pulled me into the university's very essential tasks of situating itself within state governance, building donor visions, marketing the institution's reputation with potential students and faculty members, and realigning its mission to the current needs of the state. Now that my college has a permanent dean to fill this role, I am relieved and delighted to return to my own work in school mental health and the emotional well-being of youth.

Conclusion

As I write this chronological story of my career to date, I realize that my goal never really changed. I am still working to transform the emotional and psychological lives of children. My early commitment to social activism lives on in my advocacy for ecological class-wide and school-wide systems promoting children's mental health; and in my contributions to strengthening the profession of school psychology. Preparing and mentoring the next generation of school psychologists have become integral to my identity. Like all women entering the profession of school psychology in the 1970s, I bucked traditions. In my case, because I began raising my family early in my graduate years, I may have confronted more and earlier gender-stereotypic barriers than some of my colleagues. Still, I learned over time to confront these barriers assertively and with a clear focus on my goals. Gendered interruptions to my work, when these occurred, were personally difficult and almost always led me into alternative pathways. Ultimately, my strategy was to take advantage of the unanticipated opportunities that these alternative pathways presented, learn from the people whom I was working alongside, recenter my thinking around my professional goals, and persist. Mine has been a career of compromises, but each compromise led me into unexpectedly rich and rewarding experiences.

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1998

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Journey Toward Multicultural Consultation and Diversity of Perspectives

Colette L. Ingraham

Birthdate: June 23, 1955
Birthplace: Oakland, CA

Education

Grades K–8	Public schools in Saratoga, CA
Grades 9–12	Saratoga High School (in Santa Clara county, CA)
B.A.	Psychology, University of California, Davis, 1977
	American Studies, University of California, Davis, 1977
	Multiple Subjects California Teaching Credential, 1977

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M.A.	School Psychology, University of California, Berkeley, 1980
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	Pupil Personnel Services Credential for School Psychology, 1982
Ph.D.	Educational and School Psychology, University of California, Berkeley, 1985

Master's Thesis
Longitudinal stability of social self-concept in 10–14-year-old boys and girls (1980).

Dissertation
The relationship of children's self-concept and valuation with self-esteem academic effort and grades: A cross-sectional analysis (1985) (Honored with Outstanding Dissertation Award, School of Education, University of California Berkeley, 1986).

School Psychology Internship
San Ramon Valley Unified School District, CA (K–12 public schools in northern California)

Employment History
1984–present: Department of Counseling and School Psychology, San Diego State University
At SDSU, my primary positions were:

Professor, Counseling and School Psychology (2001–present)
Director, School Psychology Program (2001–2002, 2008–2012)
Associate Professor, 1989–2001
Assistant Professor, 1984–1989
Doctoral Faculty, College of Education, SDSU (1998–present)
Director, School Counseling Graduate Program, 1988–1989, 1993–1996, 1999–2000

Selected Honors and Award

2010	Senior Scholar, invited to the national School Psychology Research Summit
1993–2002	Listed in the national directory, *Leaders in School Psychology*, published annually by the American Psychological Association. In 1997, one of nine psychologists in California and the only woman in Southern California to be listed.

Teaching Awards

2013	**Most Influential Faculty of the Year**, Department of Counseling and School Psychology, San Diego State University.
2006	**Most Influential Faculty of the Year**, School Psychology Program, Department of Counseling and School Psychology, San Diego State University.

1997	**Meritorious Performance Award for Teaching and Program Leadership**, awarded for meritorious performance (PSSI) during 1994–1997 academic years, SDSU.
1997	**Outstanding Faculty of the Year**, School Psychology Program, Department of Counseling and School Psychology, San Diego State University.
1994	**Outstanding Faculty Award**, Department of Counseling and School Psychology, College of Education, San Diego State University.
1987	**Outstanding Faculty Award**, Department of Counselor Education, College of Education, San Diego State University.

Scholarly Awards

1989	*Affirmative Action Faculty Development Program Award* for project titled "Research on Programs and Services for Underrepresented and At-Risk Students." San Diego State University.
1989	*Meritorious Performance and Professional Promise Award*, San Diego State University, San Diego, CA. (Awarded for meritorious professional accomplishments.)
1986	*Outstanding Dissertation Award*, School of Education, University of California, Berkeley. Selected by faculty from among the 50+ doctoral graduates that year.
1985	Listed in *Outstanding Young Women of America*, Montgomery, AL.
1982	*Outstanding Advanced Credential Candidate*, School of Education, University of California, Berkeley, to honor outstanding performance in professional preparation.
1981–1982	*Department of Education Graduate Scholarship*, UC Berkeley.
1980	*McConnel-OPI Research Award* for self-concept study, UC Berkeley.
1978–1980	*National Institute of Mental Health Traineeship Award*, UC Berkeley.
1977	*Susan F. Regan Award for Outstanding Woman Senior,* for leadership and scholarship, University of California, Davis.
1976–1977	Prytanean Honor Society member (Women scholars and leaders).
1973–1977	*Regent Scholar* fellowship, University of California, Davis.

Service Awards

2008	**L. Ross Zatlin Mentor Award**, San Diego Chapter of the California Association of School Psychologists, awarded for "years of inspiration and encouragement to school psychologists."
1996	**Administrator Award**, California School Counselor Association, for service to school counseling and leadership of the SDSU School Counseling Program.
1996	**Community Service Award**, Black Caucus, California Association for Counseling and Development, awarded for and leadership student mentorship in the CACD-BC scholarship program.

Family and Growing Up

I was the eldest of three children born to Colene and Richard Ingraham, both native Californians. I mention that they are native Californians because it is rare for a person my age to have parents, and even some grandparents, who were raised in California. As a young married couple, my parents didn't have a lot of money, and my mother remembers my father finishing tutoring appointments and then running to the store to get some groceries so she could cook dinner that night. Starting their marriage in the 1950s, the prevailing gender roles were clearly established, and the goal was for the man to provide for the family and the woman to be a homemaker, even though both of my parents had college-educated mothers. Family values of hard work, education, compassion toward others, resilience, and a love of the outdoors (family camping from an early age; my father was a self-reliant Eagle scout and consummate explorer) were instilled in us from an early age. As the eldest of three with a young-at-heart mother only 21 years older than myself, I became my mother's confidante and helper; she and I continue our close bond to this day.

After a valiant 5-year battle with chemotherapy and radiation, at the age of 46, my father died of cancer during my third year of graduate school. I clearly remember my shock when I was about 24 and my father gave me the book *Someone You Know is Dying: A Guide for Helping and Coping*, asking for my help in guiding our family through the process, which felt like a daunting responsibility. While he was sick, I went with him to meetings trying to get financing for the business. His death was devastating to my family. I was named the executor of his estate, which was complicated by the legal and business matters in which he had been involved before his death. I was close to my father and remember fondly our talks about social and philosophical issues, such as when I was studying at UC Davis and taking a course where we were to design a utopian education system. We talked and debated about the nature versus nurture, the optimal role of institutions and government, politics, economic models, and other topics where my newly acquired education caused me to challenge the status quo, and he would play devil's advocate just to see how I was thinking. My father, raised with stories of Horatio Alger and becoming a self-made man, worked a lot. Even when he had a full-time job, he taught math and electronics classes at a local community college in the evening. He accomplished his dream to build his own FM radio station from scratch, including the tower and all the electronics, the marketing and business model, and managing the staff. He invested all our family's resources in the business and more than once, didn't take his own pay so he could make payroll for his staff. FM radio technology was just developing at the time, and he was intrigued by the potential to use his electronics and business education. He put all of his efforts into building the business.

During this time, my mother was a dedicated homemaker and learned a variety of DIY crafts (she was very artistic) which she made into Christmas gifts; she kept the home running while my father worked. She enrolled us in public swimming and tennis lessons (she was a talented tennis player as a teen), scouting, softball, and team sports, and attended our school functions. Growing up with a working mother and artist at

night, my mother dedicated herself to being the stay-at-home mother she didn't have. My mother had an open mind and, though raised as a Protestant (and later on when she learned about the Unity religious teachings from my paternal grandmother), she encouraged me to learn about other religions, such as visiting the Catholic and Jewish services of my friends. I remember when she took a class at the community college on the Black Panthers (during the end of the 1960s), and she brought home provocative readings and discussions that she shared with me. Our engaging talks about racism, prejudice, bias, and ethnic studies were formative for me. She taught me about empathy, understanding and thinking about others, self-sacrifice for the welfare of others, love, inclusive thinking, art, and of course family. I learned about drive, determination, teaching, self-sufficiency, a love of nature, and innovation from my father, and both parents encouraged me to pursue my education and a career.

My employment history is unlike many in academe. I stayed at one university for my whole professorial career. In 1984, I came to San Diego State University (SDSU) as a Visiting Professor while I was completing the write-up of my dissertation. This was possible because Carol Robinson-Zañartu was on leave for a year and Jean Ramage was working as an Assistant Dean; thus the department hired two visiting faculty members (Valerie Cook Morales and myself) for the school psychology program. After 1–2 years, we both competed in national searches and were awarded tenure-track positions. In the beginning, I taught in the full-time Block master's program, which included school psychology, school counseling, and MFT (marriage and family therapy) students. In my second year, I taught the "teaching students with special needs in the regular classroom" course in Teacher Education, worked as Assistant to the Dean as an Evaluator on the Teacher Induction Project, and continued teaching both school psychology and school counseling courses (the department was called Counselor Education at the time). Once in the tenure-track position, I continued teaching both school psychology and school counseling students, the research sequence, and supervising fieldwork and internships in schools and participating as a core faculty member to both programs.

There were many curricular and departmental transitions during my career. As things progressed, we shifted from an undifferentiated common core to the development of unique 60-unit course sequences for students in school psychology, school counseling, and marriage and family therapy. It was important to develop a professional identity early in the program for students, and for us to develop curricular experiences that would really prepare graduates for a specific discipline and profession. We conducted many program evaluations, such as those needed for program accreditation and graduate reviews, state credentialing for school psychologists and school counselors, and NCATE and NASP approval. In fact, we were one of the first NASP-approved school psychology programs in California (since 1989).

I worked with a number of deans and department chairs over time, some reorganizations in the College of Education, and the "burn the furniture" budget cuts and faculty furloughs (e.g., we took a 10% pay cut to keep our programs open) when the economy tanked. We did everything we could to maintain our programs and survive. As more of the faculty we hired identified as psychologists (counseling, school, community, and clinical), we changed the name of our department from Counselor

Education to Counseling and School Psychology. This was an exciting time because it was the first very clear indication that school psychology was a vital part of a department that was primarily known for preparing counselors. Subsequently, we shifted from a 3- to a 4-year school psychology graduate program and developed the program to enable students to earn their masters on the way to their Ed.S. degree.

In 1998, I applied for and was invited to become part of the College of Education doctoral faculty and began to mentor doctoral candidates and also work toward developing a doctoral route for our school psychology students. I invested a great deal of time in trying to develop an SP doctoral program. This included serving on college-level doctoral committees, participating in many days of training on APA standards for doctoral programs, and developing drafts for the creation of a doctorate in school psychology. Due to budget restrictions and policies in California, the administration asked us to put the development of a doctoral program on hold, and we have yet to see it materialize. However, we have many school psychology program graduates who went on to complete a doctorate here or at other universities; thus, we have program alumni who are professors at other universities. I hope that the next generation of SDSU school psychology faculty will be successful in attaining and launching a doctoral program.

I will highlight some of my career experiences within themed sections in this chapter. One historical transition that has occurred within my work environment during my career is the cultivation of a research culture. As I was working to make the long transition from associate to full professor, I was involved in trying to create more supports for a research culture in our department. When I came, we taught 4 + 4 different graduate courses a year, had no assigned time for research, had two faculty to an office, and were expected to be in our offices daily for advising and mentoring of students. Research and writing were not a part of the daily or weekly fabric of our departmental culture. Most of the faculty members were already full professors when I was hired as an assistant professor, and the suggestions were to do my scholarship in the summer, during campus breaks, or on weekends. I developed a Research Committee in our department where we tried to support one another in the research and writing process. My fantasy was that the indication that we had been successful would be when we could walk down the halls and see faculty members doing scholarly writing in their offices and when faculty could take 1 day a week to work off campus on their scholarship, since that is where most of the real writing was happening at the time. Over time the university culture shifted to provide more mentoring for faculty members and more support for conducting research. For example, recently, I invited my school psychology program colleagues to contribute and coauthor a journal article I was developing (Ingraham, Paz, Lambros, & Green, 2019). We held some of our writing meetings on campus, on weekdays, and worked on some drafts in on campus, as well as at home, an indication that the norms had finally transformed.

During my career as a university professor, I have also worked as a consultant, trainer, project director, and evaluator on various projects. I led training institutes for the California State Department of Education and consulted about service delivery designs for school psychology, such as integrated and multitiered services, and

consultation–intervention. I consulted with districts and schools looking to redesign their school psychological and mental health services, did program evaluation work, and conducted trainings in state, national, and international venues. I also directed projects, served as grant consultant, and supported a range of multicultural training projects, and consulted with universities seeking to enhance their school psychology programs. While I was offered faculty and administrative positions at other institutions, I decided to stay at SDSU throughout my career, with occasional consulting and side jobs along the way, thus keeping my energies focused on teaching, professional growth and service, and the SDSU School Psychology Program.

Involvement with Professional Organizations

During the first two decades of my career, I was very active in leadership within professional associations. I believed that by working together, professionals could really make a difference in the lives of children and youth and the practice of school psychology. I felt a responsibility to do my part in contributing to these organizations, providing leadership when needed, and serving on committees to work with others.

Nadine Lambert (at UC Berkeley) and Jonathan Sandoval (at UC Davis) were very active in the American Psychological Association (APA) throughout their careers, and I saw how invested they were in working on the various professional and organizational issues and making sure school psychology had a voice within the APA. Jean Ramage (at SDSU), a graduate of Nadine's program, was very involved with the National Association of School Psychologists (NASP) and had been an NASP president. These mentors and others were great role models for volunteering hours of time to helping the organizations represent our profession, run smoothly, and develop standards and guidelines for the profession. Getting involved in these types of leadership roles seemed natural for a university professor, and I began to develop networks and involvement in APA, NASP, and the national Trainers of School Psychology (TSP). I thought that paying your own way to these conferences was what dedicated professors were supposed to do, and at the time, the university only provided a small amount of funding toward one conference a year and only if you were presenting.

By my third year, after completing my Ph.D. and securing the tenure-track position at SDSU, I was beginning to get invitations to assume leadership positions within professional association committees at the state and national levels. Within NASP, I served on the Accreditation, Credentialing, and Training (ACT) committees, and chaired the Training Committee (1990–1991). Mike Curtis was leading the ACT, and he was a valuable role model for me. This helped me to learn more about how the professional training standards could guide graduate education and professional practice, and I became invested in helping graduate programs understand and meet the NASP standards. Mike was also on the interagency APA/NASP commit-

tee, and I began to learn more about the similarities and differences between NASP and APA, Division 16 (School Psychology).

I decided that, for me, both groups were important, and I elected to maintain active involvement with both, as well as the national (TSP) and state (SPEC) trainers' groups. I became the Associate Editor (1989–1993) for the national *Trainers' Forum* within TSP and cochaired the Constitutions and Bylaws Committee (1989–1990) within the state trainers' group as we underwent transformation into a new organization. Incidentally, that was the same year I was approved for tenure and promoted to associate professor, after serving as interim director the prior year for the SDSU school counseling program when the director became ill.

For years, California's school psychology program directors had met as an informal group at the annual state conferences and were convened by one individual, Joe Morris, who had kept the group going. Some of us thought the group needed to be developed into a more formal organization with a constitution and bylaws to guide the group's purpose, organization, elections, and functioning of specific leadership roles charged with identified duties. As the founding president (1990–1991) of this newly organized group, the School Psychology Educators of California (SPEC), I intentionally made plans for leadership succession and the transfer of organizational knowledge to incoming leaders working to engage a number of people in SPEC leadership. As an aside, there was discussion and tension at the time as to whether school psychology faculty were educators or trainers. At the national level, the term trainers was used, but within this group some faculty considered themselves "educators" (focusing on the research, science, and the theories that undergird practice) and disliked the term "trainers" who they perceived as just teaching skills and practices, not promoting critical thinking and scientist–practitioner models. For that reason, we decided to use the term "educators" in the name of this group (SPEC), despite the similarities of our purpose and functioning like the national TSP group.

At that time, I think there were only three NASP-approved school psychology programs in California, so I decided to *bring the NASP standards for training knowledge to the California school psychology program*s. I arranged for Mike Curtis and Dan Reschly to provide two training events in California (north and south) where faculty could gain in-depth understanding of the NASP standards and how programs could organize to meet them. The sessions were very successful, and more faculty decided to use the standards to reshape their programs and apply for NASP Program approval. At the time of this writing, there are now 16 NASP-approved programs in the state, 3 of which are at the NASP doctoral level. SPEC became very involved and influential in providing the state input on the new professional credentialing standards and maintaining good communication with the California Department of Education. We also prepared letters to the state and the national professional groups, expressing our collective concerns and recommendations, which were viewed as more influential than individual faculty preparing letters. In other words, we developed an organization that had representation and voice.

For me, the 1990s and early 2000s were filled with a high level of activity with both state and national organizations. I was fortunate to serve in a variety of capacities and to develop professional networks of faculty at other universities, which

gave me a perspective beyond my own program, opportunities for making contributions and assuming leadership roles, and collaborating with like-minded colleagues. I was deeply committed to increasing the diversity and professional capacities of all school psychologists to serve culturally and linguistically diverse students and accepted roles that supported these values. Within Division 16, I chaired the Ethnic Minority Affairs Committee (EMAC) (1992–1996) and served on the Task Force on Cross-Cultural Competencies in School Psychology Practice (1994–1997; see our product in Rogers et al., 1999), led by Margaret Rogers (now at the University of Rhode Island). Through the EMAC, I sought to bring people together who were passionate about multicultural school psychology, and to give voice to multicultural issues and concerns within the profession. As one of our first projects, we developed the *National directory of psychologists with expertise in working with culturally and linguistically diverse children and youth: Service delivery for culturally and linguistically diverse populations* (Ingraham, 1995b), the first collection of professionals with such expertise in the nation. Our vision was for this to serve as a means for professionals looking for psychologists with expertise in specific cultural and/or linguistic groups to be able to contact a psychologist who could consult with them about how to develop culturally affirming services for a given client population.

Through EMAC and the Task Force, we set out to articulate some of the essential competencies for cross-cultural work in school psychology, as well as to educate the profession about the many ways that culture and language can impact service delivery. It was also an excellent opportunity for extended collaboration with like-minded psychologists across the nation over a 3-year period. We were able to support each other as we tried to educate a mostly White profession about important issues in multicultural service delivery at a time when there was skepticism among some about multiculturalism, both in the literature and in review processes, who thought it was not really "evidence-based." We used a systemic and social justice perspective to advocate for institutional and societal changes that would reduce the systemic biases and institutional racism experienced by so many. I feel that one of our accomplishments was to help put multicultural school psychology "on the map" within Division 16 and to create greater awareness of how the prevailing professional paradigm, research, and practice, was neglecting the influence of culture and language in the field.

This led to our invitation to be "at the table" when the Task Force on Evidence-Based Interventions (EBIs) in School Psychology (1999–2007), sponsored by Division 16 and the national Society for the Study of School Psychology and endorsed by NASP, was established to develop criteria for evaluating the evidence for intervention within the field of school psychology. Tom Kratochwill (later joined by cochair Karen Stoiber) led this Task Force, with committees and specific groups working on different kinds of interventions. Evelyn Oka (at Michigan State University) and I were asked to cochair the Multicultural Issues committee, which was tasked with making sure the other Task Force committees were embedding and attending to multicultural issues within their respective domains. We worked for a long time (1999–2007), articulating how multicultural issues should be considered within the various coding manuals developed by the Task Force for identifying EBIs.

We collaborated on this for 8 years, participating in Task Force meetings, working with Bonnie Nastasi who chaired the Interdisciplinary Qualitative Research Subcommittee (2000–2007), and we eventually published *Multicultural issues in evidence-based intervention* and contributed to the 2003 and 2007 *Procedural and coding manuals* for identification and review of EBIs (see http://www.indiana.edu/~ebi/EBI-Manual.pdf).

I also served on the national APA Division 16 Executive Committee, as the Vice President for Membership and mentor to the Student Affiliates of School Psychology (SASP), a national group of student leaders. I am proud of the students I mentored or worked with (e.g., David Shriberg, Samuel Song, Anisa Goforth, Margaret Sedor, Patrick Crain, and others) who have gone on to become leaders in professional associations and scholars.

So, With All of This Behind Me, When and How Did I First Find Out About School Psychology?

I don't remember knowing about school psychologists as I progressed through my elementary and high school years. That awareness did not come until later in my undergraduate education, when I learned that I could combine my interests in education, psychology, and child development into one profession. I took a course in appraisal, and my professor said I had a real talent for problem-solving and integration of assessment data, and suggested I consider looking into school psychology.

Some of my major sources of influence throughout my career of course included my parents, who played a large role in helping develop my values and experiences as I was growing up, including my interest in other people, ability to problem-solve and think, confidence in myself, and love of family. Both of my grandmothers did well in school and went to college, which was not the norm at the time, and I was fortunate to have them in my life as I grew up. I was also influenced by my early teachers in school, such as the kindergarten teacher, Mrs. Wall, who went on to earn a doctorate. She told my mother that I was very quick to learn things. Then there was my second-grade teacher, Mrs. Peterson, who invited two peers and myself to her home for a dinner where we did a spelling competition. In high school, my Spanish teacher, Mr. Bougerie, encouraged a group of us to read novellas and plays in Spanish and discuss the poignant themes they portrayed. I had coaches, teachers, friends, and family members who all played significant roles in my early experiences.

In the university, there were several people who impacted my career development. During this phase of my life, my relationships with boyfriends, peers, and some professors were significant. At UC Davis, I was intrigued by a psychology class with Stan Coopersmith, the radical teachings of some of my American Studies and alternative education professors, women professors such as Marlene Wilson, and my friends in the teaching/education track of American Studies program such

as Nancy (Schumacher) Rosenthal, who was innovative and brave in trying new teaching approaches in her student teaching. I spent 3 years within the education track in American Studies, where we spent many class sessions discussing social psychology, sociology, anthropology, and ways that cultures and belief systems shape institutions and individuals. This supported my questioning of why things like the schools were the way they were and what might be done to improve them. Personal relationships were also influential, for example, around the age of 20, I was in love with my boyfriend for 3 years and almost went with him to the University of Utah during my undergraduate years (which might have changed my career journey). Then he decided to stay in California.

In my doctoral education at UC Berkeley, there were many people who influenced my thinking and career. I learned professional and school psychology from Nadine Lambert (who served on my master's and dissertation committees) and Carole Swain; psychiatry and mental health consultation from Wilson Yandell and Vjard Kasanjian (hope I spelled that correctly, it has been a long time); cognitive development from Paul Ammon, statistics and measurement from Leonard Marascuillo; social emotional development and programs from Eli Bower; higher education and research from Paul Heist; self-concept and motivation from Martin Covington (who chaired my dissertation); moral development from Elliot Turiel and fellow students Abi Harris, Jeff Braden, Deborah Tharinger, Brent Duncan, Katheryn Yager, Dana Sassone, Melanie Shane, Jackie Cheong, and many others. During this time, my friends taught me about different religions, values, paradigms, cultures, belief systems, and living with widely diverse individuals. Through my close friends, I learned more about alternative cultures, meditation and alternative health practices, LGBT issues (this was as AIDS was really impacting the San Francisco Bay Area), the historical Palestinian and Jewish conflicts, different fields of study and professional practice, urban issues, progressive politics, law, and more. I sought and experienced cultural plunges and countless new learning opportunities, participated in my first counseling session as my father was dying, and learned many new paradigms and ways of thinking and being.

Within the field of school psychology, I have been influenced by many individuals. At SDSU, Jean Ramage recruited me as a faculty member and was active in NASP; both Valerie and Carol were program faculty with whom I spent extensive time and collaboration, and Judith Katz (now in corporate strategic diversity consulting), and I shared an office and became longtime friends. As describe later in this chapter, I had many professional colleagues and friends at other universities who were influential in helping me learn about the life of a university professor, how to keep life in perspective and the importance of engaging in innovative conversations and collaborations over the years: Margaret Rogers, Emily Lopez, Mary (Henning Stout) Clare, Abi Harris, Shari Tarver Behring, Joel Meyers, Jonathan Sandoval, Sylvia Rosenfield, Daniel Newman. Within the professional organizations, I learned from Mike Curtis, Dan Reschly, Bill Erchul, Deborah Tharinger, Jack Cummings, Bonnie Nastasi, and others.

My formal education and training in School Psychology was through the APA approved doctoral program in School Psychology at UC Berkeley, directed by

Nadine Lambert. During 1977–1982, I completed all of my classes, field experiences (practica and internship) in different districts, and Research Assistant positions with Dr. Lambert's projects. I had the honor of taking graduate courses from some wonderful scholars, researchers, theorists, teachers, and professional supervisors. I took far more than the minimum required coursework so that I could gain a deeper understanding of related fields such as educational, community, social, cultural, and organizational psychology, in addition to child development, education, and related disciplines.

Second, I was trained as one of a team of research assistants to collect student data and conduct testing and developmental assessments of K–12 students participating in Dr. Lambert's longitudinal study of students with ADHD from different school districts. I also had the privilege to work closely with Nadine on the Special Education Information Systems Project with five school districts, to try to develop a system for IEP development that would yield codable data for research. In this position, I had the opportunity to work side-by-side with Nadine as we collaborated with the district administrators to design the information system. My role was to interface between this group and the computer coder who was setting up our database system so that the system we developed could fully represent relevant information in student IEPs that would be accessible for us to research once the database was developed. We had the vision of a mobile van that could be used by IEP teams to record the elements of the IEP (this was around 1980, long before we had laptops and internet).

Another aspect of my training came from working on committees within our professional organizations (e.g., APA, NASP, TSP, SPEC-CA trainers) with colleagues across the nation and in other countries, and from the many national and international conferences I attended. This helped me view the profession through a global lens and a variety of perspectives, and it exposed me to issues that were prevalent in other places.

A fourth aspect of my school psychology development was through trainings for accreditation and program approval through APA, NASP, NCATE, CDSPP, TSP, and other groups. Here the focus was more on the overall design of training programs, learning ways to develop assessment mechanisms, how to address the national and state professional standards and providing input in the development of the state and national standards for training and practice. This provided a wide-angle view of the profession that was valuable in seeing how all the training components come together to establish professional knowledge and competence.

Finally, an additional way that I learned about school psychology was through my preparation for developing and teaching different school psychology courses. Over my time as a SDSU professor, I taught close to 30 different graduate courses, as well as proposing and developing several new courses. These ranged from topics in consultation, research, interventions, counseling, assessment, ecosystems assessment/intervention, professional seminars, supervision of fieldwork/practicum/internship, professional seminars, leadership, introductory and advanced seminars, program development and evaluation, career counseling and assessment, and teacher education. For some classes, I sought additional training, such as workshops

at APA and NASP and international, national, state, and regional trainings. For example, when I was assigned to teach the ecobehavioral assessment and intervention course (my formal education was more in development, prevention, and consultation rather than ABA), I attended several days of advanced training institutes to get certified in the behavior support plan (BSP) and behavior intervention program (BIP) which are now part of the State Department of Education's Positive Environments, Network of Trainers (PENT). Similarly, I attended nationally recognized PREPaRE and Restorative Practices trainings to support my teaching of the Crisis Intervention, Prevention, and Conflict Resolution Class.

My Career Path

The Journey to Become a University Professor

I did not set out to earn a doctorate and become a university professor. Rather, my career process was to set incremental goals and, once I achieved the next level, I looked around and learned about other possibilities and recalibrated my goals. For example, as an undergraduate, I was preparing to become a teacher, and then became interested in school psychology as a possible way to combine my interests in child development, psychology, education, and systems level issues. I applied to California Ed.S. and doctoral-level school psychology programs, including the doctoral program at UC Berkeley. Once in a doctoral program, I aspired to be a school psychologist and perhaps a director of student support services in a district. During the early 1980s as I worked on my dissertation, my professors suggested that I had a good mind for conceptualizing theoretical and research issues, so I then thought about using my doctorate for that.

With my father dying in 1980, I had many responsibilities for managing his estate while I continued taking my coursework. As I was analyzing my dissertation data and thinking about where I might work, faculty suggested I consider becoming a university professor. I enjoyed presenting at professional conferences and had good success with getting five proposals accepted in 1983, so I decided to apply for faculty positions, not really understanding the difference between tenure-track and visiting positions, nor the workloads and resources available at Carnegie research versus state universities. Nadine Lambert tried to get me to apply to major universities in other states that had doctoral APA-approved school psychology programs, but I wanted to stay in California nearer my family. I applied for one California university position where I would have been teaching five large psychology undergraduate courses *per semester*. I did not understand how taking such a position would affect my ability to develop a sound research program and position myself for tenure and promotion. I did not know the steps involved with becoming an academic, and I was still working to finish my dissertation analyses and write up.

I accepted a visiting assistant professor position at SDSU where I would be teaching 4 + 4 courses because I was impressed with the opportunities for growth and the faculty. I turned down an offer for a tenure-track position at another state university, again, not really understanding the risks of coming in without a tenure track line. Needless to say, taking a full-time visiting university position with a heavy teaching load and four new course preparations a semester while trying to finish my dissertation was extremely challenging. There was no new faculty start up package or other things I later learned people negotiated to attain before accepting their offer. Near the end of my first year, my boyfriend (who lived back in Berkeley) and I broke up, which only added to the pressures coming at me from all sides. Thankfully, after 2 years, I was hired into a tenure-track position at SDSU and began my career as a university professor in a teacher–scholar university with expectations for faculty to develop a robust publication record. I learned a great deal during those early years as a faculty member, and it was both stressful and exhilarating.

Developing the SDSU School Psychology Program

Jean Ramage developed the school psychology program at SDSU, and by 1984, she had recruited a dynamic team of core faculty: Carol Robinson-Zañartu (who came in 1980), Valerie Cook-Morales (who came as a visiting faculty member as I did in 1984) and me. The four of us were very hard working, had real passion for school psychology, and each of us provided leadership in different ways. (See the chapters in this book by Carol and Jean for more information on their careers.)

In the 1980s at SDSU, two faculty members were assigned each office, and Valerie and I shared an office during our first year. The four of us were very involved with the national and state school psychology organization, presenting at conferences together, and we devoted countless all-day program retreats to develop the vision, curriculum, and practices for our school psychology program. All four of us attended NASP, CASP, and the national and state Trainers' meetings, holding offices in several of these groups. After a few years, Jean went on to become a dean in another state, and Valerie, Carol, and I continued working together at SDSU for the next 25 years.

We developed the program to focus on multicultural school psychology, ecosystems and systems interventions, and educational equity. We worked diligently to create the program climate and curriculum that supported students from a diverse group of cultural and linguistic backgrounds, and we were very successful in recruiting and graduating outstanding school psychology students, increasing to about 85% students of color over the years. Given that the profession of school psychology was and is still predominantly white, we stood out in that we were graduating students with the knowledge and skills to be excellent school psychologists who also had the cultural, linguistic, and multicultural knowledge and skill to serve in the diverse public schools. Our program became known as a place that prepared outstanding bilingual/bicultural and culturally competent school psychologists.

During this period, we engaged in massive curricular and program revisions. I had the opportunity to propose, develop, and teach a whole host of new courses in the department, such as consultation, intervention with children, child and adolescent development, program development and evaluation, professional seminars in school psychology and school counseling, and an advanced seminar in school psychology that was focused on school-based research. During my time as director of the school counseling program, I developed the 60-unit master program in school counseling. Concurrently, Valerie, Carol, and I developed the new school psychology master's program. Together, the three of us reorganized and transformed our assessment sequence, first to embrace what was called alternative assessment, and then assessment-for-intervention. We worked to develop a wide range of fieldwork and internship opportunities for our students, organized supervisor institutes to provide professional development for the supervisors, and we established many practices where our students were working alongside us in schools, at conferences, and within a shared governance paradigm. Eventually, we were able to grow the school psychology program into an integrated Ed.S. program and embed much of our culturally focused grant work into the curriculum.

Our success with applying for and securing grants supported this process. Our grants started with bilingual school psychology in 1986, expanding during 1989–1994 to multicultural school support personnel (for school psychology and school counseling that Valerie and I codirected) Valerie's African American school psychology project (1995–1998), and Carol's Native American scholars projects over the past three decades. These projects were significant in providing financial support for our students as well as bringing culturally specific training and expertise to our program. All of us learned from our work with these grants, the specialty seminars for students, and the advanced trainings they provided to the faculty and community. For example, we went on extended days of training and professional growth and immersion, such as to Mexico to strengthen our bilingual/bicultural school psychology areas, and to a ceremonial training with a wonderful traditional Diné healer to learn more about Native American and Indigenous ways, and to each other's homes to collaborate in continual program planning and functioning. We thought deeply about the profession, where we thought it needed to go, and what we could do in our program to prepare our students for their future leadership roles. We engaged in passionate debates and discussions, sometimes fought over how to accomplish our goals, and, admittedly, were consummate workaholics. Through it all, we also accomplished a tremendous amount, and graduated generations of talented, competent school psychologists, some of who have gone on to become accomplished university professor (e.g., Sam Ortiz, Brandon Gamble, Julie Esparza, Alan Daly, Emilio Ayala, Veronica Escoffery-Runnels), NASP and CASP leaders, directors and coordinators in their districts, SELPAs or regions, and practicing school psychologists in several states. We are now at the point where we have a cadre of program alumni as adjunct faculty members and supervisors of current trainees, with some children and nieces of our former students.

Valerie served as our school psychology program director for over 20 years, and she and Carol had a long list of funded grants. In 2008, when Valerie decided the

program director role was too much for her, I became the program director. I had previously directed the school psychology program for a year (2001–2002) when Valerie was getting treatment for cancer. Carol was our department chair for a number of years and following her retirement in 2010, Valerie served as our department chair for 2 years until she died suddenly in early 2012. Her passing was a huge shock to our program and the many alumni who knew her. As program director at the time, I did my best to create grief circles and program activities to help us cope with her loss, but it took us a long time to recover, and it really made us contemplate our workaholic norms and need for greater self-care in our department.

Attaining National Certification and Directing Both School Psychology (NCSP) and Counseling (NCC)

I was educated in school psychology at Berkeley, with an emphasis on development, consultation, and prevention. When I accepted the faculty position at San Diego State University, they sought a faculty member who could contribute to both school psychology and school counseling. I saw ways that my school psychology training could contribute to the school counseling program and profession, and I began teaching courses in both programs. In my fourth year as a faculty member, Alice Cochran, the wonderful woman directing the school counseling program, became ill and died, and I assumed the director's role. This was before I had gone up for tenure, and I was working actively in both school psychology and school counseling programs. There were no other tenure-track faculty identified as school counseling, and the program needed leadership. I served a total of 5 years as director of the school counseling master's and credential program, while continuing my role as a core faculty member in the school psychology program, until we finally hired a new school counseling director. During this time, I did my best to be current in school counseling, presenting at national and state conferences with students, attending school counseling trainers' meetings, and learning and maintaining qualifications as a Nationally Certified Counselor (NCC, 1999–2009). At the same time, I continued leadership roles within school psychology associations and maintained qualifications as a Nationally Certified School Psychologist (NCSP, 1989–current).

In all, I served as a graduate program director for 10 years (5 years in SP and 5 years in SC). The positive side of all this is that I was able to develop and use my skills as a program director, but the downside is that maintaining currency in two disciplines with their respective set of professional associations was time-consuming and impacted my publication rate during those years. After 25 years in my career, in 2009, when I was directing the school psychology program and we had a full-time director for school counseling, I decided to let my NCC go and just focus on the NCSP and school psychology. This ended up being a good choice for my health and family. It also helped assure more stability, especially during the budget cuts following the 2008–2012 financial crisis, my family's 18-month dislocation due to a house fire, and then my intensive community-based work with the restorative practices and trauma-informed community school project between 2010 and 2014.

Next, after researching, writing, and training in the area of multicultural consultation for a number of years, I embarked on a new area of research methodology, and started two new research teams. In graduate school, my training had been mostly in quantitative methods, and, as I learned more about how qualitative methods could more appropriately address some of the complex and nuanced issues of interest in multicultural consultation, I sought out learning about various qualitative methods and approaches to research. When I was about to turn 60, I started a new branch of my research program that used narrative text and NVivo to code written documents. This was the beginning of my work in using grounded theory to develop new theoretical understandings that grew out of the participant data, rather than a priori hypotheses.

Some might question why, at this stage of my career, I would invest all the time and energy to learn a new methodology and construct multiple new databases. I had to grapple with this question myself, and I decided that learning new approaches would be exciting and help address some fascinating research questions that intrigued me about how people learned to do multicultural consultation and how teaching supports assisted them. I wrote a grant that got funded, purchased, and learned the NVivo program, read books about constructivist grounded theory, using qualitative methods to code and analyze narrative text, and collaborated with Daniel Newman (first at National Louis University and then to the University of Cincinnati) on a multiyear cross-university dialog project. We just got this accepted for publication. Danny was great about helping me learn to use these approaches with integrity, trustworthiness, and a rigorous qualitative design. I started two new research teams at SDSU with school psychology graduate students interested in a new area of research. As I learned, I taught my teams, and we engaged in a multiyear collaboration that has resulted in two projects involving a total of seven students. We have presented at conferences and are now finalizing the first manuscript for publication (hopefully) for a special issue on qualitative methods. One interesting feature about this kind of research is that it is extremely time-consuming and thus might be challenging for someone who is not yet tenured to take on, or for those who can't wait for 3 years to finish coding and analyzing the data. We used a rigorous method to co-construct the lexicon of over 175 codes and then to code collaboratively, as we went line by line with two (and sometimes three) people coding the text material. We used a co-coding method to better represent the data from multiple perspectives, rather than to rely on the interpretations of a single coder. As you might imagine, it took us a very long time of intensive teamwork to complete the co-coding process before we were ready to do analyses and writing.

Career Highlights and Peak Moments

I have been honored with many highlights and peak moments throughout my career. I think these helped to fuel my continued work in the field, as well as develop persistence in the face of challenges. They also served to build my confidence in continuing in the profession.

As a graduate student I was recognized with the Award for Outstanding Professional Practice at the end of my school psychology internship year, and then with the Outstanding Dissertation Award when I graduated 2 years later. In each of these awards, I felt very honored, because I knew of the outstanding work my talented peers had been doing and was truly moved to receive these awards at Berkeley. My doctoral mentors, Nadine Lambert and Martin Covington, provided encouragement as I sought to propose a new theory for how individuals compose their values and self-concept dimensions into their self-esteem. I took 5 years, from first proposing the concepts in my third year of graduate school to completing my dissertation in 1985. I had to develop and pilot measures for the constructs and the research design to sufficiently test my theory. My faculty were supportive and didn't push me to pick a more straightforward or "easier" dissertation topic, and I was honored when upon completion, the Berkeley faculty selected my dissertation out of about 50.

When I graduated from Berkeley, only some doctoral graduates were going into academics. Thus, when I got my position as an assistant professor, I was very proud, perhaps especially since I had not set out to become a professor and now found myself in this new role. I followed the professional trajectories of Deborah Tharinger and Jeff Braden, who had finished the Berkeley school psychology program close to when I graduated and who went into tenure-track university positions. There were also graduates long before me, such as Jonathan Sandoval, who progressed through university academic and administrative roles, but he was very successful and well established in his career at the time I graduated, so I saw him as a mentor rather than a peer. Without really knowing people who had chosen this career path, I was lacking a role model and did a lot of learning-the-hard-way about how to be a university professor. Looking back, I feel gratified that I made it through the journey and had a successful career. Thus, becoming a university professor was a highlight, as well as several experiences that came after that.

Consultee-Centered International Invitational Seminars

A major highlight and turning point in my career occurred in June of 1995, when the very first International Invitational Seminar on Consultee-centered Consultation (CCC) was being held in Stockholm, Sweden. As later described in a publication, "consultee-centered consultants facilitate rather than force solutions or change, and do not impose their own problem definition on the consultee" (Newman, Ingraham, & Shriberg, 2014, p. 15). I wanted to support this new approach and to interact with others who were committed to consultation that was focused on the consultee, not just the student or behavioral goals. Two of my professional mentors, Nadine Lambert and Jonathan Sandoval, were organizing the first international seminar, and Gerald Caplan, known as the "father" of mental health consultation (from which CCC emerged) was going to be there. They invited me to participate, and I very much wanted to go. Then I thought, *I have an infant son now, and I need to make decisions that are best for my family, not just for my career or intellectual interests*.

With my childcare expenses as high as they were, *how could I possibly afford to go to another country?* I would have to decline this amazing opportunity.

Then a SDSU school psychology colleague, Michaelanthony Brown-Cheatham, suggested that I should go if it would be so stimulating to my career and work and that I could take my son with me. *What a concept*, I thought! *Could I really do that?* I began writing proposals for some help with the funding and also explored how I might manage with my son. A colleague from Berkeley was planning to attend and to bring her 18-year-old daughter; she suggested that I pay her daughter to take care of my son while I attended the conference. It looked like everything was falling into place. I got our passports (I still have the passport photo of my son at 7 months old) and began exploring the availability of baby food, and other necessities in another country halfway around the world.

Unexpectedly, 2 weeks before we were to depart, my friend and her daughter cancelled their plans, and I panicked. *What was I going to do with my baby, who I was still nursing, in a country where I knew no one?* I am blessed that Ingrid Hylander and the other Swedish conference organizers offered college-aged family members who I could hire for child care. They helped me arrange for a crib in my hotel room, and I got information about the brands of baby food and diapers I could find in the Swedish markets. I proceeded to prepare for the 23-h plane ride with my then 9-month-old son.

The trip was amazing! The Swedish culture is more family-friendly than the United States, and strangers would help me get my stroller off the bus and warmly greet my son and me. For me, there was a good deal of cross-cultural learning, and I did my best to learn some Swedish words and how to manage their currency. I frequented the market to get baby supplies as needed. I was running up to my room about every 3 h to breastfeed, and was able to interact with international psychologists from many countries and regions who were interested in consultation. I felt brave enough to take my son for stroller walks in the park and to places where he could get out and explore our new environment and take memorable pictures.

At the seminar there were presentations and discussions with psychologists working in preschools, community agencies, and schools across a wide range of cultures and continents. It was fascinating to learn about how they conceptualized and practiced consultation, what they thought were the needs in the field, and what they wished this convening to be able to accomplish. I remember observing a variety of interpersonal and cultural communication styles as the group meetings sought to find commonalities and differences in how we approached this consultation work. For example, I recall a U.S. school psychology faculty member who would speak out when he had an idea, question, or thought. In contrast, some of the Scandinavian participants were less direct, and they would raise a finger to indicate that they wanted to say something, sometimes not getting noticed by the more outspoken participants. Those of us who were aware of these dynamics worked to assure that we were inclusive and heard from all who wanted to offer their thinking regardless of the communication and interpersonal style in which they tended to participate. The paper I presented, “Cross-cultural applications of consultee-centered case consultation” which focused on some of the ways that we can use CCC to work across

cultures was later published in Ingraham (2004) as part of the book developed (Lambert, Hylander & Sandoval, 2004) through these International CCC conferences. This was a turning point for me because I felt like I found a group that understood what I was talking about and who were interested and encouraging.

The seminar was a huge success and felt extremely gratifying. We agreed that we wanted to continue these international seminars, with the next one tentatively planned for a few years from then. I treasure the opportunity to have participated in this historical event and felt invigorated and energized to find a group of people who thought about consultation the way I did. For us, consultation was an important relationship-building and problem-solving process that left the consultee feeling supported, empowered, and with a new conceptualization of the issues they brought to the relationship. It was quite different from the expert models of consultation prevalent in some circles, or the behavioral focus of some of the U.S. consultation approaches prevalent at the time. This conference launched a three-decade journey and the emergence of a new international definition for consultee-centered consultation. (See Newman & Ingraham, 2017 for a timeline of CCC history.) For me it was a personal triumph as well, because I learned that I could integrate my roles as a parent and scholar and that one role did not need to eclipse the other. I could be a dedicated parent and still keep my intellectual side alive and growing with innovation and creativity. I could develop this new identity as a working single parent who was, simultaneously, a scholar, teacher, and university professor.

Tragically, in April of 2006, Nadine Lambert (1926–2006) was killed in an accident when a runaway truck hit her car on her way to work. This was just before the fourth International Seminar on CCC in Chapel Hill, NC, which was focused on CCC service delivery for evidence-based interventions and CCC training. We were stunned by Nadine's death and decided to hold the seminar, as scheduled, to honor her. At that time, we also decided to create a formalized network of people who supported CCC. I led the development of the CCC Interest Group (IG) within NASP (founded in 2006) and Ingrid Hylander, one of the original CCC conveners, and Sharone Maital created the CCC Interest group within the ISPA (founded in 2008). We thought this was a lasting way to memorialize Nadine's work and to bring the work into the future. A fifth International Seminar on CCC was held 2 years later in Boston, where our main focus was on the need for developing training materials and case studies for CCC that could be used to help people learn the approaches. Subsequently, books were developed by Jon Sandoval (2012), Sylvia Rosenfield (2016), Antoinette Miranda (2016), and Daniel Newman (Newman & Rosenfield, 2019) and several of us developed and distributed training materials for other consultation educators. These CCC groups have continued meeting at annual conferences, providing a place for researchers, trainers, and practitioners to discuss aspects of the approach. In 2011, Daniel Newman joined me as the cochair of the NASP CCC group, and we have continued the meetings each year. This year, in 2020, will be our 15th year of holding the annual CCC Interest Group at the NASP convention.

In 2017, Daniel Newman and I co-guest edited a new special edition of the *Journal of Educational and Psychological Consultation* (Newman & Ingraham, 2017) on consultee centered consultation. This served to update the field since the

2003 special issue, co-guest edited by Jon Sandoval and Steve Knotek, and also provided a timeline for the history of CCC from 1949–present. Throughout the past 25 years, the CCC network has provided me with a professional niche and group of colleagues and collaborators across the continents, who share some common values and consultation practices. We are gratified that our work has created visibility, acceptability, and competent research and practice in this approach that had been under-recognized within school psychology. The joy of learning and working with colleagues from a variety of cultures, places of research and practice, and life experiences has been a true highlight of my career.

School Psychology Review *Special Issue on Multicultural and Cross-Cultural Consultation*

Another significant experience was the period in the 1990s when I was writing about multicultural school consultation. This period culminated in the 2–3 years I spent developing the special issue of the *School Psychology Review* (2000) on multicultural and cross-cultural consultation in schools (Ingraham & Meyers, 2000a). This project emerged from the multicultural consultation work I was doing with my colleague and collaborator at California State University Northridge, Shari Tarver-Behring. Starting around 1995, she and I began collaborating about how we wanted to teach our students about multicultural consultation. She and I also had very young sons of the same age, and we connected across our campuses as mothers as well as university professors. We developed the 1998 call to the field, and published the contributions in the *Journal of Educational and Psychological Consultation* (Tarver Behring & Ingraham, 1998).

At that time in my career, it was very difficult to find the sustained and focused time needed to dive deeply into my research and scholarship. Because our department had a need, I directed the school counseling program until 1996 (and again after I was promoted in 2001–2002), and I continued as a core faculty member in the school psychology program and in national professional association leadership. I was juggling roles in two graduate programs, maintaining professional roles and national certification in both school psychology and school counseling, and we did not have other tenure-track faculty in the school counseling program; so, I was tasked with mentoring all the school counseling trainees, as well as my school psychology advisees and mentees. My program and mentoring responsibilities were daunting. Additionally, given our 4–4 course teaching load and my role as a new mother that began in 1994, it was very hard to carve out time for research and writing.

When my son was a toddler, I realized I needed to create the context where I could give more energy to my research and writing in order to develop the record needed to go up for promotion and advance to full professor in the upcoming years. As a single parent raising my son, I was motivated to do what I needed to do to be

eligible for promotion and a salary bump to support my family. I decided to really invest in my career and create the conditions to increase my peer-reviewed journal publication record. I hired additional childcare and worked hard to increase my scholarship time. I also wanted to develop a special issue on multicultural and cross-cultural consultation. I was eligible for a sabbatical in 1998–1999, and decided to take money out of my personal savings to fund myself for half time so that I could take a full year sabbatical (the university would cover 1 year at half-time pay, and the other half of my salary was self-funded) to dive fully into my research and scholarship. It took a few years to make the shift in my scholarly output; thus, I remained an associate professor for 12 years before being promoted to full in 2001.

When I first proposed a special issue in *School Psychology Review* on multicultural and cross-consultation, the review board said it was a timely topic, but they wanted me to partner with someone who had more journal editing experience. Mary Henning Stout (now Mary Clare), who had worked with me on Division 16 committees in the mid-1990s, was the Division 16 Vice President for Social and Ethnic Minority Affairs at the time I was the chair of the Multicultural Affairs Committee of Division 16 (1992–1996). I had been organizing round tables at conferences to share ideas with other faculty about teaching and mentoring from a multicultural perspective. In the late 1990s, Mary introduced me to Joel Meyers, who she thought might be open to the idea, and who had excellent experience as a journal editor. I had read Joel's publications and really liked his work. He became a fabulous partner and mentor throughout our multiyear project, and I treasure our relationship and collaborations.

Our goals were to include a broad range of scholars who would help us reach a wide readership audience, create a space to report research that was already developing on the topic, and stimulate future research, training, and practice on multicultural issues in school consultation. We invited some prominent scholars, as well as newer researchers, to write manuscripts that went out for blind review, and we worked closely with many of the authors in responding to the feedback and revisions. At this time, I had been working on my own manuscript for the multicultural school consultation framework with the journal's editor, Patti Harrison, who sent that out for separate blind review. It was challenging to integrate the reviewer feedback which called for significant shortening of the manuscript, among other requests. We were still in the era where people doing multicultural research had to respond to feedback from reviewers who didn't always understand cultural issues and when behavioral, quantitative research perspectives and paradigms were a part of the dominant narrative.

It appears that this 2000 special issue made an important contribution to the literature in school psychology. It has been referenced a significant number of times and created the foundation for the next two decades of research, training, and practice on multicultural and cross-cultural school consultation. I was surprised and honored that my multicultural school consultation framework (Ingraham, 2000) was identified by Hazel, Laviolette, and Lineman (2010) as the most assigned reading in their national study of school psychology consultations courses. (See

Ingraham, 2014, 2017a, 2017b, 2017c, to learn how the original work in 1998 and 2000 has progressed into its current global perspective.)

Treasured Relationships for Increased Cultural Learning

I am so very grateful to all of the students and faculty who I have mentored, taught, and worked and learned with over the years. I have been blessed with treasured relationships with students, graduates, and alumni, many of whom have become school psychology faculty or supervisors in the field. These talented and diverse individuals have taught me about their cultures, lived experiences, perspectives, traumas, and many forms of resilience. These important relationships made my learning and study of multicultural school psychology possible, and helped create the shared spaces where we could explore cross-cultural and intra-cultural issues and patterns.

My interest in learning about people of different cultures began with experiences when I was in high school and has continued to this day. I dated outside of my race, culture, and religion and was aware of how different cultural groups held differing interpretations of experiences. My high school Spanish teacher invited me to join his Alfonso Sastre (a Spanish playwright, essayist, and critic) Literature Club, and we read and discussed essays, plays, and novellas written in Spanish that had a very different perspective of life and death, compared with the literature we were reading in my English classes. I was cognizant of how relatively culturally homogenous my high school was, and I worked to arrange daylong school exchanges with students in other communities where the ethnic makeup was different from ours. We learned about points of commonality and difference, and I think it broadened the experiences of students from both high schools. In college, I had interracial relationships with boyfriends who came from Chinese and Palestinian backgrounds, in addition to those with European and European American, White backgrounds. Even my dissertation was based on the understanding that students of differing ages, cultures, and perspectives grounded their self-esteem on different aspects of their lives, consistent with what they valued. I have been an advocate of diversity for a long time.

My appreciation of diversity, different cultures, faiths, sexual identities, immigrations statuses, and people from different walks of life has led me to some wonderful learning opportunities, both within my personal and professional relationships. As a professor at SDSU, I was fortunate to have students from a rich tapestry of backgrounds, countries, cultures, and races. As I was teaching and mentoring others, I made it clear that I was also very open to learning, to hearing about how others saw my cultural biases surfacing, and to doing cultural plunges to experience groups and communities different from those in which I was raised. I was invited to local Native American Pow Wows and cultural events, weddings in Mexico, quinceaneras and other Latino cultural events, celebrations of Kawanza, African American events, Cambodian and Chinese New Year's celebrations, Hmong family events, Gospel music performances and Black churches, events for undocumented families, multi-

cultural celebrations, and much more. One of the fabulous benefits of working in a program with a very multicultural focus is that our school psychology students were extremely diverse. Some of our students grew up in other countries and came to the United States as young children; others had experienced extreme racial and educational injustices. Some of the students were brilliant, but were wrongly placed in special classes for slow learners as children because they were not yet fluent in English, their second or third language. In our program, we worked hard to create an inclusive environment, and encouraged students to tell their stories and reclaim their voices, pride, and power, and to learn about their first cultures, languages, and traditions. I could not have learned about the depth of some cross-cultural and diversity issues without learning from our students, faculty, and their families.

Mentoring and helping students embrace their cultural and professional identities was a big part of what we strove to do in our program. This meant really listening to their stories, celebrating their resiliencies, and helping to navigate the academic and professional worlds into which they were entering. It also meant being accessible, caring deeply, and blending therapeutic, multicultural and cross-cultural, and professional development approaches into how we worked with our students, their supervisors, and the children and families who they served. For some students and cultural backgrounds, it also meant working through their distrust of White people, professors, and others with perceived power. As a White professor, it frequently meant going through the testing phases of relationship building where students anticipated that I would be like other White educators who had oppressed or hurt them. I spent a great deal of energy mentoring and guiding people through the various hurdles and challenges they faced. One aspect of this mentoring involved students with research and professional presentations. I served as cheerleader and mentor for students who applied for various scholarships and encouraged them to present at research venues, in the community, and at professional conferences. I have mentored over 80 students in copresenting with me at national and state conferences, including video-taped rehearsals with feedback and successive approximation to build confidence, competence, and fluidity in presenting. Additionally, I supervised countless theses, doctoral projects, and special studies on topics of the students' interests, invited students to participate on my research teams, and invited students to copublish with me. I am very proud of the graduates who have gone on to finish their doctorates, become university professors, serve as leaders in NASP, CASP, districts and SELPAs, and practicing school psychologists. I am grateful to the students and faculty who contributed so richly to my learning and development, and place a high value on these relationships in my own career development.

Collaborations with Faculty at Other Universities

In addition to the above collaborative work described earlier with Daniel Newman, I had engaged in numerous cross-university collaborations with colleagues. In the 1990s, Abi Harris and I collaborated on a consultation study looking at gender

expectations. This was before the availability of the internet and video-conferencing, so we would sometimes have 2–3 h cross-country long-distance phone calls (expensive at the time), trying to get as much done as we could while her young daughter napped. We were Berkeley graduate students together years earlier and at the time of this collaboration, Abi was an Associate Professor at Fordham University. I was an Associate Professor at SDSU, and there was a 3-h time difference between us. Margaret Rogers (University of Rhode Island) was another long-distance collaborator, and we worked for several years on the Multicultural and Cross-Cultural Task Force in School Psychology, which she chaired. Evelyn Oka (Michigan State University) and I had met at conferences, and we collaborated in a cross-university project for 5 years where we engaged our students with each other in a cross-cultural, cross-university collaboration involving consultation. Evelyn and I also had sons about the same age, so we shared parenting experiences when we talked on the phone or at conferences, as well as some conference hotel rooms together with our sons. Emily Lopez (Queens College, SUNY) was another influential colleague and partner on committees. These four women were at similar levels in our careers and our collaborations helped us all cope with the challenges of being multicultural researchers and advocates, and women in the academy. We found ways to support each other through our professional and personal work, speaking out to make school psychology more inclusive of cultural diversity, and contributing to professional associations as well as the field. These collaborations with colleagues at other universities were instrumental in helping me gain perspectives outside of my immediate school psychology program. For example, Margie Rogers helped me learn that one's creative energies are not unlimited and that it is necessary to be intentional about where and how to put energy. I am eternally grateful to Margie and the others who were willing to share a room at national conferences when I had Kyle with me!

Juggling Single Parenthood and a Professional Career

Many school psychologists are parents and face the challenges of maintaining and balancing productive careers and healthy families. Whether we work in schools as practicing school psychologists or as university professors, the job demands are intense and time-consuming. In my case, I was a single parent and sole provider for my family, with close family members 600 miles away.

One of my first experiences with this juggling was when my son, Kyle, was born a week later than anticipated. I had agreed to do a video-recorded interview for the Division 16 Conversation Series on Multicultural School Psychology in 1994 at the APA conference in Los Angeles, which was 2 weeks after he was born. We had some challenges with his health immediately after his birth, and I was having to go to the doctor every day to monitor his progress. I was so blessed to have my mother come stay with me for the first 4 weeks, taking one feeding shift at night so I could get a little sleep, and helping to make sure I was getting my nutrition. With the con-

ference just 2 weeks after he was born, my mother came to APA with me and helped care for my son. I was nursing every 2 h, and my hormones were all over the place; my body was in the process of readjusting after a very long labor. The outside temperature was over 100°, and it is a wonder I was able to say anything halfway intelligible for the video interview! Needless to say, I was not at my cognitive, articulate best for the interview, but just did the best I could under the circumstances.

APA was the first of many conferences where I brought Kyle with me, and we both learned how to navigate the travel and conference sessions. I am grateful to Margaret Rogers, Evelyn Oka, Sharon Missan, and others who were willing to share rooms with us. As Kyle got older, I learned how to bring novel toys (small ones for plane rides) and/or new books that Kyle was eager to read so that he had something interesting to do while we attended talks. This was interspersed by our play times in the hallways or parks, where he could run and laugh, in addition to our visits to museums or historical sites, etc. On the occasions where he did not join me, I had to hire overnight adult sitters to stay at our home and make sure he got off to school and to his various activities and events. It was expensive to pay for 24-h sitters for several conference days, in addition to the costs of attending the conferences. Sometimes I had to alternate between APA, NASP, CDSPP, AERA, since going to all each year was too expensive on my salary. At this time, there were still academic narratives about some people being on the "mommy track," and like some of my colleagues, I took care not to talk about my parental roles too much and to work hard so that people would view me as a capable professional, able to be a competent, productive professor. Thankfully for newer generations, I see some great advances being made in this arena in today's university norms, with much greater acceptance and even support for professors who are parents.

There was also the typical juggling that families face in getting their children to and from school and activities. Between grades 3–8, I drove Kyle to school and picked him up each day so he could participate in programs for exceptionally gifted students. He also competed in academic competitions, played in the band, various sports, and participated in Boy Scouts (with weekly meeting and monthly outings) which he continued for 12 years all the way to getting his Eagle Scout award. Being a single mother who was committed to his development, I was very intentional about providing opportunities for my son to learn skills and go on outings with boys and men. He gained confidence and self-sufficiency through scouting events such as camping and extended backpacking treks. I found it interesting when some colleagues would say their spouse was going out of town and lamented that they were going to have to be a single parent for a weekend. I was always a single parent; that was my daily world. I also wanted to teach my son that women could do lots of things, so I was involved with being a merit badge counselor for his scouting troop, went on camping trips where I pitched our tent and handled our gear, fixed things around the home, and did not adhere to the "helpless female" norms. I wanted him to learn feminist values and respect for different gender identities and family constellations. Now in his mid-20s and in a committed relationship, I am proud that he learned to communicate about his feelings, work out conflicts, cook a few recipes, and show love and consideration for his girlfriend and partner.

During this time of the mid and late 2000s, we also faced the national recession and the financial crises that occurred. At the university, I was directing the School Psychology Program, and there were severe budget cuts to manage, work furloughs, and reduced salaries. This generated lots of stress and overwork, and pressure to save funds for Kyle's college experiences. In 2008, our house burned, due to a fire that started in our neighbor's attic. We lost a lot and had to live in an apartment for 18 months while they rebuilt. My primary concern during this time was to provide stability for my son and help our family recover. The year 2008 was also when I began directing the School Psychology Program after Valerie Cook-Morales, who had been director for many years, decided it was too much work for the compensation. Needless to say, I was juggling a lot professionally and personally at the time.

Around 2010, I was working to finish up the insurance issues and move back into our townhouse. I had the opportunity to engage in an amazing community effort with SDSU faculty colleagues, school and community leaders, and students and families. We were working with a group (including faculty colleagues Gerald Monk, marriage and family therapy; Audrey Hokoda, child and family development; principal Godwin Higa, and our many partners) to build a healthy community and bring restorative practices and trauma-informed care to a very diverse high need, high crime, low-resourced community, and school. This started an intensive and wonderfully rewarding community psychology collaborative project, where I taught some of my classes at an elementary school and organized assignments that the school psychology graduate students could do at the site. This ended up developing into an amazing project where I led a group of graduate students, and we worked with a community group to change the school climate and systemically bringing restorative practices and trauma-informed services to the school, training the teachers, parents, and students, working to empower all involved. We conducted many of the trainings and meetings in Spanish, the primary language of most of the parents, and had a living laboratory in which I could teach our school psychology students. (For more information about the project and the outcomes we achieved, see Ingraham et al., 2016.)

I took a sabbatical in 2013, during my son's high school years, and I tried to be more available during the bumpy years of his adolescence. Like most families of the time, we battled over typical things like screen time, late night messages and texts from friends, and getting enough sleep. I had to cut back some on my professional association work and give more time to this transformational phase in my son's life. When it was time for him to go to college in 2012, I had the financial responsibility of helping to pay for college as well as the long-distance parental worries all families have when their kids to go off on their own to college; however, I had more available time to put into my research and writing. I entered a very productive time of scholarship and research, and was invited to write several book chapters and co-guest edited the special issue of *JEPC*.

Has my gender ever been a factor in my career? I believe there were some ways that gender was a factor in my career, before my undergraduate time, in graduate school, and into my career as a professor of school psychology. As I was a senior in high school and was interviewing for the prized Regent's Scholarship at UC Davis,

I clearly remember the experience of walking into the room of mostly men who constituted the interview panel. I was only 17 years old and remember being nervous to be facing this large panel of powerful professors and people much senior to myself. I described my desire to study psychology and child development and my passion for assuring that all children had educational opportunities and a strong foundation. One of the interviewers asked me how I could be considering being a professional woman and also so committed to early childhood development, and what would I do when I became a parent? Wouldn't I want to be home with the children when I became a parent, he inquired? I replied with something like: I thought it as possible to do both, but I don't recall the details. What I do remember is that, after the interview, I felt indignant that, at a prestigious college scholarship interview, I was being asked to justify why they should support my education if I was going to be a parent. They were asking me if I were really dedicated to child development, why would I consider being a working parent? Were they asking the male candidates this same line of questioning? Somehow, this did not disqualify me, and I was offered the academic scholarship, which was a tremendous financial support to my undergraduate education. The experience, though, left a lasting impression on me.

During my time at Berkeley, I was aware of differential gender expectations. I recall knowing just a few professors who were women in a male dominated environment, although the doctoral student body had a number of women present. In my experiences as a graduate student attending social events with graduate students from other disciplines, I remember feeling like I needed not to be seen as too accomplished as a female seeking to date males. I was invited to both law school and MBA student parties, and I felt like the males were eager to talk with me and share about themselves, but as soon as I mentioned I was a doctoral student in School Psychology, they drifted away. It felt like they were intimidated by my level of education.

I recall asking Nadine Lambert about this issue one time as I was starting my career and she said that her gender was not really an issue for her. Later in her career, she looked back and said that indeed gender was an issue in some ways in that the people in power were mostly men.

I remember one experience potentially related to gender when I was in graduate school. In the School of Education at UC Berkeley during the time I attended, most of the tenured faculty members were men. I was a graduate student representative on a policy committee led by senior faculty. At one meeting, where we were discussing the policies for assigning office space to faculty, I commented that I wanted to ask something potentially concerning, and a full professor (whom I perceived as rather sexist) with lots of power replied that nothing I could ask would be concerning, and I said "Is that because I am a student or a woman?" After the meeting, I was talking with another professor who had attended the meeting and expressed my worry that I might have said something that could come back to hurt me, and he said to come to him if there were negative repercussions. What I was suggesting was to allocate space according to who was there most of the time. Of course, this was rather radical given that the existing policy where space was allocated based on the hierarchy or status of the person, such that some offices were assigned to faculty with a lot of seniority who were rarely there, and yet some people who worked often

on campus were not able to get enough office space in the building. Typically, I was much more tactful and diplomatic in making suggestions or contributions in meetings, and I don't know what got into me to be so bold and direct.

I had many different roommates and housemates during my undergraduate and graduate school years, so I was used to sharing the chores, bills, and domestic tasks as well as the conversation and space. As a young single assistant professor, I had my own apartment and did not have a spouse or partner to help with the home duties, so I learned, for the first time in my life, to live by myself. Almost all the faculty members in my department were married and significantly older than I was, so my home life was quite different from theirs. Additionally, most of the male faculty had a wife or partner who cooked dinners, so my experience of shopping and cooking for myself was different from the departmental norm. I lacked models who integrated being women, scholars, mentors, and mothers.

Has my ethnicity even been a factor in my career? I ask myself this question because it relates to why a White woman like me got into multicultural SP. While I had many White privileges, I remember being very aware of the economic disparities in my community as I was growing up, with some of my peers coming from much larger homes and having much greater economic opportunities; however, I grew up with the aspiration to do something meaningful. Making money or climbing social rungs were not key motivators in my career decisions.

Finding my way as a straight single White female trying to learn the culture of academe was daunting. I wished for models for guidance. My family wanted to be supportive, yet they were 600 miles away and unfamiliar with the culture and expectations of academics. They also were unfamiliar with my chosen area of study. At the same time, I was aware of how my heterosexual and White identities afforded me privileges, and being a single gay woman of color could have been much harder. Unlike some faculty of color, I did not have to face the constant comments of, "oh, you are a *faculty* member?" even though some said I seemed to be so young to be a professor.

My program at SDSU was committed to a multicultural emphasis, and we were dedicated to bringing the cultural context to the forefront of discussions. As we attracted and recruited a more diverse student body, our students became more confident in challenging the faculty, White privilege, and the power structures that had minoritized their communities. I had the opportunity to work with graduate students from a wide range of cultural backgrounds, races, ethnicities, and identities, and I learned the familiar patterns of testing that they did with the White faculty; they often pushed to see how far the faculty person would bend, challenged the implicit power structures, and tried to determine if I was really committed to learning their story or if it was just nice talk. As faculty, we had to walk-the-walk as well as talk-the-talk on a daily basis, and again each year as a new cohort would put us through their tests. Did we *really* get it? How would we respond to accusations of bias, oppression, colonization, and similar themes when we really got into discussions? Each year, it felt as though we would repeat these cycles of building trust, credibility, cultural humility, mutual respect, and genuine interest. They seemed to wonder,

would I be an ally, advocate, partner in learning or change, or another dominating influence as students of color had experienced so many times in the past?

My career has been relatively special and unique because I was hired as the culture of my university was changing (with aspirations to become a Research 1 Institution), I was expected to publish and develop an active research program before the institution had the structural or cultural supports in place to meet these expectations. We needed a great deal of internal motivation, self-discipline, and endurance to teach four courses each semester in a demanding graduate program, in addition to advising student special studies, mentoring first-generation university students, working in a 24/7 context of faculty availability for program matters, and then writing on weekends and vacations. My colleagues at other universities helped me learn about the culture of academe and what faculty at other places were getting in terms of research mentorship and support. It would have been far more financially lucrative to have changed universities a few times, with pay increases with each move, and/or move into administrative roles, but I decided to spend 36+ years at a single university as a program faculty member.

Much of my learning was trial and error, and I wish I had known more about the trajectory for a successful academic career. I wished I had known what the benchmarks were, how to establish career goals and strategies to reach them, and how much one's teaching load makes a difference in the time, grant funding, and energies needed to sustain an active research program. While my dissertation was cutting edge at the time, it was difficult to keep pace with the rate of research other scholars were producing given my teaching load and departmental culture. It was hard to compete with researchers in my field who had only two to three course a year to teach, doctoral students with whom to collaborate and copublish, and well-oiled research environments for getting research grants, establishing a research lab, etc. I wish I had learned more about writing for publication while in graduate school, the journal review processes, and ways to build a research team.

Some disappointments and frustrations along the way included an award-winning dissertation that was never published. At the time I was working on my dissertation, my chair said I had enough data and areas of study to be able to publish all I needed to get tenure. Yet, with my responsibilities for teaching and program development, there was never enough time to turn the lengthy dissertation into articles for publication. Additionally, by not publishing it soon after completion, the field moved and shifted so much that others were beginning to do work along some of the same lines, and my work was not as novel as it was at the time of my study.

Another frustration was that I was working in a workaholic program culture and a teaching-focused department where self-care, balance, and research were not salient for some with whom I worked regularly. This made it hard to learn to find my own personal and professional balance, set boundaries for myself, and devote enough time needed for a research program and also find my life partner. We put so much energy into developing the school psychology program, creating innovative coursework, and doing student mentoring that it impacted our health

and well-being. Additionally, the program and schedule were always changing from semester to semester, frequently with new course content and teaching schedules. We held days and days of program faculty retreats as we redesigned new curriculum, processed complex cross-cultural issues that arose, and created new structures and processes for the school psychology program. With the awarding of new grants, different faculty were tapped to fill in and teach different courses, and there was little stability in my teaching assignment, which made it hard to develop a rhythm and reusable course materials and notes. At SDSU, I taught over 30 different graduate courses, including some that were yearlong sequences, with students in school psychology, school counseling, marriage and family therapy, multicultural counseling, teacher education, teachers of special education, the deaf and hard of hearing counseling program, and rehabilitation counseling. A great deal of time and thought went into developing innovative and challenging courses where students learned research, theories, and applications of these to a variety of professional practices.

Several other factors are worth mentioning. As articulated earlier, two significant personal/professional factors in my life were my father dying at the age of 46 when I was almost 25, and my status as a working single parent in a department with mostly married spouses. Like many universities, we also faced some severe budget cuts and shortfalls which impacted our workload, stress level, salaries, class sizes, and work environment and climate. While I was fortunate to work with colleagues who shared my passion for school psychology and educational equity, our interpersonal and working styles were quite different, and, at times, this created stressors.

With hindsight, I see now that school psychology was the perfect career for me to pursue. I love the opportunities and rewarding work it entails, and there are always new challenges and areas of study to satisfy one's desire to learn and grow. I would definitely become a university professor of school psychology again.

There are some things I would recommend doing differently though, and I hope readers can use these as useful lessons learned. I regret not developing more of an identity outside of work and the program in my early years as a faculty member. In some ways, we were "married to the program," which left little time for finding my partner for marriage. Weekdays, weekends, and vacations were often booked with program work, phone calls, emails, and developing documents for the school psychology program. I think it would have also helped not to try to do it all—professional association leadership, massive curricular development, directing two academic programs and disciplines, teaching and mentoring, working to make a difference in local schools and the larger profession, doing program evaluations for districts and multiple projects, and trainings. For example, I directed the school counseling program for 5 years, including in 1988–1989 before I went up for tenure, and then again as I approached promotion to professor in 2000 was a lot to try to accomplish.

Another regret I have is not taking longer leave time when my son was born. My department chair led me to believe that my maternity leave options were to start back at the beginning of the fall semester (in August) or I would have to finance my

own parental leave after the 6 weeks of authorized parental leave was up, which I could not afford to do as a single parent. Thus, I returned to work just weeks after my son was born and tried to learn how to juggle being a parent and directing a graduate program and a grant, while teaching courses. I was blessed to have my mother come help me for the first month after my son was born. Since I had willingly decided to become a single parent, I felt that I had to tough it out and not complain. Needless to say, it was a bumpy time for me, but I am proud of the fact that I was always there for our nighttime routines and to tuck my son into bed every night for the first 2 years of his life; thus, he had excellent stability, love, and bonding. As he got older and I had to attend conferences, I would either bring him with me or hire the same adult sitter to stay overnight at our home, which was quite expensive. Later, there were also times when I had to teach classes from 7 to 10 p.m., and I needed to hire childcare to help put him to bed. I really missed our bedtime book routine, and of course, I felt terribly guilty for not being there. Now I see parents take several months or even a year off when they have a newborn, and I am glad the present-day policies are more family friendly than those during my time.

Summary and Suggestions

Having this opportunity to look back on my career has been an insightful and reflective process. I can see places where I accomplished a great deal, and I feel proud of the contributions I have made to the profession. At the same time, it sharpens my awareness about things I wish I had done differently and what I would wish for those at earlier stages of this fascinating profession. I would recommend finding mentors who can offer guidance in different aspects of one's career, for example, female role models who work to combine their intellect, femininity, productivity, compassion, and ability to lead. I suggest trying to find people who can serve as professional role models for building an active research program, conducting research and scholarship, writing for publication, grant development, using time and activities efficiently, humility and compassion, being a dedicated parent and scholar, and modeling the values that are near and dear to one's heart. Different people can serve as mentors for different aspects of one's career; you don't need to have one person who does it all.

School psychology is a career path that offers many different options and choices along the way. There are always new ideas and issues to explore, different ways to conceptualize and to think about how concepts, constructs, processes, and contexts influence each other. There are many real issues in the world to try to address and solve. There are so many aspects to the profession that it is always possible to find a venue that offers the challenges and satisfaction needed to sustain a long and rewarding career. I am glad I did.

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A Career in School Psychology: Some Themes, Many Variations

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Education

High School: Eastside High School, Paterson, NJ
College

University of Michigan, BA, Psychology Major, Music Lit. Minor, 1962
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Rutgers University, Graduate School of Applied Professional Psychology, Psy.D., School Psychology, 1977
Fielding Institute, Neuropsychology Certificate

Master's Thesis

Dependency in Adolescents as a Function of Ordinal Position in the Family

Doctoral Dissertation

Alternative Assessment Approaches for the School Psychologist

Internship

APA-approved clinical internship at Children's Psychiatric Center, Eatontown, NJ

Employment
Retired as of July, 2004.

2002–2004	Consultation and training re Dynamic Assessment
2002–2004	Associate psychologist for Freidman Associates, Bala Cynwyd, PA
2001–2002	Adjunct professor, consultant, Touro College (NYC)
1993–2001	Graduate School of Education & Psychology, Touro College (NY). Full Professor and Director of School Psychology Program
1991–1993	Consultant Psychologist, Research for Better Schools and United Cerebral Palsy Association (PA)
1989–1991	School Psychology Program, Temple University, Dean's appointment and Coordinator of Early Childhood Specialization for School Psychologists
1980–1989	Clinic Team Services, United Cerebral Palsy Association of Philadelphia & Vicinity
	Department Director and Chief Psychologist. Services to Head Start and day care
1975–1980	Child and Family Services, Hall-Mercer Community Mental Health/Mental Retardation Services, Pennsylvania Hospital. Staff (school) psychologist
1973–1975	Psychology Department, Moss Rehabilitation Hospital: Pediatric psychologist
1970–1973	Montgomery County Intermediate Unit (PA). School psychologist and Coordinator of Gifted Programs
1965–1970	School psychologist in variety of communities in Monmouth County (NJ): Belmar, Colts Neck, Freehold Township, Bradley Beach, Keansburg, Asbury Park (last three, summer Head Start Programs)
1964–1965	Children's Psychiatric Center, Eatontown (NJ). Full-time, APA-approved internship

Awards and Honors

Graduate Assistantship, University of Tennessee
Teaching Assistantship, Rutgers University
Travel Award (to Israel): National Association of School Psychologists
Robert D. Weitz Award: Rutgers University, GSAPP
Weissman Memorial Lecture: Pennsylvania Hospital, Philadelphia, PA (1998)
Second Annual Darlisa Thurmond Memorial Lecture. Dynamic Assessment. Queens College, School of Education (March 2000)
Peterson Award, Graduate School of Applied Professional Psychology, 2016

Some Personal History

I was the older of two female children born to Elsie (Sussman) and Isadore Schneider. Their parents were Jewish immigrants from eastern Europe, my father's family (Anna/Chana Fogel and Samuel/David Schneider), from Poland, and my mother's family (Clara Feldman and Edward J. Sussman), from Russia/Ukraine. They came to the United States in the early twentieth century to escape pogroms and poverty and both developed successful businesses in the United States, the Sussmans as coat manufacturers, and the Schneiders as textile manufacturers. My father was the oldest of three, including his sister, Martha (Stein), and his brother, Albert. My father was exempted from WWII army service because his business was essential to the war effort (textiles used by the armed services), but his brother was drafted and fought under General Patton. My mother was the elder of two girls, her sister Fay (Fire) being 4 years younger.

My mother was born in Camden, NJ, and my father, in Paterson. Both parents grew up in Paterson, NJ and attended the same high school. Actually, we all graduated from the same high school. My mother's education ended there. My father also completed only this level but took an occasional college course to acquire skills necessary for his work. He was forced to take over the family business at the age of 25 in response to the early death of his father. Schneider Mills (originally, Schneider Silk Mills, Inc.), moved around quite a bit, from its beginnings in Paterson, to Pennsylvania, to Massachusetts, and, finally, to North Carolina. His brother attended Clemson University after his army service and then joined the business as the Mill (relocated to North Carolina) specialist, while my father, president of the business, ran the sales office in New York City. The women in the family were housewives and married young.

My parents separated when I was about 3½ years old. My sister and I eventually were moved into a small apartment in East Paterson, NJ, while my father built a large Tudor "mansion" on McLean Boulevard in Paterson, where he lived with his mother. We were bused into Paterson for all of the elementary school grades, with my father having to pay tuition for us to attend the relatively better public schools in Paterson despite his residency there. Although the busing was not for reasons of

race, I experienced the discomfort of being brought in as an outsider, and sat in classrooms with students who were not my neighborhood friends. When I was about to transition to high school, I begged my father to move us into Paterson. I wanted to normalize our lives as much as possible, and dreamed of having a friend just down the block.

This actually materialized, and Suzanne Richter (Neusner) continues to be a good friend. Having a house in Paterson also reduced the previously somewhat schizophrenic existence of moving between our tiny apartment during the week to my father's substantial quarters on weekends. The family's emotional turbulence clearly justified generation of a psychologist.

We didn't have School Psychologists in the schools I attended. At least, I don't remember ever being aware of one. I don't remember being aware that there were such people until probably graduate school. My first contact with a psychologist was in my synagogue's youth group, which was led by Dan Sugarman, who was just completing his Ph.D. in Clinical Psychology at Columbia. He had me reading Freud and thinking that I might want to follow his clinical path. Dan subsequently joined the psychology faculty of William Paterson College and maintained an active private practice.

My freshman year at St. Lawrence University resulted in my early decision to transfer to Ann Arbor, as I realized I had made the wrong choice. I became a Psychology major as an undergraduate at the University of Michigan, and knew that it would be necessary to continue on to graduate school if I wanted a psychology career, but I never envisioned going as far as completing a doctoral program. School was a place of success and comfort to me, and schools were one of the places where women were expected to have their careers, so entering a School Psychology program was a good fit. I could study psychology; I could get a degree on which to base a career, and I could function within my comfort zone of education. In my day, the primary choices for women who worked were teaching, secretarial, nursing, or "going into business" (which usually meant the business of your husband or family).

I would be the first one in my immediate family to go to college (other than an uncle and two aunts), and it always seemed expected that I would go, but I don't think it was expected that I would have a serious career. Though not explicitly stated, I think going to college was tolerated as something to do before getting married and starting a family, the old "MRS." degree kind of thinking. I do recall that going to graduate school after I completed college without the MRS was somewhat anxiety-inducing because it meant having my own apartment and living independently. That resulted in several sleepless nights for my grandfather. However, there was no particular encouragement or discouragement for my decision. My father was willing to pay, and my institutional choices were super bargains even at that time. My undergraduate degree from the University of Michigan served as a solid foundation for the rest of my professional life, and my master's degree from the University of Tennessee offered the terminal degree I sought, and enabled me to obtain my first professional certificate. Following completion of my MA, I had returned home to New Jersey. There was little cross-state transfer of certification at the time, so I had

to take some of the education courses I had studiously avoided in my previous programs.

Following my 2 years at UT, which included a one-term practicum of Binet testing in the Knoxville School System, I felt I needed an actual internship and had the incredible luck of landing an APA-approved (Clinical) internship with Children's Psychiatric Center in Eatontown, NJ. I wasn't really eligible because I had no affiliation, but they had found themselves without a viable candidate at a late date and slipped me in. I've had other incidents of good luck scattered throughout my career. However, as I said, this was a clinical psychology internship. So, I was launched into my first real employment as a school/clinical psychologist, who was still able to obtain my New Jersey School Psychologist certificate by taking additional course requirements. My supervisors at CPC were Erwin Friedman, for therapy, and Gerald Weinberger, for assessment. It was Gerry who introduced me to my first husband, Mirko Tuma, whom he met as a roommate in the hospital where he (Gerry) had had his appendix removed. My husband, a refugee from Prague and survivor of Theresienstadt, was the associate editor as well as theater/music critic of the Freehold (NJ) Transcript at that time.

School Psychology was still in its very early stages of development, and most programs were still trying to figure out what the preparation should include. In those days, future School Psychologists were mostly being trained by clinical psychologists who just happened to be working in the schools. I could give a mean Binet and even a Rorschach and TAT, but little else. Of course, I had had child development and abnormal psychology and other foundation courses, but I sorely lacked preparation for meaningful contributions to children's learning or for the teachers and parents who were trying to advance their development. No one ever talked to me about how to function as part of a team, how to generate assessment information that was educationally relevant, how to interact with parents to help them help their children, or how to consult with administrators to help them improve their programs and organizational functions. No one taught me how to do a program evaluation or complete a grant application or testify in court on behalf of the children I had evaluated. No one taught me how to conduct in-service presentations or run groups for adults and children. In fact, in those days, no one even taught me what to do with or for very young children (beyond administration of the Binet, the L-M at that). For a long time, school psychologists were not considered a natural part of the team for the very young, and they were not looked to for their potential for having much to contribute. In fact, at that time, school psychologists were not viewed as having much of meaning to contribute that related to the education of older children. They were primarily IQ test administrators, and were a necessary "evil" to assign classifications and recommend special education placements. No wonder there was such panic when computers threatened to take over the administration of standardized IQ tests. In my view, this resulted in the creation of the field of "Learning Disability Specialist" in New Jersey. Addressing the educational needs of children needed to be done, and School Psychologists (including myself) were not really doing it at a helpful level.

I worked part time for a patched together group of small New Jersey school districts for about 5 years. In most cases, I was their first School Psychologist, and, in all cases, I was their only School Psychologist. Being first and only gave me great latitude, since there were no precedents, but this did not free me from the expectations of school principals. I remember two incidents involving two separate principals. The first was when the principal not so subtly asked that I change an IQ score because he didn't want students in his school below a certain level (I didn't). The second was when I was asked how many IQ tests I could do in a week (as the only question thought worth asking by this principal). I didn't last long at the latter job.

These 5 years were mainly a needs assessment for me. On the one hand, I was building some experience. On the other hand, I was determining my needs: what I needed to know and what I needed to learn to do. This determined my next move: to return to school and to go on for the doctorate. It was also a time for personal assessment and resulted in my moving from one marriage to another. The second resulted in my move to Philadelphia, with a new name, a new address, a new job, and the need to build toward new certification (Pennsylvania required work for 3 years in the State). My husband, Howard, was an architect in Center City, Philadelphia.

But, before leaving New Jersey, I must mention my very important summer experiences in Project Head Start (we mostly worked on nine month contracts in those days). I began my association with Head Start when it began as a 6-week summer program. I remained with them for three summers, up to the time of my move over the border. All of us who were involved with the birth of this important program were trying to figure it out, and, mostly trying to figure out our roles within it. I was hired as a mental health consultant. It was difficult enough trying to invent my role as a School Psychologist during the school year, but there were really no precedents or guidelines for the role of mental health consultant in Head Start! This was when I put this role on my list of things I didn't do very well. I had a very indulgent program director who really didn't know what to expect from me anyway. My best move was when I approached the program director, admitted that I didn't really know what to do, and suggested that he give me my own class. I had never taught a class! However, I thought that at least I had some clue about what one should look like. He figured that, since I was a psychologist and technically still the mental health consultant (on paper anyway), he would give me all of the children with behavior problems. Well, somehow, I managed and actually enjoyed it, and, when finished, I was able to claim that I in fact did have classroom experience. Thankfully, no children were damaged in the process.

Marriage pushed (or pulled) me over the border between New Jersey and Pennsylvania. My transition to Pennsylvania was greatly eased by Irwin Hyman. I knew him from my School Psychologist days in New Jersey and also knew that he had joined the faculty of Temple University. I called him and asked if he knew of any employment opportunities. He consulted Temple's cork board, found an ad for Montgomery County Intermediate Unit, and that was it. The IUs in Pennsylvania are basically county-level services provided for school districts that were not able to sustain their own. This job landed me under the supervision of Lester Mann, who, I am convinced, was the inspiration for the cliché: "what doesn't kill you makes you

strong." I decided to be strong, and evolved into becoming director of their new programming for gifted students.

I needed to do a great deal of reading of the literature for this position, which served me well later in my career. I never felt the program was really "mine," since Lester had already hired the teachers who represented his thinking about the program. I can mostly claim this as a learning experience. I'm not confident that we provided the best program for the students.

Among my first duties with the IU was to evaluate students with handicapping conditions sufficiently serious to warrant exclusion from school. This was the time just before PL94-142 and before requirements for inclusion. There of course had been a history of a push toward mainstreaming, but, once transformed into inclusion, our work as school psychologists changed dramatically. As with most good ideas, the desire to include all children within the regular classroom setting was complicated, and good intent often turned into poor practice. I remember a mother pleading with me to continue the exclusion of her child. He was so significantly disabled that it was all she could do to take care of his basic needs. She panicked at the idea of getting him ready to leave the home for school, and was even more upset with the idea of him functioning at a slightly higher level that would make him more demanding for her. It's easy to think that such a parent is selfish, but, frankly, I have no idea what I would do in similar circumstances.

I stayed with the IU just long enough to secure my state certificate and then acknowledged my incipient burnt out feelings. My dissertation plans at Yeshiva University had fallen through, and I was stressed out with the job demands. I felt the need for change from education. I had to take a pay cut, and found employment as a pediatric psychologist for a local rehabilitation hospital. Well, most of it was pediatric. For the rest, I was assigned to interview all of the incoming amputees. I had never seen an amputated limb, but the patients didn't know it, and were all too ready to share a view of theirs. But we learn what we need. The pediatric aspect of this job was truly unique, and influenced my thoughts and practice for the rest of my career.

The rehab hospital (Moss) had a contract with the Philadelphia School District, which did not yet have psychological services for its preschool population. Preschool in their case was a large Head Start program (hello again!), as well as day care. The model, already in place when I came aboard, although I again was their first and only psychologist, was to have the children brought to us every day for a 2-week period. Two weeks! Every day! Now this may have been a medical institution, but this was definitely not a medical model, thank goodness. We basically could do what we wanted to inform our input to the team. I could observe the children with other team members, as well as in their play groups, as well as in their individual sessions with me. This job provided me with an intense preschool experience that led me to write my first journal article, as what I found when I did my usual literature search, was that there was in fact little available to inform my attempts at practice. This was the first real niche that I sought. Perhaps my most important insight was to note the at times huge difference in the children during week 2, compared with week 1. Conclusion: doing a reasonably good assessment of young children requires time. I felt that what I was assessing the first week was their adaptation to

their new circumstances, and only after this time, did their more important characteristics emerge. It was during this time that I heard a psychologist at a very high level in the state make the claim that any good psychologist could do an assessment in 1 h. In my newly assertive self (thanks to Lester at the IU), I shared my disagreement, and have been an advocate for multiple sessions over a period of time ever since. There actually is research literature on this point (and I did some data collection as well).

My time in rehab also provided experience assessing children of all ages who entered the hospital for a wide variety of reasons. For example, I saw a 2-year-old who had suffered a stroke. I evaluated a Lebanese child with no arms, who had been "discarded" by his family and adopted by an American couple. I saw a literal poster child (for Easter Seals) who had no limbs and was about to be mainstreamed into a local school. I saw a 16-year-old young lady who had been a cheerleader and landed on her neck during one of the cheers, resulting in paralysis from the neck down. This is all to say that I was having unique and valuable experiences; but then I began to feel that being a psychologist in a medical setting was not entirely a good fit, and I began to yearn to return to education, where I would be closer to where the real action of the children's lives existed. Another thing I learned from working with the team on this project was that I needed to negotiate my role, as I was becoming increasingly convinced of the importance of addressing and including academic curriculum (and social/cultural background) within the assessments. The problem was that there was someone on the team who was the designated educational assessor. So, here I was, convinced that I had to include educational assessment, and there she was, the officially appointed educational assessor. I felt that, if the child was referred for a learning problem, I had to interact with that child in the course of trying to learn. What "we" agreed to do was that I would do whatever educational assessment I felt necessary, but not report the scores. I would discuss the results within my report in a qualitative way. I faced similar issues with regard to social workers, since I also felt that my assessment could not be done without interviews and information with and from the family members. I also found it important to meet and interact with the parents so that they felt included and did not meet me as a stranger at the subsequent team meeting. I continue to be convinced that the IEP or planning meeting should not be the first time the parents/guardians meet the team members. I feel they should enter the room filled with people they have previously met and with whom they have joined forces, and who now assemble as their consultants to create a mutually generated plan for their child. This takes a good deal of work and experience, as there are infinite opportunities for turf wars and boundary blurs.

My own idea of how this "should" be resolved is quite idealized and, granted, a fiction in my head, but here it is. I feel that the school psychologist should be assessing the "whole child," to include background information and content as appropriate to referral concerns (certainly to include academic content). I believe that the educational specialist should be the one who is responsible for implementation of the academic objectives and plans that result from the assessment, and therefore should indeed be involved in their planning. This specialist should bridge between the

planning meeting and the classroom, and serve as a consultant for the teacher to aid in implementation of the IEP. I also believe that the social worker should represent the bridges between home–school–community, and help the family to make the needed connections outside of the school program, as well as to help all team members to be aware of available resources within the community. In this way, it seems to me that each team member makes a unique and important contribution to the child's successful experience without stepping on each other's toes. Somehow, I never had issues with speech/language people. I always included some screening level of language in my assessment, but never considered myself an expert in this area. Children with difficulties in this area required assessment from the specialist, and I always felt comfortable that our work was complementary rather than competitive. If children were not initially seen by the speech/language specialist, I would often find myself making this referral.

Relationships with occupational therapists are a bit more complicated for the School Psychologist as there tend to be "schools" of thought within this profession that at times do not interact well with psychology. I greatly valued input from OT when they focused on fine motor skills and activities of daily living. However, many began to see themselves as competent to include cognitive and social/emotional functions, and it can be very confusing for consumers to have such reports. Their academic preparation in these areas, in my view, remains weak.

During the course of most of the above, I had returned to school and was indeed trying to follow the road to a doctorate. I was accepted into the doctoral program at Yeshiva University's Ferkauf program in School Psychology. As mentioned in Chap. 1, Lillian Zach was the director; Fred Nalven was my advisor. My goals were to learn more about curriculum and to hone and broaden my existing skills. This had mixed results, but I did take Alan Cohen's course on Reading, and learned a great deal. I spent much too much time on the Rorschach and TAT, and those were the first to be tossed from my toolbox. I found myself becoming increasingly curriculum focused, despite the fact that I had to seek this information on my own. I was also abandoning my Freudian roots. I had important learning experiences at a Brandeis summer program in 1959, followed by a tutorial on Freud at Michigan, so I felt I understood these theories pretty well. The doctoral program at Yeshiva was very Albert Ellis influenced. I had a great deal of exposure to him and his ideas throughout these years, and it helped to loosen my thinking. I didn't become a "convert," but I was definitely thinking new thoughts and at least some of what he said did make sense to me. Besides, he was very entertaining (it was unique at that time to sprinkle presentations with four letter words). He was not, however, a School Psychologist.

What most people remember as a highlight of their Ferkauf experience was their exposure to Herbert Birch, a true genius and Renaissance scholar. His influence was primarily the way he affected our thinking. I took his basic Human Development course, which had no syllabus. Birch just stood there, chain smoked Camel cigarettes, and talked, in the most fascinating way; however, as students, we had no idea what to read or how to study (at least I didn't, and I was too shy to ask). The course should have been called "cognitive education" (ours). I can't at this time articulate exactly what we learned, but one clear take away phrase would be "latent variables."

(Similar to the Dustin Hoffman character in the movie "The Graduate" being told to "think plastics!") I was so totally panicked at exam time that I experienced my one and only truly psychosomatic episode of stomach pains that were so severe that I literally could not leave my bed. I knew exactly what was happening, but felt helpless to make it stop, so I clenched my teeth and made a phone call. Birch was not only a genius, but he had a stroke of kindness when he said I could write a paper (comparing Piaget and Vygotsky) instead of the exam. This truly saved me from flunking out of graduate school. It was an incredible tragedy when he and his wife witnessed the death of their 4-year-old son after running into the street to be hit by a car.

Meanwhile, things were not going well for me in the doctoral program. I had completed all of the course requirements, passed both the comprehensive and language exams, and was officially ABD (all but dissertation). And so I remained, ABD through five attempts to get a dissertation going. Why? Well, it's complicated, but, needless to say, it finally reached a crisis and I quit. It was going to be ABD forever, or so I thought.

And then Rutgers happened or re-happened. I had tried to get into the Rutgers program years before, but was told that they preferred students straight out of college. I had already accumulated 10 years of experience, and I guess I didn't seem sufficiently malleable. And then they changed. They turned their Ed.D. into Psy.D., and created the Graduate School of Applied Professional Psychology. My ever-increasing pallet of experience now seemed like an advantage, and I was accepted into their second cohort (the first reserved for residents of New Jersey, which ironically no longer applied to me). I was actually back on the road to a doctorate!

Jack Bardon was always a presence in School Psychology in New Jersey, and for me, he offered a model of both a School Psychologist and a person. He was one of the main reasons I wished to enter the Rutgers program. I would go out of my way to hear him present, as he always had something unique and thoughtful to say. As luck would have it, when I was finally accepted into Rutgers, Jack was in New Zealand on sabbatical! He returned during my second (and last) year and was "around" and available, but I never actually had a course with him, as he became preoccupied with preparation for the special position created for him by the University of North Carolina in one of their satellite programs. Nevertheless, I consider him a significant influence to my professional development.

I entered the program with a clear idea of a dissertation topic, Alternative Assessment Practices for the School Psychologist, in my never-ending search for self-improvement and change, and this, under a different title, became my first book (*Improving Assessment of School Children*).

Rutgers did not ask me to repeat courses I had already completed, so I was free to explore, which I did, with courses in both clinical psychology and neuropsychology. I must acknowledge the contribution to my development of Don Clark, my adviser, who was a warm, welcoming individual who greatly enhanced the nurturing feeling of the program. In addition to being just a good person, his lasting contribution to my thinking and practice was his emphasis on the initial problem

definition phase of assessment. He taught us the importance of clear problem definition at the start, which would then guide the rest of the process.

While there, I became increasingly interested in neuropsychology, learned more about consultation, and was introduced to my next niche. Related to my dissertation, one of the professors asked me if I had ever heard of Reuven Feuerstein. I told him I had not, but eventually remembered that Lester Mann, editor of the *Journal of Special Education*, was probably the first to publish Feuerstein's work in a major journal. Lester had brought my attention to the article and shared that this may be the future of assessment (much in contradiction to what we were all doing under his guidance). I took brief mental note, but it sat dormant until Rutgers.

Feuerstein's work at that time was very much under the radar. Except for that journal article, there were very few workshops, and those came with stipulations that the materials were definitely not to be shared. My professor (Ed Dougherty) put me in touch with someone who had attended a workshop, and who was willing to share the handouts. It felt as if I were committing a crime, but I happily accepted the pages and included the information in both my dissertation and the related book that followed. I had been very dissatisfied with my assessment skills, as well as those I observed by others, and was in clear search of alternatives, as my dissertation implied. I felt that there just had to be a better way, and there was much of appeal and interest in this new approach called "dynamic assessment." New niche found!

While completing the Rutgers program (just 2 years), I needed a part-time job, so back to the employment pages I went. This time I landed in the federally funded mental health/mental retardation system. I was the resident school psychologist in the Child and Family Services unit of Pennsylvania Hospital's Hall-Mercer mental health/mental retardation services, where they realized that family therapy was not necessarily the cure for all problems related to learning. During my time there, I was able to leave the office to observe classes and meet with teachers and parents. I provided consultation to some schools without being involved with individual children, and I consulted with our own therapeutic nursery and therapeutic education program for latency-aged children. I was accumulating more preschool experience. Then the government decided not to provide reimbursement for services provided outside of our building. That would cut off what I considered one of the most important aspects of my work, so off I want again. Luckily, I had completed the Psy.D. program.

So, now I was again in transition. I was very fortunate in my timing, and saw an ad for director of Clinic Team Services, administered by United Cerebral Palsy Association of Philadelphia and Vicinity, but provided under their contract with, wait for it… Head Start! Head Start had always been at the forefront of including children with special needs in their programs. In fact, it was mandated that all programs include at least 10% children with special needs. These children needed to be documented. And, even better, the services needed to include both diagnosis and intervention. Project Head Start had definitely evolved since my early affiliation, and they were not only a full-time program, but they provided good monitoring. Philadelphia had been found to be out of compliance in their services to children with special needs, and Head Start decided to create a regional type of service to the

many providers throughout the City. They contracted with UCPA, and a new department had to be created. This was an opportunity to innovate. Luck was on my side. I was hired by the best supervisor I ever had, who gave me a very long leash along with a great deal of acceptance and encouragement (Willis, Bill, Dibble). He also knew where to find some very terrific bagels in northern New Jersey.

We created what I think was an ideal model for a multidisciplinary team, and my leash was long enough to enable me to engage in some real research. I had always had ideas for research whirling in my brain, but never had the circumstances to support these fantasies. Since this was a full year job, we were also given the opportunity by the Philadelphia School District, our major client, to run a summer program for their Head Start children. This meant running our own classrooms and providing our own curriculum. This was one of my best experiences: to have some actual control over the children's learning experience! We hired the best of the Head Start teachers, paired each of them with one of our Clinic Team members, required that parents attend at least one class per week with their child, as well as group meetings with the Social Worker (where they reviewed the classroom work), and developed a curriculum based on the Bright Start program (Haywood and Burns) being piloted at one of the smaller Head Start agencies. We followed the broad outlines of the program, but the teachers chose and designed their own specific activities within the parameters. As I am a believer in homework (yes, even at the preschool level), we expected our parents to repeat activities at home that they experienced with their children in the classroom, later reviewed with the social worker. Our ideas of homework involved parent/child interaction with fun activities, often involving food preparation and neighborhood exploration. We guided parents through the process of mediation while in interaction with their children during the course of interesting activities. When the School System's representative came to observe, she saw major positive differences between the children in our program compared with those in the others who were given similar contracts.

Another novel approach to intervention that we piloted involved Occupational Therapy. We had one OT on the team and a sizable number of Speech/Language Pathologists. In order to maximize our ability to deliver OT services, we asked our OT to provide consultation to the Speech/Language therapists for implementation of the OT recommendations during the course of speech therapy. The OT would of course do the evaluation and treatment supervision, but she could provide direct treatment to only a handful of students. In implementing this collaborative model, we were able to provide OT intervention to all of the students who needed both OT and speech, and the OT could reserve her direct intervention for those who needed only her services.

The ideas of Dynamic Assessment were now in possession of my neurons. I needed to learn more. More was published, and I decided to go to "Mecca," tagging along on a visit to Feuerstein's institute in Jerusalem previously scheduled by Judith Mearig (it was Feuerstein's idea not mine to intrude on her visit!). This began my direct communication with Feuerstein and his associates. I arranged to complete training in his procedures in the United States, both for assessment (Mogens Jensen through Teacher's College, Columbia University) and intervention (Carl Haywood's

group at Peabody College/Vanderbilt University). There were aspects of his approach that I liked very much, and his basic ideas very much addressed my questions and needs; however, as became typical for me, it was not a perfect match. I began to have my own ideas, reviewed the relevant literature, and proceeded to design procedures and theory base that more closely met my professional needs. I also began a course of research that examined the issues of this developing approach.

Because I was out there doing my own thing, Feuerstein remained quite ambivalent about me. He was a guru, and gurus have followers who follow the dictates of their leader. However, he was always cordial, and we crossed paths (not swords) many times. He became the dominant influence on my practice and research. He was a significant influence and contributor to my first book in 1987. I was not actually employing his procedures, but was processing how his basic ideas could be adapted to meet my own professional needs, most particularly, my work with very young children. I was also not totally comfortable with the theoretical basis, and tried to rethink what would become the foundation for my own practices and procedures. For this, I was most influenced by Luria's neuropsychology and, in the case of procedures, curriculum-based assessment. This evolved into my Curriculum-Based Dynamic Assessment approach.

School Psychology finally acknowledged the need to address the needs of preschool children. Temple University's program received a grant to train students to provide these services, administered by Sylvia Rosenfield. By this time, I was well entrenched in the early childhood community of Philadelphia, and she asked me if I would take over the grant and join the faculty as a Dean's appointment assistant professor. This was a dream come true. It was difficult to sever ties with "my" Clinic team (I didn't entirely, as I remained with them for a while longer on a consulting basis), but becoming a professor was definitely an offer I could not refuse. I always functioned on the border of research and practice. I had two wonderful student assistants, Lisa Dissinger and Barbara Brody (now Green) to ease my way.

Temple gave me the opportunity to design and teach preschool assessment. My other favorite thing was to take my turn supervising the students for their clinic experience, so there was an opportunity to work with children and families from the community. I also chaired dissertations of students who were influenced by my ideas, and found opportunities to write and generate data. The grant only lasted for 2½ years under my auspices. Then the turd hit the fan. To continue the grant and my appointment at Temple, I submitted a rewrite of the original grant, adding money to encourage minority students to enroll in the specialty. This did not get funded, and the feedback form returned to me showed that the initially very high scores were all crossed out and lowered. At the same time, Temple decided to turn the Dean's Appointment into a tenure-track position. That was fine with me, as I now had the opportunity to apply for a "regular" faculty appointment for a position I had already successfully filled. I was indeed selected as one of two candidates. This evolved into an affirmative action conflict, and the rest of the story will not be put into print here. In any case, the grant was finished, as was I. I brought a legal suit that reached a "satisfactory settlement"…. Irony of ironies, to be at the "wrong" end of affirmative action when my whole career was dedicated to trying to level the playing field!

Back to the employment pages. It took a while for me to recoup. I did a short stint with Research for Better Schools, thanks to the intervention of my colleague/friend Barbara Preseissen. I did an even shorter stint with the Pennsylvania School for the Deaf. I floundered.

Then came the call from Carl Haywood. The president of Touro College in New York wanted to create a new graduate school of education and psychology founded on the principles and procedures of Reuven Feuerstein. Carl was to become the dean (he had recently retired from Vanderbilt). Would I be interested in creating and directing the School Psychology Program?

Talk about offers that can't be refused! This meant commuting to Manhattan, which was inconvenient, but feasible. Many did it. I also had the good fortune of having a father with an apartment within an easy subway ride from the College's location in the Chelsea area, though our first offices were integrated into the college president's suite in the Empire State Building. Not shabby. I agreed to be there 4 days per week, work 1 day from my home (actually pretty close to 24/7!), and set up camp at my father's so that I had only one round trip per week (via train).

Our program was best described as based on principles of Cognitive Education rather than specifically reflecting the work of Feuerstein per se. I began my program design with information from the State regarding basic requirements for certification in New York, as the program itself was to be the basis for the certification of the students. I then consulted the standards put forth by the National Association for School Psychologists, as well as programming recommendations from Division 16 of the American Psychological Association. My intent was to become NASP certified as quickly as possible, and look ahead to a possible doctoral program. These were the "shoulds." Then came the fun of creating something unique and "new." Some of the innovations included incorporation of a relevant practicum experience within each course rather than as a separate entity, though the students were of course required to complete a full school year internship. It was an MA program, so all students had to complete a thesis, and there was a separate research course with goals to develop their ability to evaluate the research of others, create their proposal to carry out their own research project, and learn the basics of program evaluation (Anyway, this was the plan). The preschool assessment course incorporated dynamic assessment and parent–child interaction, and a summer Clinic required the application of these techniques, offering free supervised assessments for children from the community. Two students and I formed the assessment team for each child, and I rewrote all of their reports, since this was the first time they were required to generate an assessment report. Instead of courses on projective techniques, we had a course on curriculum, with an emphasis on reading and a practicum requirement of intensive tutoring. Yes, the students learned the basic standardized IQ tests. The students were all asked to obtain their National Certification from NASP, and all of their theses were sent to ERIC, so that they could leave the program as nationally certified School Psychologists with a completed research project and a "publication," even if not in a peer-reviewed journal (Again, this was the plan).

My tenure at Touro of about 10 years included preparation of about 30 students. Many promises that had been made to us when we created the Graduate School

were not kept, and the program as we created it was eventually terminated. When it was restarted, it was of a totally different nature than originally conceived, and all but one of the original creators were gone. There had been no support for securing NASP approval (or recruting students). Although this was obviously a time of great frustration and disappointment, it was also a time for me to accomplish a number of research projects with my students, design my own procedures, and complete a good deal of writing. I'm very proud of the students who did complete the program, and feel that we made a positive contribution to the practice of School Psychology in New York. One of the experiences I most appreciated about my New York venture was the community created by the directors of the School Psychology Programs in the area. This existed before my entry, and I was kindly invited to participate by Gil Trachtman, another nurturing historical figure who I was lucky to get to know. The program directors met on a regular basis to share information, discuss common issues, and actually communicate across programs.

Thanks to my participation in the International Association for Cognitive Education and Psychology, started by Carl Haywood and Marilyn Samuels, I also had many opportunities to interact with colleagues around the world, do a number of presentations and training workshops both domestically and overseas, and develop a particularly important collaboration with colleagues in Norway (Gunvor Sønnesen and her husband Morten Hem). This resulted in 7 years of summer workshops with Norway's equivalent of our school psychologists. I was hired to teach the basics of DA and, specifically, curriculum-based dynamic assessment. My procedure for preschool children (Application of Cognitive Functions Scale) was translated into Norwegian, and the materials were placed in beautiful packaging, distributed through Pedverket Competence. As a side benefit, my shelves are now filled with beautiful Norwegian sweaters!

My involvement with dynamic assessment allowed me to interact with some fascinating and impressive colleagues, such as Elena Grigorenko and Robert Sternberg (hiking through the English countryside while he experienced a major allergy attack and I had to be rescued by four wheels because my weak ankle gave way), Jack Naglieri (whose procedures I regularly adapted into dynamic format and he actually encouraged me to publish the resulting data!), Jürgen Guthke (I was at the conference when he entered the "west" for the first time and I was able to hear about his work directly from him), of course, Reuven Feuerstein and Carl Haywood, Mogens Jensen (who taught me Feuerstein's LPAD and was now a colleague), and J.P. Das, who was a consistent cheerleader for our efforts, a delight to be with, and a wonderful preface writer for my 1987 edited book). There were so many more.

Time was passing, and I was not getting any younger, and I did not wish to tackle yet another transition. I decided it was close to time to pull in my oars. I wasn't quite ready to dock the boat, so I contacted a colleague whom I met through my Clinic Team days. Michael Freidman had transitioned from work in the Philadelphia School District into full-time private practice. He took me into his practice to carry out assessments of clients with a variety of school issues. I became essentially an alternative assessor, the one who was hired by parents to challenge their school

district. I met some extremely interesting parents, and got to evaluate more children on the autism spectrum than I had ever met in my previous engagements.

To really torture the metaphor, the time eventually came for boat docking. I retired somewhat earlier than originally planned, but, once decided, retirement was strongly embraced. I entered this phase with a broad plan to divide my time among travel, concerts (a particular strength of Philadelphia), university courses (attendance), and volunteer work. For 5 years I did volunteer tutoring of children with learning or behavior problems in a local kindergarten. This was an opportunity to do the fun part of my School Psychology job, erasing the need to write reports or attend meetings. I highly recommend it. There have been a number of other volunteer opportunities as well.

I also highly recommend my ongoing volunteer association with the Curtis Institute of Music, where we sponsor and host some of their very gifted students. I have had the great pleasure of sponsoring Lauren Pearl Eberwein, opera singer, and HyunJae Lim, violinist, and have just completed (because of her graduation) hosting Siena Licht Miller, opera singer. My husband and I have also sponsored Siena in two of her engagements with Opera Philadelphia, first in the emerging artists program and this coming fall, in Siena's starring role in the international debut of "Denis and Katya." It has been a joyful experience to watch them develop. Watch out world. We will be hearing from them in the near future. I now serve on the Friends of Curtis Board.

What I found regarding retirement is that it is good to have a plan, a flexible and broad-stroked one, but filled with some ideas for how to spend the newly found time in meaningful ways. My plan was to divide my time among music appreciation, travel, course attendance (noncredit, nonwork, of course), and volunteer work. The specifics of each part have varied greatly, but, in general, I have stuck with the plan and have been quite satisfied. This contrasts greatly with the panic many colleagues of my age feel about the prospects of retirement. I had things I really wanted to do, and that helped a great deal. I was able to imagine a life without career-related work. Retirement has also opened up time slots to lunch with similarly situated friends.

Since what follows is a list of my publications, I would like to transition to this section by commenting on the process of writing a book. Authoring a book was never in my early career fantasies. Even now, after having completed several, I am convinced that it takes a certain amount of "chutzpah." Following the completion of each, I swore that it was the last, and here I am, with yet another. So perhaps one take away is "never say never." Another is to share the power of the creative urge, or whatever that mysterious energy may be. I have certainly experienced that feeling of necessity, of being internally driven, even in this case of nonfiction (please; no comment). My first book, *Improving Assessment of School Children,* was, as is true for many, basically a reworking of my dissertation (*Alternative Assessment Practices for the School Psychologist*). I entered the program at Rutgers with the full intent to explore that topic, as I was so deeply disturbed by my own feelings of lack of preparation for my job. The dissertation involved a combination of literature review, as well as design of an alternative approach, a soft entry into the world of alternative procedures. The book that followed shared the results of the literature search. I was

driven by the desire to make a difference in practice, and the "chutzpah" factor was obviously in full force given that I was still early in my career and still very much in the exploratory stage. The dissertation and book began a pattern of my writing to inform my own practice. I always spent a great deal of time with literature search and felt the need to put this time and energy to good use and perhaps to be helpful to others on the same search-for-improvement quest. I have been committed to being "evidence-based" since my first reading of Susan Gray's use of the term "data-based." Thank goodness for the internet! I still recall all those hours in library stacks, and the index cards, and, later, all the photocopying.

My second book, *Dynamic Assessment: An interactional approach to evaluating learning potential,* resulted from my discovery of Dynamic Assessment, and, again, my attempt to gather up the available information, try it on for size, and find my niche. I controlled the "chutzpah" factor with the decision to be the editor rather than the single author. The fact that I got to write this book at all deserves some comment. It was not originally my idea. I had had an article published in the, at that time, new *Journal of Psychoeducational Assessment.* My article reviewed the dynamic assessment literature relevant for preschool children (pattern in force). The journal was published by Guilford, whose editor apparently asked the Journal's editor (Bruce Bracken) what he thought was new and interesting in the field, and he mentioned dynamic assessment. I then received a letter of inquiry from Guilford, asking me to submit a book proposal. I recovered from my shock, weathered the anxiety attack, and proceeded to draft my dream list of contributors. I definitely went through the "why me" self-torture, but decided that I could not count on opportunity knocking again, so I held my nose and took a dive. Chutzpah indeed. The rest is history. The proposal was accepted, most of my dream list contributors agreed to participate, and we came up with the first overview of the field that involved a wide and diverse array of researchers and practitioners. People who have not edited a book may be under the impression that it is an easy route to go. First of all, I contributed three of the chapters, so there was my own writing. But there is considerable work in the design and organization, and then there are the challenges of dealing with the contributors. Most of the contributors were delightful and cooperative (as with this volume!), but we did experience some challenges that at one point threatened completion of the project. In fact, I was so young and inexperienced that I had to request intervention from the publisher. So, we did it, and, again, I swore that this was the last, certainly of editing.

I had pretty much completed my work of review and training within the dynamic assessment network, and was trying out dynamic assessment within my own practices. I decided that existing procedures and concepts were not a perfect fit for my professional needs, so I began to rethink how the basic ideas, principles, and procedures could be modified. By this time, I had two niches: preschool assessment and dynamic assessment.

I was most intrigued by the interactive nature of the approach, and also thought that interactions between mediators other than assessors with young children were an undeveloped area. If mediation was powerful and important, then we needed to apply it to parents and teachers, not just within the one to one assessment

relationship. I also thought that, as a (an American) school psychologist, I needed an assessment tool to guide my observations and to provide data. So, I developed the "Mediated Learning Experience Rating Scale," and managed to gather data that turned out to be quite supportive. Introducing this to others motivated my next book, *Practitioners' Guide to Dynamic Assessmen*t, that began with an updated review and critique of the developing dynamic assessment field, and then provided all of the available information regarding the MLERS. This represented my third niche: parent–child interaction. This was single-authored, and again seemed like my last statement.

Then I attended one of the conferences of the International Association for Cognitive Education and Psychology. A young British man, new to the group, approached me and asked me why I had not updated my 1987 edited book. (As an aside, at a previous conference, a researcher from The Netherlands had asked me why I had not included European contributors in that book. My response was that I was not able to read their literature, and I encouraged him to do a similar book for Europe, which he did!). I rolled my eyes in response to this young man's challenge, and said I really didn't have the motivation or energy. This was a multiday conference, so after just one night of his challenge firing up my brain, I found him the next day and told him that I would consider the update if he would agree to work with me as a coeditor. For this next book, we needed to be more representative of the international scene than my first, as there was now a growing international presence to consider and include. This became the *Dynamic Assessment: Prevailing models and procedures* book, coedited with Julian (Joe) Elliott, now a prominent academic figure in the United Kingdom. As expected, we had some contributor challenges, but it certainly helped to have a collaborator, especially one as delightful and easy to work with as Joe. So, was this finally my final statement? (there were articles and chapters in between, so I wasn't exactly silent; however, these publications have their own stories and are quite different from the books).

My next book, *Early Childhood Assessment*, was born of my need for a text for my preschool assessment course. None of the existing books covered the material in the way that I taught the course, so I ended up overloading the students with handouts. The irony is that the book was completed after I finished teaching the course, but, then we can't control everything…. This is the book of which I am most proud, as it really does represent what I learned through guts and grit up to that point. It was a great privilege to be granted the opportunity to write it. It indeed incorporates all of my niches: assessment of young children, assessment of parent (and teacher) interactions, and dynamic assessment. There were no sacrifices of "babies and their bathwater" involved.

For many years I had been professionally associated with Carl Haywood, who became the Dean of the new Graduate School of Education and Psychology at Touro and who had invited me to design and direct its School Psychology Program. We were both interested in early childhood, and we both had our different approaches and ideas, all influenced but not identical with those of Feuerstein, or even of each other. Carl was a bit further along in his career, and had in fact retired from Vanderbilt, continuing on an emeritus status, but now beginning a new career at

Touro. He retired from Touro prior to my departure. Carl had his own book and other publications concerning dynamic assessment. He wanted to make his "final" statement, but felt that, since he was more of a clinical psychologist, he wanted to balance his book with applications to education. He invited my collaboration, and we coauthored the text *Dynamic Assessment in Practice*. This allowed us not only to discuss ideas and concepts, but to include actual procedures that we both had developed. We tried to put dynamic assessment as much into the actual practices of professionals as we could with a text. Of course, we had both spent a significant portion of our careers conducting training workshops and academic coursework, and my own procedures are now on youtube.com and uploaded to researchgate.net. The results of our mutual obsession with collection are now in the hands of the Peabody Library at Vanderbilt University, where I continue to contribute to their growing list of Dynamic Assessment references (just Google "dynamic assessment, Vanderbilt" to find it). The library also has DA books and articles accumulated over a long period of time by Haywood and Lidz. More will be added.

So, what is there to learn from this book trail? For one thing, I am impressed with the internal power of the need or desire to share via the written word. Once "smitten" there were times I felt I had to write, and, once started, the brain was in constant motion of processing ideas. It then became important to write notes about ideas as they occurred, as, even, before the time of senior moments, I found ideas fleeting. I am also convinced that books should be written when the author is convinced that s/he has something to say. I used this consciously in my Early Childhood Assessment book by beginning each chapter by asking myself first, what do I want to say; what are my main points. I would quickly write these out and not be concerned about references and research. Then I would back track, document, and extend my ideas.

I have found writing to offer the advantage of concreteness that otherwise eludes us in our profession. It is difficult to know if or when we are doing any good. We can count up reports, but it was my concern for their lack of helpfulness that has driven most of my efforts. In any case, these are too often filed away and soon disappear. Seeing my thoughts in print, having those pages in hand, feels very real and comforting. What the digitalization process will do to this remains to be seen. I quite enjoy holding my paper and print and looking at my shelves to see something that materially matters (perhaps). Reviewing the written word of course has its cringeworthy moments. Forty attempts at proofreading still leave more errors eluding discovery. Thoughts not so well formulated make you wish you could replay the video of time. Thoughts changed over the course of time generate even more regret, though I must say that I have been rather consistent at least in theme and direction, if not in specifics.

I actually still believe in the power of the written word. Despite our very digitalized age, I am still impressed by the importance of hard copy and paper documents. The written word has given me an international career and introduced me to a fascinating group of colleagues, some who have come to know me personally, but most, who only know me by my writing. A highlight of my retirement has been the ability to upload all of my writing (published and non-published) onto researchgate.net. At this point in my career, I've become obsessed with legacy.

The issue of gender is, well, complicated. I'm actually not sure if, how, and to what extent my gender has influenced my career. I think there of course were influences, such as choosing a profession within the education domain and limiting my initial aspirations to master's degree level. Most of the influence, for me, had to do with what I had internalized from my upbringing and the subtle or not so subtle messages of my social environment. I was not always aware, at least at the time, that these influences were in play. I think my gender was a factor mostly in having my ideas ignored, and, at times, actively suppressed. Was this gender or just the threat of the ideas, or were these ideas in fact not worthy of recognition? Who knows. With 20/20 hindsight, I can think of times I should have been more assertive, even confrontational. I think my main takeaways concerning gender are, first, it is not always clear to what extent this is an issue. Second, men can be bullies, but women can also be bitches, and both men and women are capable of being nurturing. We all need nurturing, and the source of this will not necessarily be found in someone of the same gender. However, I have also learned that it is not wise to feel that nurturance is necessary to action (a trace of Ellis in my thinking?). I learned to proceed with what I wanted to do in response to the strong feeling of the need to do it without waiting for any pat on the back. Recent research seems to suggest that gender stereotypes have indeed changed, so we can perhaps be optimistic about the diminishment of their influence on what we internalize and how we are treated. There is also the thought that, although something may be an influence, that influence is not necessarily negative. The fact of influence and its impact and evaluation seem to be somewhat independent. Was there a domain other than education I would have preferred to pursue? Not really. All of this said, I do think that the tendency of Psychology in general and Clinical Psychology in particular to look down on School Psychology is gender related. I remember the argument involved when the leaders of the International Association of Cognitive Psychology decided to add "Education" to their mission and title. We lost some members over that one. There is no objective reason for this divide. To me it is School Psychology's female dominance that underlies such sentiments. I think it is very important to avoid any gender association or dominance. This issue is complicated by the history of School Psychology as being primarily nondoctoral in addition to its gender association. However, doctoral-level School Psychology has been around a long time now, as the female domination remains or even increases, and women are obtaining those doctoral degrees. We have finally reached the point where School Psychologists are training the next generation; all of these trainers are doctoral, and many of them, female.

As far as frustrations are concerned, the main one is clearly the resistance of the School Psychology community to adopting dynamic assessment. I remain convinced that it is necessary to incorporate DA into psychoeducational assessments in order to close the gap between assessment and intervention. I can no longer even conceive of an adequate assessment without it. Any reservations about the amount of time involved or the lack of research evidence are no longer valid. Some level of DA can be accomplished within a 20 min time period, and the research literature has exploded. Advocacy for DA is not faith-based. There is plenty of evidence that DA adds significant value to assessments.

In contrast to the reluctance of School Psychologists, DA has been embraced by professionals in Speech/Language Pathology and second language learning. The latter have been strongly influenced by the researchers at Penn State University, James Lantolf and Matthew Poehner, and, in the area of Speech/Language pathology, by my former Temple student, Elizabeth Peña. DA research and application now have a significant international presence. My greatest source of encouragement has been the response on researchgate.net, where my "reads" now exceed 30,000, and those of some of my colleagues, such as David Tzuriel, have gone well beyond this. Most impressive has been the locations of these readers, virtually in every nook of the world. I encourage my colleagues of retirement age who are concerned about their legacy to consider uploading their written work to this site. It is not limited to refereed journals. It is a truly free exchange of information.

Another significant source of frustration has been my inability to secure grant funding. This has been frustrating to the point of near paranoia. My involvement with dynamic assessment has seemingly caused some consternation in the field. It is of course difficult to pin such things down, but there have been some strange incidents throughout my career. I can elaborate some, only one directly related to grant applications, but this was the one where there was the most concrete evidence. This case, mentioned above, involved my position at Temple University as the person in charge of the Early Childhood Specialization grant. This was funded by a grant awarded to Sylvia Rosenfield. Its time had run out, and I drafted an application for renewal. I essentially duplicated the content of the previously successful grant, making some adjustments and modifications that I thought were enhancements, such as adding financial support to attract minority students. It was unusual for me to receive feedback on my grant applications, but this time the scoring feedback was sent. What I saw was that all of the initially very high scores were all crossed out and drastically lowered. I brought it to Temple's grant department, and they couldn't make sense out of it. They had never seen anything like this.

Another instance to provoke paranoia occurred in relation to my invitation by a member of the Psychological Corporation's test development staff to provide consultation for the design of the new Wechsler Preschool and Primary Scales of Intelligence. I happily accepted, and waited to hear more. After several months without further communication, I phoned to ask to speak to the person who invited me, only to be told that she no longer worked there. They denied any knowledge of her invitation to me.

A third incident that suggested to me that my association with dynamic assessment was not smiled upon by "the establishment" was the rejection of my proposal for a panel presentation at an APA conference. I had previously organized a panel presentation for one of the conventions on the topic of available research on dynamic assessment. This had been accepted and went well. It was 10 years later, and I wanted to revisit the research question, and invited very major generators of DA research (Jerry Carlson, David Tzuriel, Lee Swanson, and Kurt Wiedl) to comprise a panel. I was only the organizer and did not give myself a presentation slot, as I was

already becoming paranoid about the ambivalent response to DA in the field. I had done research, but theirs was considerably more substantial. I was hearing critiques of dynamic assessment as lacking research evidence, so I thought that, surely, a panel of researchers and their data would be welcome. It was not, and the panel was rejected.

My remaining attempt to document the huge and growing availability of DA research has been to create a website with the mission of accumulating dynamic assessment research references. As mentioned above, this has been taken over by the Peabody Library at Vanderbilt University and can be accessed by googling "dynamic assessment, Vanderbilt." I continue to accumulate the references and feed them to the maintainers of this website. These references now number in the thousands. People who now ask "where's the evidence?" have not done their homework. This collection will survive me, as we have left a substantial bequest in our will to fund a library employee to continue to build this collection and maintain the website.

Anyone with a long career builds up debts along the way. There are several I would like to take this opportunity to highlight. Willis (Bill) Dibble, as mentioned above, was the ideal supervisor and not only gave me the opportunity to design and create a model multidisciplinary team, but provided the loose reins to allow me to indulge in research projects along the way. Irwin Hyman provided moral support during a very difficult period at Temple University, and Joe French made a substantial psychological contribution during that time as well. Sylvia Rosenfield opened the gate to academia to me, and Carl Haywood saved my academic career. Diny Van Der Aalsvoort provided important support and research opportunities for the development of the Application of Cognitive Functions Scale. Tom Oakland was actually responsible for publication of my first research article (with the comment: "Well everyone has to start somewhere."), and was kind enough to write a beautiful foreword to the Haywood and Lidz (2007) book. It was his writing early in his career that strongly informed and motivated my commitment to work and research with children from minority backgrounds. Tragedy greatly shortened his productive life. I am also grateful to Boris Gindis, who has been a great cheerleader for a large portion of my career, and has provided important reassurance to my attempt to understand Vygotsky. He also provided a platform for dissemination of my parent education curriculum.

Final Random Thoughts

There are always those moments and cases that get stuck in your limbic memory that, in their important way, offer lessons that inform our lives. For me, I remember one of my first referrals, a fifth-grade boy who was anxious and depressed and beginning to act out. He assumed that the only reasons for referral to the

psychologist were because you were either crazy or retarded. He knew he wasn't retarded, so he assumed he must be crazy. Well, I did find a label for him: gifted, with a learning disability. One lesson for me was that labels can sometimes cure. At least the big smile on his face suggested that to me.

I had a similar case much later, this time involving a middle school student who was about to transition into high school. He clearly needed support services of some kind, most likely for a learning disability. Well, yet again I found that he did indeed need special services: gifted education. This was my second case of diagnosing a student as gifted with a learning disability. While anyone who knows me knows that I certainly can quibble with the labeling process and with the medical model, and I have always been aware that the categories are often a poor fit, but they do sometimes serve a purpose and do buy services, as in these cases. They may even provide their own version of intervention. Lesson: let's not throw out too many babies with their bathwater, but remain mindful of what we are doing and the consequences for our clients. We do need to be accountable and to document needs for and results of research, and categorization, if carefully applied and evaluated, can sometimes help.

Another fond memory, also early in my career: This one involves a regular education teacher. A student from her class had been referred for learning problems and appeared to be a slow learner. When tested, the student actually qualified for placement in an EMR (Educable Mentally Retarded) class. This teacher begged me not to recommend the placement. She insisted that she could handle the child and offer her more than the special class. I followed the teacher's recommendation. I saw no reason for children with low IQ scores to have to be in a certain class. The issue to me was to find the location where they would experience the most benefit. I didn't change her diagnosis (or her score!), but made what I thought was the most appropriate recommendation. This committed teacher who really wanted to work with this student seemed to meet that criterion.

And there is the parent who sat in a team meeting for her child who was transitioning from Head Start into kindergarten. The School System had sent their own personnel to assess her son and were sharing their reports. They were trying to withhold supportive services that the child had already accessed in Head Start. The administrator even said "children have a right to fail." (Really…..this is a quote, not a paraphrase.) The parent just looked them straight in their eyes and gave them her critical review of their reports: "I don't recognize my child in what you are saying." Are school psychologists allowed to give a "high five" in the middle of a team meeting?!

Our careers are filled with such memories, many of which sustain us during moments of doubt and frustration.

So. How do I allow myself to insert myself into this book's array of distinguished women leaders of school psychology? Right. Sheer chutzpah! And, yes, of course, this will be my last publication…

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Books

1981: *Improving assessment of schoolchildren*. San Francisco, CA: Jossey-Bass (single author).
1987: Editor: *Dynamic assessment: An interactional approach to evaluating learning potential*. New York: Guilford.
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"Application of Cognitive Functions Scale," a curriculum-based dynamic assessment procedure for use with young children, in collaboration with Ruthanne Jepsen, Ph.D., Bancroft Neuroscience, Haddonfield, NJ.

"SmartStart Toolbox" with B. Gindis, for parents of internationally adopted children. Retrieved from www.bgcenter.com

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The ***Application of Cognitive Functions Scale*** **(ACFS)** is now available as a published package in Norway and Spain. It has also been translated into Dutch, German, Romanian, Korean, Arabic (Lebanon), Czech, and Turkish. The ACFS is cited in the APA data base.

The ***Mediated Learning Experience Rating Scale*** **(MLERS)** has been translated into Spanish (Puerto Rico) and Portuguese (Brazil), Italian, Iranian, Hebrew, and accepted for the American Psychological Association's test data base.

Bridging Practice, Academe, and Cultures as a School Psychologist in Israel

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Education

B.A.	Tel Aviv University, Psychology and Sociology-Anthropology
M.A.	Tel Aviv University, Clinical-Educational Psychology
Ph.D.	Temple University, School Psychology

Education History

I attended schools in the United States through high school. I began in a local public school in Trenton, NJ, but by third grade I transitioned to the community Hebrew day school and went on to Akiba Hebrew Academy High School (currently Barak Hebrew Academy) in Philadelphia, with a brief interim period in a public junior high school. I began my higher education in the United States at Douglas College, Rutgers University, and then transferred to Tel Aviv University in Israel, where I completed my undergraduate studies (double major in psychology and sociology–anthropology), and master's studies in educational–child clinical psychology (1977).

My M.A. thesis: *An analysis of delay of gratification as a two-part process*.

In 1980, I returned to the United States where I completed a Ph.D. in school psychology at Temple University in Philadelphia.

My Ph.D. Dissertation: *Examination of American & Israeli Mothers' Attitudes toward Pre-school Entry* (1983).

My school psychology internship was completed in the Haifa Municipal School Psychology Services, Israel (1982). I was a clinical intern in the United States in the New Jersey Department of Human Services program during 1978–1979.

In addition to my formal education in school psychology, I have participated in numerous postgraduate in-service courses that gave me further training in learning disabilities, early childhood intervention, crisis intervention, and CBT, to mention the predominant long-term trainings.

Employment

Date: From to To	Institute	Title
From 2017 to 2019	Netanya and Petah Tikvah Educational Psychology Services	Supervision of educational psychologists working with Ethiopian immigrant children and families
2012 to 2018	Jezreel Valley Academic College	Adjunct lecturer, graduate program in Educational Psychology and Department of Behavioral Sciences
2000 to 2014 2015 (Spring Semester) 2016 to 2017 (Fall semester)	University of Haifa	Adjunct lecturer, Department of Counseling and Human Development
From September 2016 to 2020	Nazareth Illit Educational Psychology Services	Supervisor of Educational Psychologists and In-service training

Date: From to To	Institute	Title
2006 to 2014	Israel Ministry of Education	Deputy Regional Head of Educational Psychology Services (SHEFI), Northern Region
2000 to 2012	Megiddo Regional Council, Israel	Director and Supervisor, Educational Psychology Services

My Personal Story

As is evident from my educational background, I grew up in several cultures. I am the older of two girls. I was born shortly after WWII and just before the establishment of the State of Israel, to a family that was both American (my parents were born in New York City), but also proudly Jewish. My parents and much of the extended family strongly believed in Israel as our homeland and dreamed of going there. My grandparents were Chasidic Jews who had emigrated from Eastern Europe to New York as young adults, but parts of the family had left Europe to settle in Israel even before WWII and the Holocaust. Sadly, some of my grandfather's siblings who stayed in Europe were lost in the Holocaust, but most of the family (seven of my grandfather's siblings) survived, and I grew up knowing a rather large, extended family. All this meant that from an early age I was exposed to several languages and cultural contexts. From the earliest time I can remember, my parents spoke to me and my sister in Hebrew as well as English at home. They wanted us to know spoken Hebrew so that we would be prepared to move to Israel. There were also many books in both languages, and our house was "home" for many emissaries visiting from Israel over the years. Although I never learned to speak Yiddish, there are many familiar phrases from my grandparents who spoke Yiddish, often using it with our parents when they didn't want us to understand the conversation. While I was growing up my parents kept a traditional Jewish home, but not as strictly Orthodox or Chassidic as my grandparents' home and the homes of some other parts of the family. I believe this early exposure to different cultures within my family sparked my keen ongoing interest in multicultural issues both personally and professionally.

Both my parents were Jewish educators. My father, Mordecai Levow, studied social work, but went on to graduate studies in Jewish education, and served as the principal of several afternoon Congregational Hebrew schools. My mother taught Hebrew and Jewish studies to children from kindergarten through high school. Growing up, as "daughter of the principal," in small, somewhat closed Jewish communities in Central and Southern NJ, and Eastern Pennsylvania, it was hard to live up to the high expectations that I be a model child and student. Fortunately, I did not actually attend my father's school, but all my social activities were synagogue based, and often directed by my father, mother, or their close colleagues. We also

moved from one community to another every 4 years or so. At the time, I didn't understand all the reasons for moving and probably did not really care. I was much too concerned with how moving had made it even more difficult for me to become involved in the local social scene. One of my conclusions that I recall was that I surely did not want to work in schools as my parents did! But with time, I realized that there were many aspects of being raised in a family of educators that I have internalized, and which brought me full circle back to loving my work in schools—in the professional role of school psychologist. In retrospect, my family had a strong influence on my love of learning, high expectations for achievement, discipline in studying, raising my appreciation of the importance and complexity of education, as well as my inclination toward activism and fighting for social causes.

I now understand that our family moved from one community to another in part because my father would take a principled stance on various issues, often differing from the view advocated by key community leaders. One incident I recall vividly was when we lived in Levittown, PA in the late 1950s. The community was abuzz with the news that the first Black family was moving to the neighborhood. Many were very upset and wanted to protest. But my father, together with the rabbi of our congregation, made a strong statement about welcoming the new family. My mother gathered my sister and me to the kitchen as she often did, to cook or bake with her. This time, we were preparing a basket full of food that we then helped deliver to the new neighbors. Later, in high school, I was active in Civil Rights protests and involved in advocating for the release of Russian Jewry from the former Soviet Union. Helping and doing for others, cooking, baking, taking care of new families, hosting visitors, and considerations of social justice were themes that were part of my daily life growing up. It is an approach to life and work that has remained with me in my career as a school psychologist and in my personal life.

When I reached Akiba Academy high school, I was finally in an environment where I could be more myself. I commuted and then boarded at a school outside our small community. Akiba was a private, bilingual, English, and Hebrew school that embraced both American and liberal Jewish cultures. It was there that I could be a strong student, and I graduated with honors as class valedictorian. I was in a school community in which academic achievement was also socially accepted. Akiba also encouraged us to become involved in civic issues and to think and ask questions. I was greatly influenced by several high school teachers and the school's approach to learning. It was quite unusual at the time to have a Black person from Jamaica with a Ph.D. who taught us French for 4 years (yet another cross-cultural influence), and, of course, a number of Israeli teachers who taught Hebrew and also immersed us in Israeli culture including classic Hebrew literature, music, and current Hebrew newspapers. It is hard to remember that this was well before the days of the Internet, and Israeli newspapers and Hebrew literature were shipped to us by boat, and usually arrived several weeks late. Few schools went to such trouble.

The truth is that, when I completed Akiba, I was not sure what I wanted to study. I sensed that I wanted to learn more about human behavior and development. I had worked during my high school years as babysitter and mothers' helper to younger cousins when they were infants and toddlers; I helped my parents, and taught the

Sunday preschool class at our synagogue for a while, and even took an after-school college course to gain training in pedagogy and Hebrew teaching as a high school senior. I loved working with younger children even though I was still determined to do something other than "just" teach as my parents did.

Upon graduating Akiba, I knew that I wanted to go to Israel, preferably to stay. My grandparents, great aunts, and other aunts and uncles had gone for visits and sabbaticals and loved the country. My dream was fulfilled when I went to Israel with my family during the summer of 1965, after graduating high school, and before entering Douglas College. What a summer! I gained a whole new extended family—all the cousins whose families had emigrated from Europe. The ones my age had grown up in Israel, and many were preparing for their army service. Seventeen and 18-year-old youth are given a lot of independence in Israel, and I reveled in that freedom, going out socially, hiking and touring the country. My cousins and I had long conversations in Hebrew in which we explored all sorts of questions about identity and our dreams for the future. Some believed in joining socialist kibbutz settlements; others were city kids, some were religiously observant, and others were secular. By the end of the summer, it was clear to me that I had found my "home" country. I was prepared to stay and go to the army. But even though my parents had also dreamt of living in Israel all through the years, they insisted I return to the United States as planned and begin college there. If I still wanted to immigrate after the year, they promised not to stop me from joining my maternal grandparents, who had just bought an apartment in Jerusalem and planned to move there in 1966 when they retired.

Thus, I returned to the United States, started college, and shortly after, sent out applications to the major universities in Israel: Hebrew University, Bar Ilan University, and the relatively new (at the time) Tel Aviv University. At Douglas, as a liberal arts student, I enrolled in a variety of social science courses. Fortunately, after less than a full semester of general psychology and developmental psychology, I knew that this was an area where I wanted to specialize. I say fortunately, because, in applying to Israeli universities, I had to declare a major from the start of the 3-year undergraduate program. As my second major (most psychology programs required double majors at the time), I decided to try sociology–anthropology, staying with areas related to human behavior, culture, and social issues. I was admitted to all the universities, but instead of beginning after a year at Douglas College, I deferred for a year. Early second semester, contrary to all my best plans and expectations, chance led me to fall in love with Shlomo, the man who would become my husband the following year and remain with me over the last 53 years and counting. He was a Ph.D. student from Canada, studying at nearby Princeton University, and working hard to complete his degree so that he could leave to live in Israel. Being in love, it was not very hard to decide to wait until the end of the following year. We married in June 1967, overlooking the ocean in Atlantic City, NJ, and immediately after our wedding, we left the United States to fulfill our dreams together in Israel. Shlomo had been recruited to the newly established economics department at Tel Aviv University, which had just gained independence from the Hebrew University. Thus, my choice of Tel Aviv University was more pragmatic than for any other reason.

As an undergraduate student in Israel, I was a bit younger than many of the others who had already served in the army for several years. Many also worked before starting university as well as while they were studying. I remember having the advantage of knowing English, so it was easy to read the assignments, but the disadvantage of not having preexisting "work groups" based on long-standing friendships that are so common in Israeli society. In the end, writing many of my papers on my own served me well. I was particularly influenced by my courses in social psychology, and fondly recall the research seminar paper I wrote considering the tensions between Jewish and Israeli identities within Israeli society. Other courses that greatly influenced me were a course in sociology of education, and further studies in specific aspects of child development, particularly cognitive development, and a course on play and social development with the late Professor Sarah Smilansky. Upon completing my B.A., I realized I wanted to continue studying, and understood that I needed a graduate degree to work in the field. There was fierce competition for admission to the clinical psychology M.A. programs, but, despite the prestige factor, I was not at all sure that I even wanted to be a clinical psychologist. I was much more interested in children and their social contexts and in prevention rather than adult psychopathology, which was the clinical program's emphasis. I suppose I was also influenced by the fact that I had become a mother of our first child, a daughter born just after completing my B.A. It was Professor Sarah Smilansky who suggested I consider the fledgling program in educational psychology (as school psychology is called in Israel) that she was involved in establishing. She easily convinced me that this was a field in which I could realize my interest in children and in the environments in which they develop, as well as my desire to help individuals having difficulties, and to advocate for their well-being.

The following year, I began my graduate studies with Smilansky, who remained a model and mentor throughout my years at the University and in my early professional life. The Israeli graduate program in educational psychology was modeled after the clinical program in many ways, and included both school and clinical practicum courses, as well as intensive academic work that included an original research thesis. In fact, during the period when I was studying, the program name changed from "Educational Psychology" to Child clinical–Educational Psychology. We were required to complete both clinical and school practicum placements, study a variety of assessment and psychotherapy techniques, as well as advanced courses in child development. I truly loved my studies and became devoted to the work of applying psychology in educational settings.

From the time I finished my undergraduate studies, and throughout my career, my work life has been intertwined with my personal life. I graduated in 1970, a time when the influence of the Women's Liberation movement made pursuit of a career an attractive goal. At the same time, coming from a traditional Jewish family, and loving children as my husband and I did, I also wanted a big family. We often joked in the family that there is one child for each degree, and then our fourth, who was born as a delicious "dessert"; this resulted in a total of one girl and three boys.

Today, our children are all happily married and have given us 16 grandchildren, so far. Thus, even as a retired person, I continue to enjoy being surrounded by young children.

Combining Career and Family: Becoming a Juggler

How did work and family fit together over my career? I should preface the rest of my story with some background about school psychology in Israel, which was rapidly developing as I entered the master's program at Tel Aviv University and began to work in the field. As documented in the article I recently coauthored with Reuvena Shalehevet-Kaniel (2018), school psychology practice began in Israel in the late 1930s in Tel Aviv and spread sporadically to other cities during the following decade or two. Most school psychologists at the time were trained in clinical psychology, and some had European training before coming to Israel. The primary focus in the early services was on assessment for vocational streaming and special education placements. In the 1960s and into the early 1970s, all social, medical, and educational services were being formally institutionalized under the umbrella of centralized government agencies. Thus, the Ministry of Education (MOE) initially established a national department for school psychology and vocational counseling and, in 1971, the department was divided into a school psychology division and a counseling division. Official licensure requirements were only just then being established as I was studying for my M.A. The school psychology division of the MOE grew rapidly and began to focus more on working at the kindergarten and elementary levels and was influenced by models from American and British school psychology, as well as Gerald Caplan's ideas about Mental Health Consultation which he had developed largely based on work in Israel. School psychology services were set up as a locally administered service by each municipality, but largely funded, with professional oversight at the national level by the MOE. All these changes greatly influenced our M.A. study program, and the increased demand for services meant that many of us were recruited to school psychology jobs as soon as (and even before) we completed our course work. Like most of my classmates, I began working as a school psychologist even before finishing my thesis, which meant that, for many of us, including me, final completion of the thesis and my degree took extra time. In my case, I worked 2 days a week in the local schools during my last year of course work as a practicum student, and then took a year off when our family went to Canada on sabbatical, just after our son, our second child was born. The time in Canada gave me the opportunity for intensive study of applied behavior modification at Queens University in Kingston, Ontario; this included practicum work. Until then, in Israel, the predominant approaches to intervention were humanistic and psychodynamically oriented, and at times, I felt frustrated by the feeling that these approaches did not always fit the needs of the students, their teachers, and conditions in the schools. I was very pleased that I could add serious training in behavioral approaches.

Upon returning from our sabbatical, I expected to quickly finish my master's thesis, when the Yom Kippur War began (1973). There were many implications: Personally, I had to learn to manage on my own with two small children, while my husband (and most of the other men in the country) was called up for extended periods of reserve duty. I was fortunate. At the time, my grandparents were still an active older couple, and they came from Jerusalem to support me and help with the children. It was not easy, but it reinforced my sense of the importance and value of family and community in times of crisis. Professionally, the Yom Kippur War was the beginning of what became an ongoing involvement in crisis intervention. My mentor, Sarah Smilansky had done work on children's concept of death, among other things. Soon after the war began, she gathered all the female M.A. students from the first few years of the program who were not drafted to the army. She told us that *she* was drafting us because there was a shortage of professionals to visit and work with bereaved families, especially families with children. Given the realities of living in Israel, in some ways this was an auspicious beginning of my professional career and provided invaluable experience for my ongoing involvement in crisis intervention over the entire course of my career. Smilansky organized one of the first brief training workshops to prepare us to provide crisis intervention, and we were sent off to the field. Before I had much time to begin my work with families under this program, a very close friend, also a young school psychologist, lost her husband in a war-related accident, and I devoted my energies to helping her and her family, all the while hoping to get back to my thesis research.

I had chosen a topic and formulated a proposal for studying delay of gratification in children as a two-part process, following the work of Walter Mischel. My interest in the topic was twofold. I had become interested in social learning theories and viewed this approach as highly relevant to applied work with children in schools. At the same time, my husband and I realized that there was a common thread in our fields. Some of the ideas about delay of gratification were highly relevant to a more "behavioral" explanation of the economic concepts he was exploring. My husband became an active source of support, with a keen interest in my research. However, because my thesis research required collecting data in the schools, I had to wait for the following year for life to return to a more normal pace before I could even begin to collect data. By then I had also started to work (in 1974) as a staff psychologist in the school psychological services of the local Ramat Hasharon council where we lived, and I started my journey toward becoming a fully trained and certified practitioner. Regardless of our other obligations, as young graduates, we were encouraged to participate in further clinical training along with our work. And so I juggled working part time, our young family, support for an ailing mother who had come to live near us in Israel, and grandparents who were growing older, and becoming frail. At the same time, I attended postgraduate training at a hospital-based children's outpatient unit, a supervision course with the psychiatrist responsible for psychotherapy at an inpatient psychiatric children's unit. I recall that, while I was being well trained in psychodynamic approaches to play therapy and could come up with appropriate interpretations, I loved to surreptitiously slip in some of the more applied behavior analysis tech-

niques I had learned in Canada in order to get “faster” (and I believed more effective) results. I would summarize this early part of my career as the period of gaining basic proficiency as a practitioner and learning to be patient and persistent if I was going to be able to fulfill all my ambitions! Fortunately, I had the support of my husband, who has been a lifelong helpmate. In fact, some time after my M.A. thesis as well as my Ph.D., we collaborated on several articles and a book, *Economic Games People Play* (1984), combining insights from psychology and economics just as the movement toward behavioral economics was beginning, and I was thinking about academic directions as well as being a practitioner.

As I was finishing my masters’ thesis, I was also recruited as a teaching assistant to Professor Amiram Raviv, a young faculty member who was involved in establishing school psychology practices at the national level. His course on the work of the psychologist in the schools which accompanied our second-year practicum had been a highlight of my masters’ studies. I loved consultation with teachers, and becoming his teaching assistant was very special. It also provided me with an ongoing connection with the University, and, as I was finishing my thesis, I was encouraged by my professors Raviv and especially Smilansky to aspire to pursuing a doctorate. Sarah Smilansky was more than just a mentor; as a woman involved in practice and academe who was also happily married to an academic and had several children, she served as a role model. She represented the feasibility of combining multiple roles, and was a counterpoint to voices, especially from my mother and other extended family members, who feared I was too ambitious, and that it would jeopardize my marriage and family. I remained in touch with Smilansky for many years, later participating with her in a conference on early childhood education and play research at Wheelock College in Boston during one of our later Sabbatical visits to the United States, and also collaborating on work with families of Israeli diplomats and their children in the local Jewish Hebrew day school in Washington DC, during the Gulf War in 1991. Years later, I found myself teaching courses on the development of play using her work, particularly the scales she developed for measuring play. Smilansky passed away in 2006, but clearly was an early influence. Amiram Raviv remains a colleague and friend even now, continuing to teach and write beyond retirement. He was an important resource for my article on the development of school psychology in Israel, and we are now considering ideas for archiving some of the materials he has collected.

Before I get ahead of myself, I should tell how I came to do a Ph.D. in school psychology at Temple University. In many ways, I view this the start of a second stage in my career development, a period of broadening horizons and developing a scientist–practitioner approach to my work. The early part of 1977 was a difficult one for me. It was a year of transitions. In the spring of that year, just before the Passover holiday, my mother died. She was only in her 50s, and it was a hard loss for me, as well as for our two children. Even though she had been very ill, and there were times when we disagreed, she was a significant loving grandmother and, together with my husband and grandparents, was an important source of support in parenting and maintaining our household. All through the year of 1976–1977, my husband had thoughts about going to the United States with our family for a sabbati-

cal, now that I had completed my M.A. I debated what I should do next, career-wise and in terms of family–work balance. On the one hand, a sabbatical in the United States presented an opportunity to fulfill my ambitions to continue studying, but I also wanted further clinical training. At the same time, it was difficult to make any decision about applying to programs, knowing my mother was so ill and debating whether we could even leave her for a year. I did apply to one or two programs where we thought my husband might have a sabbatical position, but the universities did not have school psychology programs, so I applied to counseling and clinical psychology programs. In the end, it did not matter because, quite late in the academic year, my husband was invited to Princeton for the following year, and it was too late to apply for the fall of 1977.

When we first arrived in Princeton, my children began school and I did not want to sit at home! What left me feeling at loose ends opened the door for some significant opportunities. We lived in campus housing, and I recall walking over to the Psychology department one morning to see if there were any job notices or people I could talk to, perhaps talks I could attend. By chance I met Marc H. Bornstein, a young faculty member, in the hall. I introduced myself and asked if he knew of any possibilities of working or joining courses. He immediately invited me to join two graduate seminars, one a social and cognitive development seminar, and the other, a seminar on Vision and perceptual development. He also invited me to work with him and a Ph.D. candidate on research studying the development of color perception in young children. I knew little about the specifics of color perception, but my experience in testing and working with young children meant that I was able to assist them in designing suitable measures and also administer the experiment with children. This work led to one of my early joint academic publications, "Perceptual categorization of color: A life-span study." *Psychological Research*, 1983. I loved my courses at Princeton, and it whetted my appetite for continuing academic and research pursuits. However, I also missed the clinical contact I had when working in the schools or in the clinical practicums I had completed. I continued to seek work opportunities, and found the New Jersey State Department of Human Services, clinical internship program. I applied to begin immediately and, in January 1978, I began working as an intern at Johnstone Training and Research Center for half a year. There I was introduced to a broad range of assessment tools and psychotherapeutic techniques suited for working with a population of retarded and adolescent and young adults, some of whom were in a restricted section of the facility due to criminal convictions. In addition to learning new techniques, I was able to apply my school psychology skills in consulting with staff and developing a social skills group. My second placement was at Riverview Hospital's psychiatric department.

During this time, I also happened to meet Professor Irwin Hyman, who lived in Princeton and was teaching school psychology at Temple University in Philadelphia. He encouraged me to apply to the Ph.D. program for the fall of 1978 and offered to carpool! I was torn, as I wanted to complete the clinical internship program, which was giving me so much valuable training, but I knew we were limited in the time we could stay abroad in the United States. I was also aware of the constraints there would be on my completing a degree during a relatively short time span. When I was

accepted to the Temple University School Psychology program, I decided to curtail my clinical training. While working in the psychiatric department at Riverview, I realized that I was much more interested in working with children, their families, and school staff. My training in diagnostics primarily provided reinforcement for skills I had already acquired in my master's program at Tel Aviv and over the short course of work experience I had already completed. The psychotherapy training was more significant. There were daylong seminars with well -known leaders in the field such as Albert Ellis, Arnold Lazarus, Donald Michenbaum, Pietrowsky (on Rorschach and diagnosis of suicidal tendencies), Joseph Wolpe, and Cyril Franks. From these seminars, I gained a strong grounding in psychotherapy and cognitive behavioral theory which has served me throughout my career. From a practice perspective, I recall working with a young adult, hospitalized following an attempted suicide. While my supervisors focused primarily on this young woman as an individual with depressive symptoms, I saw her behavior in her family context. It took some persuasion, but I eventually convinced my supervisors that we needed to see the patient together with her parents (something I had already learned to do routinely in school psychology practice in Israel). The staff was concerned about a joint meeting because the parents were involved in quarrelsome divorce proceedings. However, when we did have the meeting, I was able to confirm my hypothesis about systemic family influences. It became clear that this young girl had taken a desperate manipulative step in order to keep her parents in communication with one another. This insight changed the subsequent course of my short-term therapeutic work with her. The goal became to help her accept the parents' situation without self-blame, while also arranging for the parents to get help so they could adopt co-parenting skills within the framework of their divorce.

From the start of my Ph.D. in school psychology in the fall of 1978, I happily immersed myself in my studies. I had already gotten to know the late Professor Irwin Hyman, who became a mentor, colleague, and friend. He quickly recruited me to some of his projects on the prevention of corporal punishment and violence in schools and family. He put me on the team that wrote a National Institute of Education report and several papers together. By 1979, the team, led by Hyman, published the paper, "Discipline in American Education: An overview and analysis," in the *Journal of Education.* The following year, he invited me to coauthor a paper that I still consider one of my most interesting publications. He encouraged me to think of the distant future and fantasize about where the newest technologies would lead. Together we wrote the paper, "Children and their schools at the quadcentennial," for the *Journal of Clinical Child Psychology* in 1980. In the article we presented what we thought at the time were distant future implications of recent technological advances, especially the newest introduction of personal computers. We fantasized about students communicating using new technologies and suggested these might lead to distance learning from home. This was before the personal computers and Internet were everyday tools for communication, and we were envisioning a much longer time horizon for such developments. It still amazes me to think how much sooner some of our "fantastical" ideas became a reality, and how relevant

some of the issues related to children and schooling are today, particularly the increasing importance of schools as a context for learning social skills.

My doctoral studies were intense, but moved along quickly. I was grateful that the school psychology department at Temple gave me credit for all the masters-level courses I had taken in Israel, including the fact that I had already done a research thesis. By taking a few more courses than usual each semester, and studying during the summers, I was able to finish my residency requirements and necessary course work in 2 years. I even managed to get NJ certification in school psychology in early 1980. Thus, I was able to work doing criterion-based assessment with Head Start for several months (another one of Irwin Hyman's projects), and to work in the NJ public schools for the last 6 months of my second year. Before going back to Israel in the summer of 1980, I took my comprehensive exams and received final approval for my dissertation proposal. I even managed to collect data on the U.S. mothers I would be studying for my dissertation comparing U.S. and Israeli mothers' attitudes toward early preschool entry. (At the time, sending 2 to 3-year-old toddlers to educational programs was quite controversial in the United States, but a common practice in Israel.) I arrived in Israel in time to attend what would become the first of many International School Psychology Conferences I've attended. It was being held in Jerusalem that summer.

My doctoral studies were a race, but it gave me great satisfaction and a sense of accomplishment that I could do it. I gained invaluable experience during these years, and became close with professors who became colleagues and who greatly influenced the rest of my career in school psychology. My work with Irwin Hyman at Temple furthered my interest in being an activist and advocate around issues affecting children in schools. Hyman also introduced me to professional organizations, and encouraged me to go to my first meetings of the American Psychological Association and the relatively new International School Psychology Association (ISPA). In addition to my close association with Irwin, who was also one of my thesis advisors, I was especially influenced by Joel Meyers who "hooked" me on consultation as a core competency for school psychology. For many years, his book, which had just been published, was the basis for consultation courses that I taught. We continue to share our interest in consultation, and cross paths at conferences, especially ISPA, in different parts of the world.

At the end of 3 years in the United States, we reached the maximum time my husband could extend his leave of absence following the sabbatical from Tel Aviv University. It was time to return home. But rather than return to Tel Aviv, my husband decided to accept an offer from the Technion Institute of Technology in the city of Haifa. Thus, I returned to Israel in 1980 and began working again as a school psychologist at what had become the well-established, school psychology services of Haifa. Since the director, Dr. Nechama Naor, was a U.S.-trained Ph.D., the Temple school psychology program approved completion of my doctoral internship in Haifa. Working in Haifa, I was quickly given the responsibilities of an experienced professional, working in several schools, participating in and leading peer supervision groups. I was especially pleased that I could use my consultation skills extensively. In addition, I was invited to join the team that supervised University of

Haifa M.A. educational psychology practicum students. It was a time for reestablishing my presence in Israel. I was happily engaged in my work and able to devote time to completing my dissertation. This time, I was determined to finish my research as quickly as possible. I still had a dream of combining school psychology practice and academic work at the University. I went back to the United States for each of the summers in 1981 and 1982, first, to meet with my advisors and finalize the analyses of the data I had collected in both Israel and the United States. Then, in the summer of 1982, I was back at Temple to defend my thesis while I could still travel before our third child (my second son) was born at the end of 1982.

By this time, I was happy to be able to take advantage of the long maternity leave provided by Israeli law. Part of it was spent on a half-year sabbatical in the Boston area. There, I enjoyed attending seminars at the Murray Institute at Radcliff, as well as attending a semester of postgraduate courses in family and parent therapy at the Wheelock College Graduate program for parenting studies. It was there that Smilansky and I crossed paths again, this time as her junior colleague at a conference on play development. She had just published her Play Assessment Scales, which would subsequently figure in my future work with Ethiopian immigrant children. I also enjoyed time to write with my husband, which led to the book mentioned earlier, as well as several articles on psychology and economics that were published in the following years.

When we returned to Haifa in the fall of 1983, along with getting back to work in the schools, I was back to juggling my work–family balancing act again. I combined working in the schools with starting to teach child development as an adjunct lecturer in the new, occupational therapy department at the University of Haifa. I had settled into a comfortable routine, until December when a 14-year-old student, Danny Katz, went missing. He was found several days later after extensive searches, including those by classmates. He had been abused and murdered in what was discovered to be a terrorist attack. The boy himself was not from the school where I worked, but I was responsible for the elementary school and preschool classes that served the families from his neighborhood, including his brothers and sisters. My oldest daughter also attended the same junior high school where he had been a student. Our school psychology services had to organize to provide support from a community wide perspective. We met with teachers and students in all the local schools and preschools, as well as parents, youth group counselors, and the youth themselves. Again, my training in crisis intervention was put to the test. This time, I found myself seeking further support. It was then that I learned how important it was to work together in a community-based team of professionals, dividing the work and debriefing one another at the end of each day. I was responsible for the neighborhood preschools and the elementary school, as well as helping with the youth group participants. Again, Smilansky's work had a presence in mine. She had written several important books in Hebrew on the development of young children's concept of death, suggesting they had a much earlier understanding of death than many believed. I also came to appreciate the influence of spiritual support. The young rabbi of the police forces who had been involved in the searches turned out

to be a significant and inspiring figure in helping the youth in answering the big "why" questions they asked.

When we were able to return to "normal," I focused primarily on combining my work as school psychology practitioner half time, teaching as an adjunct, and raising my family. I was quite busy, but "on the side" I had also become involved in our synagogue and issues pertaining to women's rights (the activist in me, again!). In that capacity I became aware of the plight of the Ethiopian Jews and efforts to help them immigrate to Israel. I became an active volunteer devoted to raising awareness of their needs and helping in their absorption, particularly following the mass immigration known as "Operation Moses" in which about 8000 families were secretly airlifted out of Sudan over a short period. Although a volunteer, my professional training was most helpful, but it also required that I learn about another, completely different, culture. I also was introduced to the plight of refugees who had suffered starvation and other life-threatening situations. It was hard for me, as someone who grew up in comfortable circumstances both in the United States and Israel, to even imagine the lives of the children we visited in the hospital who were there because of malnutrition. The young children I visited did not know what to do with such Western foods as a slice of bread or an apple. We were also warned that, initially, they could be given only very small quantities of any food. It was both heartbreaking but exhilarating to think that these children and their families had been saved. Over several years, I became head of a volunteer, municipal steering committee working toward successful absorption of the Ethiopian immigrants living in the Haifa area.

While I was busy with all these things, I also became the mother of another son, our fourth child, in 1987. Soon after that, I began to consider schooling options for our middle son. Together with several other families, we sought schooling that was neither part of the Orthodox, religious school stream nor part of the completely agnostic, secular system that we have in Israel. There were already some Jewish Enrichment Schools that had been set up elsewhere, but not in Haifa. So, the activist in me arose, and I took on the leadership of the committee that petitioned the city to provide the program for our children. As a school psychologist, I was familiar with the education provisions in the law that supported our right as parents to make such demands. At times, it was difficult, and I had to learn how to deal with political opposition, but we prevailed, and, in 1988, the Jewish enrichment stream had become a reality. This was also my introduction to working with educational administrators and advocating for change at a systems level. I learned practical lessons that served me when I later took on the role of director of school psychology services in another district and later became the deputy regional director of school psychological services in the North of Israel.

Along with my work as a school psychology practitioner, I also wanted to maintain some connection with academe and research. After teaching child development in the occupational therapy department for several years, there was a short break before I received a note from Marc Bornstein, my Princeton professor who had taken me under his wing when we arrived there before my Ph.D. studies. Bornstein had left Princeton to head the Child and Family Research Laboratory at the National

Institute of Child Health and Human Development, and he was developing a large-scale, cross-cultural study of parenting behavior. We had stayed in touch, and he knew of my dissertation comparing U.S. and Israeli mothers. He invited me to join his team to collect longitudinal data on Israeli mother–infant dyads in Israeli cities and Kibbutz settlements. Thus, in 1988 I began to combine work as a field researcher, filming mother–infant and later, mother–toddler, interactions and assessing language development in naturally occurring settings. In the kibbutz settlements, we also observed the children with their caregivers in the "children's houses," the typical daycare setting of those communities.

In 1990, the "stream" of my routine work, again, was interrupted by a sabbatical. This time, we went to the Washington, DC area for 2 years, where my husband had a position at the Brookings Institute, and I had been invited to be a research associate in Bornstein's lab at NICHD. This gave me the opportunity to analyze data and to begin writing about the work I had been doing in the cross-cultural study of mothers. I spent 2 years working at the lab, and with Bornstein's persistent encouragement, we started writing several papers together and with others on the research team. During this time, I missed working in the field, but enjoyed being able to immerse myself in reading and studying about multiculturalism, the ecology of child development, and parenting. Much of what I learned served as the basis for courses that I would teach after returning to Israel. Again, though, I was "called to duty" as a practitioner at a time of crisis. In January 1991, the Gulf War erupted. We were living in a Washington suburb, and our children were in Jewish Community Day schools. One of the schools was also attended by many children of the Israeli diplomatic community and there were many Israeli teachers. It was a worrisome time since we, like the other Israeli parents, had family back in Israel, including children in the army. On contacting the school counselor, I learned of their need for help with crisis intervention. Some of the parents in the diplomatic core had to work around the clock, which meant little time to be with their worried children. Taking some time off from my research, together with the school staff, we organized a special meeting for all the Israeli parents and teachers. It was then that I learned from the school that Smilansky was visiting at University of Maryland, and what would I think of our leading the meeting together. Of course, I was thrilled and immediately contacted Smilansky to plan the meeting and consult with her about the activities with the children in the school that I would lead. This time, I really felt like I had become her colleague, and it gave me a great sense of accomplishment. Following the parents' meeting which focused on how to talk to the children about the war and their worries, I continued work with groups of children and consultations with some of the teachers. At the lab, it was hard for me to focus on the Israeli mothers in our study without concern for their well-being during the war. Together with Bornstein, we very quickly developed a questionnaire that enabled us to evaluate the mothers' stress levels and, on a short visit back to Israel, to see that all was okay with our older children, I distributed the questionnaire. Thus, we added another piece to our study, and published a Hebrew article on stress responses of mothers in city and kibbutz communities.

I had left the Haifa Municipal School Psychology Services in 1990 on a leave of absence. The director at the time, Dr. Naor, had communicated that she would be pleased for me to return and take on a leadership role within the services, possibly responsibility for work in the preschools. She had recommended that I receive certification as a school psychology supervisor just before I left. However, when I returned in 1992, she had just retired. The director who took her place, who had corresponded reiterating Naor's proposed role, confronted me with the fact that he decided not to await my return, and had appointed others to the leadership roles within the service. I was rather disappointed and upset, but as often happens, when one door closes, another opens. I quickly found work in the adjacent Hof Carmel regional school district. They especially needed someone who would be responsible for work with the preschools, including several at the temporary housing projects set up for new immigrants, some from Russia and most from Ethiopia.

I began to work just after the next large wave of Ethiopian immigrants arrived in a dramatic airlift of 14,000 people in 1991. Over the course of the year in 1992, the "absorption trailer community" as it was called, grew, and I went from working with 7 preschool and first-grade classes to 15 classes. Most of the Ethiopian immigrant children had no language skills and, in many cases, there were no birth records. The children's ages were guesses! I loved the challenge of working in that setting. I had to seek alternative tools for assessment, and my explorations led me to the international conference on cognitive education and mediated learning held in Israel the following summer. I believe it was there that I met Carol Lidz, a school psychologist who supported use of dynamic assessment, particularly with immigrant or minority children. The work she shared on applying dynamic assessment in early childhood settings was extremely helpful at a time when most Israeli school psychologists were skeptical about mediated learning approaches proposed by Feuerstein. Over the years, Lidz and I have stayed in contact and her work has influenced mine, not only with respect to assessment of immigrant children, but also in consultation with teachers and helping them work with diverse students. In working with the Ethiopian children, I also had to find ways to communicate with parents, working with cultural liaisons to gain their trust. I learned to be a careful observer and to let others take the lead. My work refined many of my insights into multicultural sensitivity. Much of what I learned was from the families and teachers working with the children. For example, an incident I clearly recall was with an unusually sensitive preschool teacher who was able to get close to the children's families even without language. She invited mothers to "teach" her and the children how to make the Ethiopian flat bread. The children were the ones who interpreted for their mothers to the teacher. This same teacher relied on the cultural storytelling tradition and had fathers tell stories to the children in Amharic. Again, the children used their developing language skills to tell the story to the teacher. Following my work with teachers like this, which contrasted with many others who were very reserved in forming relationships with the Ethiopian immigrant children, I wrote about the "reciprocal distancing" process I had observed. The conceptualization of the experiences of the teachers helped focus my consultation with them and led to significant changes in their approach to teaching culturally different children. The changes in the approach

of the teachers were recognized by an award the following year from the national MOE. I was thrilled to have been included at the award ceremony, and that they recognized the contribution of a school psychologist!

Throughout the period of working with the preschool and kindergarten classes for the Ethiopian children, I was also supervising the field work of junior school psychologists. I felt quite competent in my field work, and was gaining recognition as a senior practitioner. However, I continued to dream of combining my role as a practitioner with my academic interests in research and teaching. This was a major goal during much of the second decade of my career in school psychology, and it turned out to be quite a challenge. While working with Bornstein, I was introduced to Professor Avi Sagi, head of the Laboratory for the Study of Child Development at Haifa University in Israel. When I returned to Haifa from the United States in 1992, I received an appointment as a research associate at Sagi's lab, where Bornstein had arranged for me to continue collecting longitudinal data for the ongoing cross-cultural study of parenting. At the same time, I began to teach at the Oranim School of Education of the Kibbutz movement. I found it hard to teach undergraduates with poor study skills, but I learned a lot about the kibbutz educational system and its philosophy that contributed to my understanding of the context for my research with Bornstein. I had published several papers by then, and hoped I could join the faculty of the psychology department at the University and teach in their educational psychology program. However, at the time, Israeli Universities were highly research oriented, and clearly differentiated scientist and practitioner roles that I had sought to integrate, following my training at Temple University in the United States. I recall being stung and hurt by the very strong assertion of the department chair who interviewed me and told me that I could not "sit on the fence." "Who are you and who do you want to be?" he asked harshly, "A scientist, or a practitioner? You can't be both!" As hard as I tried, there was no convincing this person of the value of combining knowledge from the field with academic interests. In hindsight, after having taught in the Education Faculty of Haifa University for many years and after gaining a better perspective on department politics, I realized that, at the time, the psychology department had maintained a split between practitioners who taught applied courses from a strict, psychodynamic perspective as adjunct faculty, and the academic, tenure-track faculty who focused on research and theory. I was a poor fit, neither psychodynamically oriented nor willing to focus only on research.

I did, however, find a welcoming home in the Education Faculty where I began teaching in 1993 and continued in different capacities until 3 years ago when I retired in 2016. After a year as an adjunct lecturer, I was given a tenure-track position. I enjoyed the university, but teaching undergraduate education students remained a challenge. I was more successful with the school counseling and early childhood Masters' students, and loved the one-on-one work of directing masters' research by students or seminar papers. During this period, I took over a course in multicultural counseling, a longtime interest that was becoming a focus of much of my applied work as well as my research. I recall the encouragement of Professor Paul Pedersen who visited the University and shared his expertise in multicultural counseling both in fac-

ulty seminar and private conversations. He kindly gave me several of his books that are still useful references, and more than that, he reinforced my conviction that comparative cross-cultural research, such as my work with Bornstein, differed from a multiculturally sensitive approach. My field experiences and work with Ethiopian preschoolers encouraged the latter. It was in this area that I was able to get some funding to collect data that led to articles and presentations such as my 2000 article in *School Psychology Review*, “Reciprocal distancing: A systems model of interpersonal processes in cross-cultural consultation,” and a Hebrew journal article, “How do they play? Evaluating representational skills of young immigrant children” published in 1999.

While focused on my university career, I tried hard to get grants, beyond what I had from Bornstein and the NICHD lab, but the field was extremely competitive. I did receive several small research grants for continuing work with Bornstein and with Professor Esther Dromi, an early language expert from Tel Aviv University, and for collecting data and writing about play development and my work with the Ethiopian preschool children and their teachers. The work with Dromi involved the development of a Hebrew version of the McCarthy Toddler Language Scale. It was initiated in Bornstein’s lab at NICHD, but carried out and completed with the support of Sagi’s lab and a wonderful collaboration with Dromi. This led to first authorship of a major paper, “The Hebrew Communicative Development Index: Language specific properties and cross-linguistic generalizations” published in the *Journal of Child Language* (2000) which is often cited. Sometimes, I regret that I didn’t continue my work with Dromi, but, as before, when I did not fit the “mold” for the psychology department, I had difficulty investing in research in directions foisted upon me that tried to substantiate child care influences using sophisticated statistics. I much preferred more qualitative and clinical approaches associated with my school psychology practice that I continued part time.

I had publications that were coming out based on the cross-cultural work on parenting I did with Bornstein. In all, there were eight papers we wrote together and with other colleagues, in conjunction with the cross-cultural maternal behavior research, as well as various conference presentations. I also collaborated with my husband, writing about delay of gratification, development of economic behavior, and applications of game theoretical models to understanding of family and dyadic interactions. I gained much pleasure collaborating and writing with others, especially with my husband. Delving into understanding dyadic relations and family interactions served us well and also provided insights for our family life, raising 4 children at very different stages of development.

Only later did I realize that my comfort writing as a collaborator may have been a source of my difficulties in achieving the goal of academic tenure. Too often, people judging our work from the psychology and education side, thought the work was mainly my husband’s, and from the perspective of his economically oriented, management department, they thought the work was really mine, that of a psychologist. The other collaborative work I had done was also not considered enough because there were too few papers where I was lead author or a single author. I also had not connected sufficiently with fellow faculty members to collaborate with them. I was different from many of my colleagues, juggling my teaching and

research with family, and not letting go of the school psychology practitioner side of me. Gaining tenure in Israel was (and still is) highly competitive, and I was expected to have several single authored articles in high-impact journals for each year of my appointment! Rather than give up on a university position, I was offered a chance for a tenured clinical faculty position. As we prepared to leave Israel for our next Sabbatical in 1998, I had high hopes. I had several papers submitted and accepted for publication, and my appointment had been approved at the department and faculty levels. I was quite devastated when at the last minute, I was turned down by a higher level university-wide appointments committee. I was never able to learn the real reason why I did not get tenure. The process was not transparent, but there was behind the scenes talk that I was "too old" (at age 50 and a woman), my interests were too diverse, and also that the funding for my position was needed to recruit a very prestigious professor expected to immigrate to Israel from the United States.

When we left for the United States for the Boston, MA area, I was again confronted with a fork in the road, and had to consider which direction I wanted to take. I started out alternating directions. Bornstein had connected me with Professors Charles Super and his wife, Sara Harkness, at University of Connecticut. They were both involved in the study of culture and its influence on child development. They kindly offered me a visiting position in the Family Studies Department. It was not an easy commute (over an hour each way), but it gave me a "home" for holding on to my academic aspirations and allowed me to delve into the influences of the developmental niche and children's ecosystems. Their ideas about the importance of cultural, developmental niches became an important influence in my ongoing academic work, my teaching, and my practice. I also had the opportunity to study systems dynamics that year with Professor Jim Hines at MIT. It was an applied course for management students in which I enrolled together with my husband. I have always been fascinated by systems theories, and this was an opportunity to learn how it could be applied to consultation in organizational contexts. While it was not directly related to school psychology, I learned a methodology that was very applicable to consulting in schools and management. In fact, my project for the course involved helping a private school understand the issues and develop a plan for becoming more culturally diverse. The course gave me the opportunity to combine my practical knowledge in school psychology with a sophisticated method for analyzing and writing about systems assessment and intervention. I quickly realized I could apply the systems dynamic methodology to analyzing changes in the kibbutz childcare system, work I had started with Bornstein that had become stagnant for lack of a method to describe the complex, mutual influences of multiple factors. Later, I have gone on to apply and teach this method as a basis for organizationally oriented school psychology consultation, especially when faced with multiple interacting factors.

While I was quite busy from the start of our sabbatical, it was also important for me to maintain my connection with other school psychology practitioners and work in the field. Fortunately, I had corresponded with Professor Emanuel Mason who headed the school psychology program at Northeastern University. He invited me to teach some of their graduate summer courses. I fully enjoyed this opportunity to teach applied courses on family systems intervention and consultation. However,

the most significant contribution of my association with Northeastern was my introduction to Professor Louis Kruger, who had set up the Global School Psychology Network (GSPN). This was an early model of an Internet-based professional community whose goal was to provide a platform for discussions among professionals to share information, as well as for researching online communities and to develop processes of online communications. I became part of the research team of the GPSN and took the role of online library coordinator. I was particularly excited by the opportunity to be part of a community of colleagues like myself who actively sought to combine science and practice. Together with the team, we published two articles about our work with online communities and their implications for school psychology practice and I later published an article in Hebrew on Internet-based practices. It amazes me to think that the implications of modern computer technology caught my interest from my earliest work with Irwin Hyman as a graduate student, and now I was involved in the topic again.

Another most meaningful and ongoing connection was with Joan Struzziero who was completing her dissertation about online consultation at the time with Kruger. We immediately bonded as colleagues and developed a lasting friendship. In addition to being on the GSPN team together, we had many shared interests in consultation and were both keen on combining practice in the field with academic activities, as well as juggling family life. Struzziero went on to write about supervision, and taught as an adjunct faculty member at the Northeastern and University of Massachusetts school psychology program while she continued to work in the schools. Her career path in the United States and mine in Israel were quite parallel, and we had a keen understanding of one another's dilemmas. Joan was also active in the state organization of school psychologists and took me along to their activities whenever I was visiting in the area in the years after I returned to Israel. With her encouragement, I went to the International School Psychology conference in New Hampshire in 2000 just before returning to Israel. This was a harbinger of my becoming more involved with and regularly attending ISPA conferences around the world from 2004. Struzziero also invited me to present together with her at the NASP conference in Washington, DC in 2001. In more recent years, on return visits to the area, in addition to simply enjoying time together, she has invited me to speak to her practicum classes about multiculturalism and consultation, especially the developmental, ecosystemic model I had developed.

Over the course of our 2 years in the United States, I began to seek a new direction for my career. On a personal level, my oldest two children had married, and we had young grandchildren. They had busy careers, my daughter as a young doctor and our son as a career officer in the Israeli military. My younger children were in high school and quite independent, but the older ones needed some grandparent support and I wanted to be there for them. I tried to find my new place and a balance by focusing on working in the field. I thought it would be less pressured, and there would be less competition. While I held my tenure-track position at the University, I had maintained ties with colleagues in the field and, through them, learned of open positions. One was for a part-time director of services in a small local authority a short distance from Haifa to which I applied and was hired. It would allow me to

have late afternoons and several days a week that I could devote to other activities, including helping with the grandchildren.

Other activities quickly filled the rest of my time! In this third decade of my career and beyond, I was as busy as I had ever been. It became a period when I realized many satisfying accomplishments! The Counseling and Human Development Department at the University of Haifa, that included the Early Childhood program where I had taught before our sabbatical, urged me to stay on as a part-time, senior adjunct lecturer. For their part, they had wanted me as a regular faculty member and welcomed me back, wishing to ignore my lack of formal status as much as possible. My colleague, Professor Anat Scher, was especially encouraging. There were some courses, such as ones on play, that we taught together, and she invited me to direct several masters' theses. We collaborated in writing the chapter that presented my formulation of an ecosystemic developmental perspective for consultation. Our 2003 publication focused on consultation related to young children, but I subsequently presented the model as a more general approach which resonated with practitioners whom I met at conference workshops and in-service consultation courses. A Hebrew version of the chapter that I recently published (2018) presents the more general application of the model. The model is based on an ecosystemic mapping the context of consultation in a multimodal matrix that considers the functioning and needs of those in a position to influence, interventions focused on the target child (children). It is a model that provides a systematic way of considering the complexities of context as well as interactions among individuals' behaviors, beliefs, and feelings.

During the early part of my tenure as a director of school psychology services, I was recruited to the leadership team for the Northern Region of Israel. The chief school psychologist for the region, Chaya Raviv, also directed services in an adjacent regional council, and we had many opportunities to collaborate and share professional experiences, such as organizing joint in-service workshops and regional conferences, as well as national directors' conferences. My work with Chaya introduced me to figures at the national administrative levels of school psychology in Israel. I was invited to attend leadership workshops that sought to chart future directions for school psychology and to represent the Northern Region on national committees, such as the Early Childhood Forum and the Systems Intervention Forum, as well as the group working to establish an institute for advanced graduate studies in school psychology. In 2006, when there was a vacancy for deputy chief school psychologist for the region, I was appointed to the position. Even before that, during the summer of 2006, I recall that I returned to Israel from the ISPA conference in China after 1 day because the Second Lebanese War had broken out. For several weeks, I assisted Raviv with keeping in daily (and sometimes more) contact with each of the 90 directors of school psychology services in the Northern Region. We were all under missile attack, some more than others, and all were involved in crisis interventions at the community level. My main role, together with Raviv, was to provide support, when possible, through site visits, and to direct volunteers to localities where needed so that staff psychologists would not be inundated in any one place. Again, like it or not, crisis intervention work reappeared as an ongoing mission in

my professional career. This time, I gained expertise in managing crisis response and helping the helpers who were directly involved, while also having direct responsibility for my own locality where I was directing services. At the local level, it was the start of my interest in maintaining online, Internet-based support for children, their families, and teachers.

My close collaboration with Chaya Raviv continued until I retired from the field in 2014. (MOE has mandatory retirement rules.) In addition to continuing in the regional roles as a deputy chief psychologist, I became part of the national leadership team of the educational psychology division within the MOE. This led to further active involvement in the development and writing of policy positions. Some turned out to be very long-term projects, given the challenges of working with changing government leadership and funding. For example, I led the team charged with recommending updated assessment measures that could be translated and adapted for Israeli use. We recommended development of an Israeli version of the Woodcock–Johnson Tests of Cognitive Abilities that would have both an Arabic and Hebrew version and would be properly normed with consideration for the multicultural nature of Israeli society. Only now, some 10 years later, the task is being completed so that test kits are expected to be available in the coming year. Although I am now retired, and was disappointed with the long delays, it gives me great satisfaction to see such large-scale projects finally being completed. I was also a part of the team that rewrote the 2010 guidelines for providing school psychology services in Israel. They are now being revised, and I am honored to be in the background, helping some of our young psychologists involved. I also was the lead author, with another colleague, Tova Wachtel, of the *Best-practice Guide for School Psychologists' Work with Immigrant Children* that was published (online) in 2013, and part of the group from the National Early Childhood forum of the Educational Psychology Division that wrote the booklet, *School Psychology Services in Preschools: Theoretical Models and Guidelines for Practice*, also published in 2013. I found that I enjoyed writing these materials and writing in Hebrew from within MOE meant that they had a much wider impact than the strictly academic articles I had written in English. I did continue with some of my writing in English, but mainly from a much more applied angle, for example, the chapter I wrote for the *International Handbook of Consultation in Educational Settings*, edited by Hatzichristou and Rosenfeld (2017), Thinking *IN* the box: A tool for promoting innovative problem solving in Israeli school psychology services.

One of the highlights of my later career accomplishments has been the recent publication in 2018 of the two-volume handbook, *Issues in school psychology: From theory to practice*, that I edited with my close colleague and friend, Reuvena Shalhevet-Kaniel. This represented the culmination of a project we first dreamed about at one of the national leadership conferences in the summer of 2006, just before I was appointed deputy chief regional psychologist. It was not always easy to keep our dream alive. It took time to get approval and get started, but we persisted. Along the way, we laughed and complained to one another, as over the years we collected over 30 articles from both academics and practitioners, led a team of reviewers, revised and re-revised the organization of the volumes to meet the

demands of colleagues from the educational psychology division and the MOE publications department, added chapters they felt were missing, got permissions for one or two reproduced chapters, and wrote introductions to each section. Throughout, we had to deal with halts to the process. The budget for publishing the book was frozen several times along the way, for various periods due to government changes, and there were problems with translators for the several chapters originally written in English that we wanted to include. We might have given up, but Reuvena and I had great conviction. We gave each other mutual support and were able to persevere. We both felt that the book would fill the needs of school psychologists in the field. We had many shared interests and experiences. We were both involved in supervision and training young school psychologists, had been directors of services over the years, and involved in university teaching—Reuvena at the Hebrew University, and I at Haifa University. We also were both involved with the establishment of the advanced studies institute that provided postgraduate in-service courses nationally. Even before our book initiative, Reuvena had been director of advanced studies, and I was on the steering committee; I chaired the committee to evaluate test materials and Reuvena was part of my group. As friends and colleagues, we had a shared interest in reading and learning about relevant current research while also maintaining family life.

Throughout the years from 2000, and especially from 2004, my involvement in ISPA was another important influence on my career. Attending almost every conference since 2004, the meeting in Exeter, England provided me with opportunities to meet and get to know world leaders in school psychology and to present the applied work I was doing in Israel, especially in consultation. Among those who most influenced me, I should mention the late Tom Oakland, who invited me to present the Israeli perspective at a conference symposium on assessment and diagnostics. He was the one who was instrumental in helping me, when leading the Israeli team seeking test materials. From Oakland I became familiar with the important work of the International Test Commission, and he introduced me to key people from the assessment publishing companies. He always took an interest in our work here in Israel and was very supportive. I was also able to have his Student Temperament Scale translated to Hebrew so that two graduate school psychology students whom I supervised were able to use it for their masters' theses that researched the relationship between student temperament and teachers' teaching styles.

There were too many others whom I met and who influenced me through ISPA and other conferences to be able to mention them all. I would just highlight my connection with Professor Ingrid Hylander over the years. We met over our shared interest in school psychological consultation and, in recent years, we have shared the leadership of the consultee-centered consultation interest group in ISPA, leading symposia, roundtable discussions on the topic and presenting workshops. Following my strong base in consultation, starting with my master's and doctoral studies with Joel Meyers, Hylander and then Professor Sylvia Rosenfeld, a close friend and colleague I initially met through Hylander, have been close associates. When we are together at the ISPA conferences, we've spent hours enjoying one another's company. I have learned so much from sharing experiences and thinking about consultation together with them.

The other influential colleague I would like to mention is Professor Bonnie Nastasi. I had read some of her work before we met at an ISPA conference, and was keenly interested in her approach to multicultural work, especially the model she had developed for participatory work and her use of qualitative research methods. Through learning about her approach, and discussing it with her, I had the basis for some of my most recent work as a member of the steering committee for promoting integration of students of Ethiopian origin in the Israeli schools. Gaining acceptance of the principle of including immigrant families themselves as stakeholders in interventions remains one of the more difficult challenges here in Israel. We are an extremely diverse multicultural society, and there is more recognition of our diversity today compared to my first years in Israel. Yet, especially in educational settings, there appears to be an ongoing core belief in absorption as a process of adapting and becoming part of the predominant Israeli and Jewish society. For some groups, this has happened over the generations, but for the Ethiopians, because of racial differences, it is much harder. The young school psychologists I am working with as a more senior "coach" are at the forefront, advocating such changes and, even if the change is slow, I am proud to be part of the ongoing initiatives.

As I review the many people and circumstances that influenced the course of my career, one person stands out as my lifetime partner, friend, supporter, and also a colleague. My husband, Shlomo Maital, has stood by me over the course of all my juggling, ready to "pick up the balls" I might have dropped, sharing childcare and household responsibilities over the course of our almost 53 years together. We've had the great thrill and pleasure of writing together, but also learned that we each needed to develop our own separate professional identities. We were both fully committed to remaining in Israel as our home base and raising our children here. Shlomo's tenure as an academic was a source of stability in that respect. I was more of a "doer" who needed to be in the field, working directly with people and aspiring to make things better for children, families, and the teachers working with them. The route through my career had various zigzags, following my husband back and forth between the United States and Israel, going in and out of different academic roles. I do not have regrets, even though it was at times hard to move on. My profession as a school psychologist allowed me to be more flexible in taking on jobs. The different professional roles that I fulfilled in the field followed a more logical linear progression from internship years, Israeli certification as expert and then supervisor of school psychology services, directing services for a local council, and finally, deputy chief regional school psychologist and member of the national directorate of school psychology services. Looking back, I was most fulfilled by my professional work as a school psychologist in the field, but I appreciate that my ongoing academic interests contributed significantly to many of my professional activities in the field that have given me the most satisfaction. Each time I moved along my path, even when I thought doors had closed, there were new directions and challenges that excited me. Perhaps, with all my diverse interests, I was meant to move along an ever-changing path, afforded by the multifaceted profession that school psychology is. Some of my young colleagues have described our work using the metaphor of looking through a kaleidoscope. The elements remain the same, but at each turn

they are rearranged to form different intriguing patterns. One thing that never changed was my husband's devotion and support for me as his wife, who entered her career as a school psychologist just as women were becoming more liberated and visible. All along the way, he had the highest regard for my work (although not for the meagre salary provided by work in the public sector) and served as a true colleague, always ready to share ideas, listen and sometimes confront me with hard questions. The other continuing factor in my life as a school psychologist, even after retiring, is my ongoing conviction that it is one of the most varied and exciting career paths I could have chosen for fulfilling my life mission to help others and advocate for their betterment. To this end, even as a retiree, along with delighting in our growing family with grandchildren, I continue to enjoy and gain fulfillment from supervising young school psychologists, remaining involved in the school psychology division of the Israeli Psychological Association, and working as a volunteer to help support those in need. I wonder at times whether the juggling school psychologist in me will ever stop. I have loved what I do and I am not sure I want to stop altogether. I hope I can continue to juggle, just with fewer balls.

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Embracing the Academic Life with All Its Highs and Lows

Antoinette Halsell Miranda

Birthdate: August 18, 1958
Birth place: Columbus, OH

Education

Ph.D.	Doctor of Philosophy, School Psychology, University of Cincinnati, Cincinnati, Ohio. APA accredited doctoral program. Degree granted June, 1986. Dissertation: A critical evaluation of the daily child behavior checklist with a preschool population
M.Ed.	Masters of Education, School Psychology, University of Cincinnati, Cincinnati, Ohio. NCATE/NASP approved specialist program
	Degree granted June, 1982
B.A.	Bachelor of Arts, Psychology. University of Cincinnati, Cincinnati, Ohio. Degree granted June, 1980

I graduated from Bishop Ready HS in 1976 in Columbus, Ohio. I received all of my degrees from the University of Cincinnati. I found UC to be an affirming place where I grew personally and intellectually. I have very fond memories of my college years. I was certified/licensed by the department of education in the states of Ohio,

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Kentucky, and New York. I am also a licensed school psychologist by the Ohio Board of Psychology and a Nationally Certified School Psychologist.

Employment History

8/19–Present	Associate chair, The Ohio State University, College of Education, Department of Educational Studies. Responsible for a variety of department activities including curriculum, peer review of teaching, budget, annual reviews, and mentoring
6/15–Present	Professor, The Ohio State University, College of Education, Educational Studies Department, School Psychology Program. Teaches courses in consultation, behavioral intervention, cultural diversity, urban issues in education, advanced practicum and internship. Program director
8/18–5/19	Big Ten Academic Alliance ALP Fellow, One of five faculty members selected to develop leaders and managerial skills
1/17–Present	State School Board Member, Elected member representing District #6, Franklin, Delaware, and Knox Counties
6/14–Present	Casto professor, Endowed professor in Interprofessional Education
10/96–6/15	Associate professor, The Ohio State University, College of Education, Educational Studies Department, School Psychology Program. Teaches courses in consultation, behavioral intervention
9/00–6/01	School psychologist, Groveport-Madison School District, Groveport, Ohio. Provided school psychology service delivery to the preschool population
9/99–6/00	School psychologist, Groveport-Madison School District, Groveport, Ohio. One day a week in an elementary school. Duties included conducting multifactored psychoeducational assessments, development and implementing interventions, and consultation with parents and teachers
9/88–9/96	Assistant professor, The Ohio State University, Department of Educational Services and Research, School Psychology Program. Teaches courses in assessment, consultation, multicultural issues in education, internship seminar, and preschool seminar. Serves as the internship coordinator for the program
9/94–Present	Mental health consultant, Child Development Council Head Start. Supervise master level and Ph.D.-level school psychology students who are supported by a federally funded grant as well as CDC Head Start. Responsible for developing and implementing an indirect delivery model using problem-oriented consultation
9/85–9/88	School psychologist, New York City Board of Education, District 23, Brooklyn, New York. Conducted multifactored psychoeducational assessments, provided consultation services with teachers, and counseled mandated students. Duties also included conducting a parent workshop series
8/84–6/85	School psychologist, Ft. Wright School, Covington Kentucky. Provided consultation services, designed behavior management programs with teachers, and conducted multifactored psychoeducational assessments in a school comprised of a low incidence population (severely/profoundly retarded and trainable mentally handicapped)
10/83–5/85	Mental health consultant, Northern Kentucky Head Start Program, Newport. Kentucky. Provided consultation services
	Responsibilities included observations of classrooms, consultation with teachers, and developing workshops concerned with mental health issues for teachers. Conducted multifactored non-biased assessments. Supervised school psychology practicum students from the University of Cincinnati through all phases of the referral process at Head Start

Personal History

I am the oldest of five children born to A.C. Halsell and Charlotte Halsell (Lewis). A middle son was born with Down Syndrome and died at age 3 of natural causes. Thus, I grew up with two sisters and one brother. My father was born in York, Alabama in Sumpter County and migrated to Columbus, Ohio when he was 18. My father only completed the 11th grade, but was smart and a whiz at math. My mother is a native of Columbus, Ohio and graduated from a nursing school in Salina, Kansas. My parents married in their early 20s. My father was a construction worker and my mother was a stay at home mom. My father would later build a successful construction company, mostly focused on building manholes. He was known as the best manhole builder in central Ohio. The success of his business allowed me to graduate from college debt free. My mother volunteered at our schools, was a Camp Fire Leader, a seamstress, and a craftsperson. Both of my parents valued education. My siblings and I were raised Catholic and attended Catholic schools for our elementary and secondary education. My youngest sister and I were the two children who graduated from college. My youngest sister has a B.A. in business and a MBA in accounting and finance.

I am currently a full professor and associate chair of my department. I have been at The Ohio State University for 31.5 years. Thus, my whole academic career has been at one university. I recently did a presentation to graduate students about my life in academe and shared that in some ways my career has been a series of *happenstance*, occurrences that were due to chance. While that may be true, I will also say I took full advantage of those chances and viewed them as opportunities.

I did my internship in Northwest School District in the Cincinnati area. My first "real" job was as a school psychologist part time in Kenton County Kentucky as I worked on my dissertation. I was in a school that mostly served moderate and severely disabled students. At that time, Kentucky was starting to integrate their low incidence students into regular public school. It was an ideal job, as most of what I did was consultation for behavioral interventions. In 1984, very few jobs involved consultation as a primary role. I stayed there for 1 year and moved to Brooklyn, NY the following year, where I started my employment as a school psychologist with New York City Public Schools.

I was assigned to District 23, which is in the Brownsville section of Brooklyn. It was also one of the most impoverished districts in NYC. It was the kind of place I wanted to be. It was here that I witnessed inequities, and saw directly how poverty negatively impacts academic achievement. P.L. 94-142 had only been in place about 8 years when I started working as a school psychologist. Too often we placed children in special education classes because the belief was that it was the only way they could get help. The reality is that most of the students were in special education because of poverty, not a learning disability. It was also quite apparent that teachers had little knowledge about working with minoritized youth, especially those in poverty. In fact, I often heard teachers blame the students for their lack of academic achievement. This experience, more than any other, shaped my future research

interests around marginalized youth, urban settings, and culturally responsive practices.

I was also fortunate to have a school psychologist as my supervisor, Dr. Sharon Yoshida in District 23. When I first met her, we both felt like we had met each other before. That afternoon, on my first day, we figured it out. We were both part of the Olympia conference on the future of school psychology. I was one of ten students randomly chosen to attend in 1982. I had met Dr. Laura Hines from New York, a professor at Yeshiva University's school psychology program, at a previous NASP meeting and she too was at this conference. She was assisting me with how to apply to NYC public schools in the future, as I knew I would eventually be moving there. I remember sitting with the "New York" people and Dr. Sharon Yoshida was part of that group. What are the odds! In fact, I brought into work a picture of us sitting together at a table with the New York group. She was a great inspiration.

My interest in academia was a direct result of my Graduate Teaching Assistantship. I learned that I was good at leading a class, and also, that I enjoyed it. If not for this experience, I'm not sure I would have thought about academia, but I needed the right position to come along. Location was especially important because I didn't think my husband would just up and move anywhere. After all, he was born and raised in Brooklyn. I met him at the University of Cincinnati, where he played football. I also thought it was important to gain experience as a practicing school psychologist. This was advice I received from my advisor Dr. David Barnett, advice I have passed on to my advisees interested in academia. In my third year at NYC Public, I received an announcement in the mail for a position at Columbia University in their school psychology program. They were looking for someone with urban experience. It was not tenure track, but a 3-year position. I applied and was granted an interview that was to occur right after that year's NASP conference. A *happenstance* occurred at this conference. I was involved in NASP as a committee chair, and was invited to attend the president's hospitality event. The president at the time was Tom Fagan, and the conference was in Chicago. At this gathering, I ran into Dr. Judy Genshaft, who was one of the people who had worked on moving NASP from a volunteer organization to a management firm. She and others had presented their findings to the NASP delegates and committee chairs. As an intern in Ohio, I remember her as being secretary of the Ohio School Psychology Association and was impressed that such a young woman was part of the leadership structure dominated by men. I had recently read that she was doing an internship in the President's office at OSU. We made small talk, and I asked her about her internship; she informed me that she was now the department chair. In my attempt to fill the silence, I stated that I would like to return to Ohio someday. Now mind you, I really expected to live my life on the east coast, since I was married to a die-hard New Yorker. She asked if I was interested in academia and I said yes, and informed her that I had an interview at Columbia the following Tuesday. She informed me that OSU was going to have a position that I should consider, and she would call me on Monday about it.

I interviewed at Columbia twice, was offered the job, but turned it down for the potential position at OSU. It paid off and, just like that, I was headed to Columbus, Ohio, my hometown!

How I First Found Out About School Psychology

In my senior year of college, I was exploring what I was going to do beyond undergraduate school. I never really considered clinical psychology and, besides, I heard it was extremely competitive. I remember vividly, a White male who led the research team I worked on talking about not getting accepted to University of Rochester's clinical program. My first shock was that he was an undergraduate, as I had always believed him to be a graduate student. I had no idea that undergraduates led research teams. He then shared that he called Rochester to inquire how he could have improved his application and was told that those accepted already had two or three published articles. Now this experience was instructive on several levels for me. First, it was a firsthand experience of how males, especially White males, are mentored differently than women or students of color. I didn't know of any women leading research teams and, to be honest, there were not a lot of minorities in my psychology classes. Second, I remembered being shocked that undergraduate students would have published pieces (of course I am assuming they were undergraduates). Third, in my mind it was confirmed, clinical psychology was extremely hard to get into. While I was a good student, my first 2 years were not stellar. Like so many psychology majors, I started out as premed. I quickly learned that science was not my cup of tea. In hindsight, part of the issue was that I was not adequately prepared for the sciences, even though I went to a college prep Catholic high school. In my junior year, I declared my major as psychology and made the dean's list every quarter after that. I loved my psychology major. I took a course that provided information to students about the many options available to psychology majors. It was here that I learned about school psychology and industrial psychology.

I was a Resident Advisor and the Graduate Resident Advisor in the same dorm was a student in the school psychology program at the University of Cincinnati. She shared information about the program and her experiences, and encouraged me to apply. I decided that I would like to work with children rather than in a business setting. So I applied to the school psychology program. It was the only program I applied to. I chuckle when I think about my letter of intent, and thankful they accepted me, as it was clear in my letter that I didn't know the difference between educational psychology and school psychology, as I used those terms interchangeably. To be honest, all I knew was that they worked with children. So it was quite a shock when I entered the program and discovered a huge part of our job was conducting assessments for special education identification and writing reports. However, a large part of our program focus was consultation, which was a bit unusual for school psychology programs in the early 1980s. It was here that our role as interventionist was encouraged, and which became an important part of my identity as a school psychologist.

My Major Sources of Influence Throughout My Career

Without a doubt, my advisor Dr. David Barnett, was a major influence on my career. He was very much in the Bandura, social learning camp which has been instrumental in shaping how I view children and the work we do. I did an independent study with him the summer before my internship in which I explored issues of diversity and early childhood. As a result of that work, he asked me to present at the NASP conference with him and other doctoral students. Early into my internship, I made the decision to go back and get my doctoral degree. I knew that I wanted options in my future career and I thought a PhD would give me that. My master's advisor, Dr. Barry Lehrer, had a heart attack during my internship year and passed away. I chose Dr. Barnett for my advisor for the doctoral program. He was a mentor who guided me through the dissertation process and demonstrated what and how a mentor to doctoral students should be. He was the mental health consultant for Head Start, and students all had a practicum experience at the site. Early in my career at OSU I wrote a personnel preparation training grant in early childhood that was modeled after Dave's. It was funded. Dave continued to be a source of support throughout my tenure at OSU. To show my appreciation and gratitude, I nominated him for the Clyde V. Barlett Distinguished Service Award given by the Ohio School Psychology Association. I wanted him to be recognized for his incredible service to the University of Cincinnati, their students, and the field of school psychology.

My practitioner experience in NYC Public Schools was also a major source of influence on my career. I gained firsthand experience working with a low-income minoritized population. I saw incredibly committed and knowledgeable educators who practiced in culturally competent ways. I also saw educators who short changed the students, blamed the students, and lacked an understanding of their cultures and the impact of poverty on academic achievement. One of my passions as a result of this experience became how to train educators to be culturally competent.

I was also involved in NASP early in my career. I was one of the first chairs of the Task Force on Multicultural Affairs and Co-Chair on the Training Committee of the Accreditation, Credentialing, and Training Committee. I worked with many NASP presidents and school psychologists around the country. More importantly, I was part of NASP as it grew from a volunteer organization to an association with an executive director and paid staff. It was an exciting time of tremendous growth for the association as well as the field.

My Developmental Course During My Career and What Changed

I was a practitioner for about a total of 5 years, with three of those being full-time employment. I took my advisor's advice and practiced for 3 years and it just happened that an academic position came along. Those 3 years of full-time practice

were invaluable. I always advise my advisees who are interested in academia to have at least 3 years of practice. I believe it gives you credibility as a professor but, more importantly, you need that experience in the trenches to know what it is like to practice day in and day out as a school psychologist. I entered academia at age 30 and have had a fulfilling career for the past 31.5 years at one institution. While I have had opportunities to go elsewhere, by and large I have been happy at OSU. In addition, my husband established himself as a teacher and coach and would not have been interested in moving.

In 2018–2019, I was one of five faculty members chosen from OSU to be part of the prestigious Big Ten Academic Leaders Program. I had been interested in administration, and decided to engage in a leadership program to "learn the ropes." We had a new dean, and in a meeting he asked me, "what are your goals and how can I help you get there?" Now that was novel. I never had an administrator offer guidance and support for my future. In May 2019, the dean of the College of Education and Human Ecology at OSU, Dr. Don Pope-Davis asked me to be the interim chair of the Educational Studies Department for 6 weeks and to subsequently assume the Associate Chair position when the new chair assumed the position. It has been a great fit and I'm grateful to the dean for providing me an amazing opportunity.

The Highlights and Peak Moments of My Career

While at the NYC Public School System, I often heard my fellow colleagues say: "don't go above and beyond what is asked, as it gets you nowhere." I simply could not operate in that fashion. In my third year I was rewarded. The director of special education in District 23 called me and two social workers into her office. She had taken notice of our commitment to the children and asked us to develop a parenting series that would be implemented in the schools in the district. I had one school that year, and spent the rest of my time with the two social workers developing a four-part parenting workshop series that would be implemented in the elementary schools in our district. We also presented our work at NASP the following year. From this experience, I learned that people do indeed take notice of the hard work you put in and will tap you for opportunities.

As an assistant professor I had two highlights that were significant. I have always loved teaching, and learned early that it was my niche. I was a good presenter, and consistently received positive evaluations. In 1994, I was awarded the highest honor for teaching at OSU, the Alumni Distinguished Teaching Award. My second highlight was being awarded a Personnel Preparation Training Grant in the area of Early Childhood. At that time, assistant professors were discouraged from writing grants because it was believed that they should spend their time writing papers, as grants are hard to come by. Another *happenstance* experience occurred that put me on the path of writing the grant. At a "welcome back" department event, I engaged in conversation with Donna Roxey, a grant development officer, who encouraged me to write the grant. She sent me the previous announcement and instructed me to

follow the guidelines, to obtain copies of grants that had been funded in my department, and to start writing now so that when the RFP comes out I would be ready. Her insight and encouragement were invaluable, and led to me being awarded a grant for more than $400,000 for 4 years.

In 1996, I was promoted to associate professor and received tenure. In 2015, I was promoted to full professor. I also received several awards including the Clyde V. Bartlett Distinguished Service Award and the College of Education and Human Ecology Faculty Service Award. One award I am most proud of and value greatly is the Outstanding Contributions to Training Award by the Trainers of School Psychologists.

With respect to the school psychology program, there are several things that are highlights. First, in 2000, I "recultured" the program to have an urban and social justice focus. My goal was to find a mission and vision that would provide the OSU school psychology program with an identity. We always had students, but in large part it was because we were "The Ohio State University." We did not have an identity that established our training focus. The first year of this "new focus" we went from 48 to 86 applications. It has truly been a "labor of love." My second highlight is receiving APA accreditation in 2015. Most people assumed OSU already had APA accreditation, as we are one of the oldest school psychology training programs. An impetus for getting approval for my position in 1988 was that the program wanted to apply for APA accreditation and needed a third faculty member. After several years at OSU, a proposal was written, and Dr. Jack Bardon was brought in as a consultant to give us feedback. Now I must add that faculty were not involved in the writing of this document. In fact, I didn't even know it was being written. Another lesson tucked away for the future is that decisions should be made at the program level, not just with a single faculty member. I remember vividly Dr. Bardon telling us we should at least try to provide a focus, because as of now it looks like we are simply training students to sit for licensure. I think that was confirmation to me that we were a program that had courses, but no real identity. Dr. Judy Genshaft, who was department chair at the time, left to become dean of SUNY–Albany and the push for APA accreditation left with her. I was determined to receive APA accreditation before I retired. The CDSPP winter meetings were invaluable in assisting me in learning how to prepare our program for an APA site visit. My colleague, Dr. Kisha Radliff, attended those meetings with me and was extremely helpful as we guided our faculty through the process with our documents, courses, and field-based experiences. We received APA accreditation for 7 years with no deficiencies. And I accomplished it before I retired!

As my career advanced, I realized that I really enjoyed collaboration, but really had not found a consistent collaborator with respect to scholarship. I am most grateful to my colleague Dr. Kisha Radliff who joined the OSU faculty in 2007. We were both passionate about social justice, and wrote several pieces together, including collaboration on two books with two wonderful colleagues, Dr. Sam Song and Dr. David Shriberg. We have all enjoyed our writing collaborations and continue to generate new projects.

Some Disappointments and Frustrations

I have often jokingly said that I'm not sure I would do academia again, given what it looks like today. In all honesty, this has been an amazing journey. I absolutely love what I do. When I entered academia, assistant professors constantly heard the phrase "Publish or Perish." We all experience disappointments and frustrations in our careers. For me, I would call them challenges. First, the University of Cincinnati's program at the time was really good at training practitioners. Thus, I received very little guidance or mentoring about the world of academia. I don't blame my training program because, honestly, the program was not designed to do that. I was one of their first graduates to go into academia. I didn't even know the difference between a Research Intensive University and a Teaching University. So while I spent much of my time trying to grab that elusive ring of promotion and tenure, I was simultaneously navigating the process with little mentoring from my colleagues. In addition, I had the audacity to have children. I was the first woman in my department to get pregnant and have children. In fact, it was quite a rarity in the college. Two women in another department had children and opted to go part time. Their male colleagues proceeded to tell students they should think twice about them as advisors implying that they weren't fully committed to the program. My first child was 3 weeks early, and I went into labor at a College of Education retreat and delivered her at a hospital in Mansfield Ohio rather than Columbus, Ohio. My second pregnancy was with twins. I delivered them at 27 weeks. My daughter passed away less than 24 h later and my son developed a bleed in the brain and was later diagnosed as spastic quadriplegia cerebral palsy. He is my miracle baby. He is dependent on us for all of his needs, but he is smart and has really had an incredible and fulfilling life so far. My experience with a special needs child also had a significant impact on how I thought about school psychology and how we advocate for special education students and help parents navigate the process. At the time, I was neither promoted nor tenured. About 9 months after my daughter was born, OSU passed a rule that faculty could delay their tenure clock up to 2 years for birth or adoption of a child, personal illness, or caring for an ailing spouse or parent. I was able to delay my tenure clock for 2 years, and without a doubt, this allowed me to obtain promotion and tenure. I don't think I would have made it without this ruling. In looking back, I often shake my head at the lack of compassion and understanding that administration and faculty had for women opting to have children. No chair discussed with me the options for taking leave after their birth. With my daughter, who came in early November, I simply used the break for my time off and resumed teaching in the Winter quarter. Thus, I had about 7 weeks off. And that was only because she was born 3 weeks early. When I was pregnant with twins, I had not developed a plan for how I was going to take time off. They were due in February. Not once did the chair of the department, who was a woman, ever sit me down and talk about my options. This was a time when you simply didn't talk about those things, I think in large part because they never had to. My twins were born in mid-November. I was back teaching winter quarter with my son still in the NICU. Now how crazy is that! Not once

did the chair ask about my son or if I needed time off. What is even crazier, I didn't talk about it because it was a culture in which you simply didn't talk about family life, and certainly not children. I will be forever grateful to my in-laws who came and lived with us for 2 months and took care of my children and my home. I would always say "so this is what it is like having a wife!" I remember a male faculty member advising me, before I submitted my papers for P & T, not to discuss my children, because the committee might perceive that I'm using this as an excuse, and I considered him one of the more compassionate faculty members. A year after my son was born, I was at a gathering at the dean's house; she happened to be a woman. There were several of us left, and we were chatting about what we were doing for the holidays. One woman asked me about attending an event, and I remember telling her I didn't have anyone to care for my son and I thus could not attend. And then, probably in one of my more vulnerable moments, I shared that I was barely hanging on by a thread, and that it had been a difficult quarter. The dean, who had no idea about the circumstances around the birth of my son, was astonished that I had not taken time off and requested that I meet with the Associate Dean first thing Monday; they would find a solution to give me some time off. Finally, someone with a compassionate bone in their body! Dr. Nancy Zimpher, the dean at the time, who would later become chancellor of the SUNY system, provided me with room to breathe and regroup. I share all of this to say this was a time, at least at OSU, that was very male-centered, with no accommodation for motherhood. In fact, OSU had no language in their HR department regarding maternity leave. Unfortunately, policies, practices, and systems often oppressed academic women who were also mothers. Sadly, in hindsight I realized, as an untenured faculty member, I really didn't know how to advocate for myself nor did I have a viable support system. I was appointed to be on a committee that finally wrote a maternity leave policy for faculty and staff. In addition, I was involved with a task force that was a result of several years of grassroots work with formal and informal women's groups at OSU that culminated in the formation of "the Women's Place" on campus. This is an organization guided by a vision to be a "21st-century leader in equity and advancement of all women in higher education and to catalyze change at Ohio State."

I found those years as an assistant professor often stressful, with both highs and lows due to the lack of community within the department and the lack of mentoring. A turning point for me was at one of my annual reviews. I had previously had a meeting with my chair, who was a woman, about my progress. She stated that I was on the right track and had nothing to worry about. In the annual review meeting, I was seated with five White males, who comprised the promotion and tenure committee and my chairperson, a White female. The committee shared that my teaching and service were excellent, but that my scholarship was questionable, and they were not confident that I would succeed in the promotion and tenure process. I was also told that even if I started to publish a lot, it wouldn't make a difference, because a consistent publication record needed to be demonstrated. That statement came from a colleague in my own program. One faculty member proceeded to tell me that one of my articles really had minimal significance and did not contribute to the literature. Now this was an article that I wrote with the director of the

Multicultural Staff Development Department at Columbus City Schools. It detailed a project we had been engaged in for 2 years to provide intensive professional development on cultural diversity to their teachers through a yearlong course. The staff development department received requests for this article and information at least once a week from school districts around the country. This work was cutting edge in terms of diversity training with teachers at the in-service level. I should also add that diversity was not this faculty member's area of expertise. In fact, no one around the table knew anything about diversity literature. One of my dissertation committee members was Dr. Roger Collins, a Black man, and the only professor who had had conversations with me about academia. One of his pieces of advice was to not pigeonhole myself with diversity because the faculty making decisions on promotion and tenure were not ready for that. He expressed that many did not view it as true scholarship. He suggested I make sure I have another area of research interest in addition to my work in the area of diversity. His advice was on the money, and this conversation around that table proved him right. In this meeting, my chairperson, who 2 weeks prior had assured me that I was on the right path, said absolutely nothing. I met with her the next day to ask about the conflicting messages I had received. Her comment was, "Well, next year we'll know if you will be staying or applying to a teaching university."

To this day, that scene is still etched in my mind. Needless to say, I was devastated, but this was a defining moment for me. When I left my chair's office, I remember thinking "I'm on my own and cannot rely on anyone else. It is time to be proactive rather than reactive." Two decisions followed this realization. I took Dr. Roger Collin's advice and expanded my research agenda. Since my dissertation was with Head Start children, I decided to focus on early childhood. The second was when I decided to take Donna Roxey's advice and write a grant proposal, which was against the advice of everyone except that grant development officer. Those decisions paid off in a big way. Lesson learned: sometimes you have to buck the system. My assistant professor experience is also why I am passionate about paying it forward and believe strongly in mentoring students and assistant professors, especially people of color and women. I, unfortunately did not have that, which made those first 7 years more difficult. But in the end, I persevered.

What I Would Have Done Differently

When I look back on my career, there are not a lot of things I would do differently. In some ways, the circumstances in my life dictated some of the choices I made. Right after I received promotion and tenure, one of my colleagues retired early due to a buyout from the university. It left us with two faculty members for 3 years. During that time I taught six classes, was program coordinator, and ran the practicum and internship experiences. Now that is simply insane, but I did it because I needed to in order to keep the program going. In hindsight, I wish I would have gone to the department chair and insisted on lecturers for some of the courses. That heavy work load plus having a child with a disability pretty much killed my research

agenda. Thus, I had one published piece in a 5-year span. But I don't regret the choices I made. I had made a personal commitment that, after tenure, my children needed me to be there, especially my son. I continued to guide research that my doctoral students conducted for their dissertations. Many of them were wonderful, and some were eventually turned into publications. I was not one of those professors who required them to do research only in my areas of interest. The downside is that I could have had more publications, but I enjoyed exploring with the students many different areas and, in the process, broadened my knowledge base. I continued to present my work at conferences, and often involved students in these endeavors. Later in my career, I did follow this logic of having students engage in research that mirrored my interests, which allowed for a more focused agenda. I often tell my students, "you can have it all, just not at the same time." My experience also occurred at a time in academia when women were just starting to join the professoriate. While the academy was encouraging and actively seeking out women, the culture was still very male-dominated, with no real allowances for women. Fortunately, times have changed, and I find that work–life balance is now at the forefront of people's minds, and that the academy is more women and family friendly. That doesn't mean there are no challenges; it just simply means there is more of a support network. I also think mentoring has changed. Training programs now actively mentor students who want to enter academia. At the time I entered the academy, you could secure a position with no publications. It was expected that you would pursue, with success, the research agenda you laid out in your interview. Today's students are better prepared for the expectations of academia and ready to hit the ground running when they secure that first academic position. Unfortunately, I also think there is a push to forego spending time in the field as a practitioner. While I acknowledge that it is hard to transition from practitioner to professor, I still believe that practice in the real world makes you a better trainer.

In many ways, based on where I was when I entered, I think my career has followed a typical path. I thought my 19 years between associate and full professorship was unusually long, but have learned that this happens more than I expected, especially with women. As a result, many female faculty end their career as an associate professor, never attaining that full professor rank.

What I Wish I Had Known When I Began

Without a doubt, I wish I had been better prepared to enter academia. I remember being invited as a visiting scholar to the University of Nebraska–Lincoln. It was such an honor to meet Dr. Terry Gutkin who had written in the area of consultation with UC's program chair Dr. Michael Curtis. I remember him sharing that, as a beginning assistant professor, his manuscripts were rejected consistently. He stated, "they didn't prepare you for the academy; you learned along the way." Dr. Cecil Reynolds, who did a short stint at the University of Nebraska–Lincoln, showed him the ropes. While assessment was not Terry's area of research, nonetheless, learning

the process of researching and preparing a manuscript were invaluable, and he was able to transfer that knowledge to his area of research, consultation. The importance of mentorship was demonstrated again.

How Gender and Race Have Been Factors in My Career

Gender has definitely been a factor in my career; specifically, my choice to be a mother was simply not the norm in the academy at that time. There was only one other woman in my department who had children, and she entered the academy when her child was about 7 years old. Fortunately, the university has evolved into a much more family-friendly place. Are there still vestiges of male dominance at the academy? Absolutely. But women more than ever have a place at the table in the academy and have made tremendous strides over the years.

My experiences as a woman of color have also played an important role. Most of the women in this book are White. When I entered the academy, I was one of the few Black female professors in the field of school psychology. In fact, another one of those *happenstance* is that, at the time of my hire, I later learned that the President of OSU had made it a priority to hire faculty of color. While I like to believe I was a great hire, I am also keenly aware that the pressure and charge from the president to department chairs made me even more attractive. I was determined to make the most of it. In many respects, however, I think being a woman was more impactful as a challenge in my career at OSU than being a minoritized faculty member. However, being a minority did have an impact, and these next experiences I detail are not that atypical for faculty of color. First, I was asked to be on many committees. I was a good committee member, which can also be the "kiss of death." If you are a bad committee member, the word gets around and you are no longer asked. In addition, it meant that committees always had minority representation. Committee work contributes greatly to service, but at a Research Intensive Institution, service is not especially valued. A lot of service will not get you tenured or promoted. You are just simply known as a "good citizen." I willingly engaged in service because I found it rewarding and, in many instances, believed that my voice made a difference. Second, students of color often sought me out for guidance. Many of these students were in different programs and departments. Even at our national conference, minority students sought me out because there were so few minority faculty. To this day, I'm still close to many of those school psychology students I mentored who are now employed around the country. I was more than happy to perform this role, and valued it as part of my mentoring activities. Third, I still lived by the mantra that "you have to be twice as good." In other words, you can't afford to be a slacker. Fourth, being a "minority" faculty member meant you advocated for things that benefited or supported minority students. There are some minority faculty members who choose not to dabble in that space. It was important to me to use my voice and status as a faculty member to advocate for issues of diversity. Fifth, being a minority faculty member sometimes invoked the "imposter syndrome." Fortunately, this did not

happen often, but once is one time too many. A strong support group is helpful in combatting this. Sixth, as a minority faculty member, I chose to center my research around issues of diversity. This direction was a result of my experience in NYC Public Schools. Even though it was a risk (remember my conversation with Dr. Roger Collins), it was worth it because the issue needed a voice. The School Psychology literature is now much richer in the area of diversity. With that said, we still as a field tend to be behind other disciplines with respect to research in diversity and social justice (e.g., counseling psychology, education, social work).

I have had a wonderful and fulfilling career. Academia was my calling. I am most proud of the many lives I have touched and the work I have done through outreach with many school districts in Ohio, especially central Ohio. To date, I have advised 82 doctoral students and many more Master's and EdS students. I thoroughly enjoyed teaching and mentoring students, and view it as one of the many highlights of my career. My continued passion for advocacy led me to run for the State Board of Education in 2016 and I won. This has been a tremendous learning experience and has taught me about the importance of policy in education and the need for voices to advocate for the most marginalized students.

It has been a delightful experience to have an opportunity to revisit my professional journey. While I will retire in about 4 years, I plan to still engage in advocacy work to address the continued inequities in education. There is a lot of work to be done.

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Perseverance and Joy: Advancing the Lives of Children

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Education

B.A.	University of Colorado, Boulder, Colorado, Psychology, 1970
M.A.	University of New Mexico, Albuquerque, New Mexico, Counseling and Guidance, 1971
Ph.D.	Indiana University, Bloomington, Indiana, School Psychology, 1976

Experience

1988–Present	Professor, Psychology Department
	Pace University-New York City
	(Director, PSYD and MSED Programs;
	Associate Chair, Psychology Department)
1982–1988	Associate Professor, School of Education
	University of Colorado at Denver
	Denver, Colorado
	(Coordinator, School Psychology Program)
1983–1984	Acting Dean, School of Education
	University of Colorado at Denver
	Denver, Colorado
1980–1982	Assistant Professor, School of Education
	University of Colorado at Denver
	Denver, Colorado
1976–1980	Assistant Professor, Department of Educational
	Psychology and Statistics, State University of
	New York at Albany, Albany, New York
1976	Instructor in Educational Psychology
	Indiana University-Purdue University
	Indianapolis, Indiana
1975–1976	School Psychologist, Bartholomew Consolidated
	School Corporation, Columbus, Indiana
	(Doctoral internship)
1975–1976	School Psychologist, Decatur County Schools,
	Greensburg, Indiana (Doctoral internship)
1975–1976	School Psychologist, Division of Pupil Personnel
	Services, State Education Department,
	Indianapolis, Indiana (Doctoral Internship)
1974–1975	Associate Instructor in Educational Psychology,
	Department of Educational Psychology,
	Indiana University, Bloomington, Indiana
1973–1974	Graduate Assistant in Educational Psychology,
	Department of Educational Psychology,
	Indiana University, Bloomington, Indiana
1973–1974	Psychometrist, Stonebelt School, Bloomington, Indiana

1971–1972	Psychologist, Neurology Department, University of
	New Mexico Medical School, Albuquerque,
	New Mexico
1970–1971	Substitute teacher, Albuquerque Public Schools
	Albuquerque, New Mexico

My Journey

My journey in psychology likely started in childhood, although of course, I didn't know it at the time. I especially recall going to the public library when a child (probably about 9–10 years old) and gravitating toward the biography section. There were wonderful stories about people (virtually all men) doing extraordinary things. My world at that time was mostly confined to Wisconsin, so it was amazing to learn of conquests, explorations, and respected good deeds (e.g., Vasco de Gama, Marco Polo, Betsy Ross, George Washington).

Growing up, I was raised on my family's midwestern values and religious beliefs (First Congregational Church), including a traditional perspective on the roles of men and women. As was common during the Post-World War II (WWII) era, my mother stayed at home and raised three children, while my father worked. My father, as a teenager, had been an officer in the United States Air Force during WWII, flying missions over Germany and France, dropping bombs, and luckily escaping many near life-ending perils. At times, talk around the family dinner table would veer in that direction (WWII), with my father emphatically articulating, and at the same time denouncing, the despicable things that Hitler and the Nazis did and were planning to do, and expressing compassion, regard, and respect for Jews and others who were the focus of Nazi persecution. The moral issues were striking and imperative, with never a doubt expressed about doing the right thing as part of the war effort and, by extension, in all of life.

On the heels of coming back from WWII, my father had married my mother, entered the University of Wisconsin at La Crosse (UW-L), and together, with me on the way, lived in a Quanset hut. The hut was standard issue, made of corrugated steel widely manufactured across the country, and stood in a line with many, many others not far from the UW-L campus. My father majored in history and biology, gravitating toward the field of education. He first worked as a teacher, then elementary school principal, and for a short period of time, a junior high school principal (for much of this time working in the summer months on a master's degree in education at the University of Wisconsin–Madison). He moved from the public school arena to UW-L as a university administrator, first as an Assistant Dean, then Dean of Students, and, briefly, Vice Chancellor for student services (again working in the summers, but this time on a doctoral degree in pupil personnel services at the University of Northern Colorado). Most of the talk around the dinner table at this

time followed the events of everyone's day and, in addition, involved discussions centered mainly on education, teachers, and curriculum, the needs of individual students, and, in addition, the deeds and misdeeds of others. These were wide-ranging conversations about, yes, education, educational systems (local and state levels, regulations, funding), and related issues, but more importantly (looking back), taking care of others, the strengths and foibles of individuals and families, and moral issues, nuances, and, yes, imperatives.

During those familial conversational opportunities, I started becoming aware and appreciative of the enormity of issues surrounding children's educational and mental health needs. Let me stand back for a moment to briefly describe my father as a person, as well as the geographical environment I grew up in. To my mind, my father was smart, solid, and wise, relentlessly optimistic, and oh so kind. To me, he was like Walter Cronkite in kindheartedness, steadiness, temperament, and thoughtfulness, and his compassion for and commitment to others inspires me as much today as it did when I was young. Not as exciting was the community and locale where I grew up, almost exclusively Caucasian, in the city of La Crosse, Wisconsin (still about 50,000 residents, even after all of these years) positioned at the confluence of the Black, La Crosse, and Mississippi Rivers, nestled firmly in the midwest. As I recall, the only people of color I saw growing up (until adolescence) were those from Africa, mostly Kenyan who, for some reason unbeknownst to me, were pursuing higher education at UW-L. As my father was the Dean of Students, these students were not infrequently guests in our home for dinner and other social events.

My upbringing, those dinner time talks, the high regard for my father, and his moral values, in conjunction with my strong interest in the lives of others (I still love to read biographies), set me on the path toward the field of psychology. The journey was not necessarily a smooth one in that I never anticipated going to the University of Colorado at Boulder (although that was my dream from the time I was 12 years old when my family traveled to Colorado and I saw Boulder and the University for the first time). As a child, I was frequently ill with asthma, and there was probably not a worse physical environment to grow up in than Wisconsin on the banks of the Mississippi River, hot and ridiculously humid in the summer and snowy and frigid cold in the winter. Due to my asthmatic condition, my parents found a way for me to attend the University of Colorado at Boulder; this was a blessing not only for my health but of course my education and intellectual growth, as well as in many unforetold ways.

The University of Colorado was and is well-known for its Psychology Department, and, when declaring a major, psychology was my decided choice (after a brief thought of the aesthetics of architecture). The 4 years in Boulder were complex, rich, and unbelievable; how could they not be? My education was first rate, and I learned very much broadly (such as geography, literature, and philosophy) and psychology in-depth (at least at an undergraduate level). Primarily experimentally driven, the University of Colorado's psychology curriculum included, for example, exceptional developmental coursework (especially Professor Ted Volsky), history and systems of psychology (noteworthy Professor Michael Wertheimer), learning theory, psychometrics, and research. In addition, what can you say about the myriad dynamics in the mid-late

1960s in terms of cultural, emotional, political, and social justice issues, to name just a few? The Vietnam War was raging; young men were dying by the thousands; body bag count was a daily phenomenon, and Napalm and Agent Orange were part of an outrageous scene of pain and suffering. Almost all of the discussion (at least in my circle) was focused on the lack of justification for the war, the ensuing moral depravity on so many levels, and, ultimately, how not to be part of this atrocity. Most young men, including my husband-to-be, worked to either secure conscientious objector status (reputedly nearly impossible to obtain) or 4-F status (the medical reason for rejection). The third alternative was to make plans to move to Canada. Among many tragic losses, Robert F. Kennedy and Martin Luther King were murdered; massive war protests grew across the country, and peace issues were raised everywhere.

My husband did receive 4-F status, thanks to an understanding physician, and in 1970 we married and moved to Albuquerque, New Mexico to pursue master's degrees at the University of New Mexico (UNM), his in English and mine in Counseling and Guidance. Arriving in Albuquerque in August, shortly after a war protest demonstration and ugly confrontation in May 1970 (11 students and journalists were bayonetted by the NM National Guard), bloodstains were still visible outside the UNM Student Union building. My master's program was alive with coursework and experiences related to psychology at the time, including, for instance, encounter groups, existential and humanistic psychology, Jung, transcendental meditation, and, relevant to school psychology, counseling and psychotherapeutic work with children. This part of my education differed significantly from my undergraduate preparation at the University of Colorado at Boulder, incorporating much more experiential, field-based, interpersonal work than the rigorous, heavily science-based training in Colorado.

Part of my master's degree work included an extensive practicum at the Convulsive Disorder Unit (CDU) in the Neurology Department at the UNM Health Sciences Center. The CDU, called the UNM Epilepsy Center now, represented a multidisciplinary approach, although neurologically oriented, focused on the needs of individuals with a wide range of convulsive disorders (developed and funded initially as part of President Lyndon B. Johnson's Great Society initiatives). My experiences at the CDU, first as a student, and subsequently, as their psychologist (this was a NM State employment category which required a graduate, but not necessarily a doctoral degree), were directed mostly toward children, adolescents, and young adults. Some veterans significantly brain injured and neurologically impaired, were starting to return from the Vietnam War; one young man who was in his early 20s still comes to mind. He had lost nearly half of his brain, was being treated prophylactically for seizures, and, although highly verbally skilled and largely intact in that area, had extraordinary deficits in nearly all perceptual and other functions as measured at the time.

Being young, in my early 20s, I was hardly emotionally, professionally, or otherwise equipped or prepared for this work. Nevertheless, being in a medically oriented environment, working with children, parents, educators, and other professionals, which was incredibly challenging yet abundant in experiences, opened my eyes to the vastness of human needs and the potential for constructive, good, and productive

action, but also the destructiveness associated with, to put it mildly, poor judgment and thought that played out in the world at large. Certainly, tears were a poor and weak response to what unanticipated individual and family needs presented themselves in this situation.

In other words, the work at the CDU, particularly with other professionals and the amazing people we served, provided invaluable experience in assessment, consultation with parents and schools, intervention in the form of counseling and psychotherapy, and working to meet the multifaceted needs of youth and their families in whatever way appropriate and possible. From these experiences, the seeds of working with children in school settings were planted. As an anecdote, at that time (the early 1970s, prior to the passage of national legislation, PL 93-380 and PL 94-142, assuring all children of free, appropriate education), children were routinely denied an education if school districts such as Albuquerque, but also virtually anywhere else across the country, felt they did not have programs and resources for those with special needs.

In this regard, I recall an especially heartbreaking experience of a young child with seizures and her family. The child had had a typical developmental history up to the time of an unfortunate tragic accident, and subsequently had traumatic brain injury accompanied by impairments across all developmental domains. When school-aged, the child's mother contacted the school district for services for her child. Despite her entreaties, the child was denied any educational services, with the admonition that they simply had no services available to educate her. As a result, the child's parents banded together with others who had children with special needs, hobbled together space, secured whatever materials they could, and hired a teacher (with some unspecified training). To me, beyond the significant needs of the child and her family, this represented yet another example of the crying need to support children and their families, whatever their circumstances, wants, or needs.

After living in Albuquerque for about 2 years, my husband and I moved to Bloomington, Indiana in 1972 where he began doctoral work in American Studies in the English Department at Indiana University (IU). Thinking it would not be difficult to secure employment with a master's degree in counseling, I focused on getting a job. Probably decompressing from my position at the CDU, as well the related experiences at UNM, I was not necessarily thinking of doctoral work for myself. After being denied (thankfully as it turns out) a position doing assessments for individuals following car accidents (clearly stated because I was a woman and what would the wives of men working on this project think?), I took a job as a research administrator at the Lilly Library, rare books—nearly mausoleum-like, but an absolutely extraordinary facility at IU.

In this position, I learned a tremendous amount about the wonder of exquisite, old, unique, rare books, and the technical, sometimes tedious steps in verifying authenticity and provenance. There were multiple forms of documentation requiring hours of precise step by step thought, and all of the related activities involved in levels of handling, referencing, and working with often one of a kind astonishing, stunning, and thought-provoking materials. Although fascinating, meticulously scholarly, and exhilarating in its own way, the work was mostly solitary, and it

didn't take long before I was exploring doctoral programs in psychology. Examining the options, I quickly discovered that IU had one of the early and original combined psychology programs (clinical and school) which had recently separated into the two distinct programs of clinical and school psychology. There was no question, with my background, education, and professional experiences, that I was tremendously attracted to their doctoral school psychology program.

Admitted to the IU School of Education's School/Educational Psychology program, I began shortly thereafter. The coursework was academically rigorous, and incorporated field experiences in school and community settings that I could not have imagined, but which were consistent with my undergraduate and graduate preparation. The curriculum and instruction in the IU program were exceptional and provided me with the footing and training to do most of the things I particularly value in school psychology to this day. While at IU, I met Ginny Harvey, a lifelong friend, colleague, confidante, and like-explorer on the road of life. If still alive, she would clearly have been a contributor to this book of women whose professional lives came to focus on school psychological services. Her contributions to school psychology were outstanding, particularly in the area of supervision. Ours was a heartfelt friendship (just speaking for myself) and I only wish we could have been geographically nearer to work more closely over time. We did, however, go through the doctoral program together, taught undergraduate educational psychology courses, and shared many good times.

Within the IU Ph.D. in School Psychology program, following the coursework, field experiences, and related comprehensive examinations, there was a required 1-year doctoral internship. This was southern Indiana, and opportunities of this sort were relatively scant. Nevertheless, I was offered and accepted an internship that was halftime with the Columbus, Indiana School District and halftime with the Indiana Department of Education in Indianapolis (to work with their two Indiana State school psychology consultants). These two internship experiences provided strikingly different views of school psychology, one granular, direct service oriented, close to children, educators, and parents, and the other, a much broader, wide-lens perspective (state and national) to view the systematic development of school psychological service training and the development and implementation of services for all children nationwide.

During my internship year, my doctoral advisor (Professor Clinton Chase, a warm and wonderful person, incredibly skilled in psychometrics, and given to punning at every opportunity) encouraged me to apply for Assistant Professorship opportunities in school psychology. There were three positive responses to those applications and, after interviewing at the State University of New York (SUNY)–Albany, I accepted a position there. The SUNY–Albany school psychology program at that time (1976) was a non-doctoral program jointly administered (out of the Provost's Office if I recall correctly) by the Department of Psychology and the School of Education's Educational Psychology Department; so the program was more or less integrated, bringing together aspects of clinical and school psychology.

This was a wonderful time in academia—a chance to participate in and have some influence on the whole field of school psychology in terms of, for instance,

participation in professional school psychology organizations (Division 16 of APA; NASP), research and writing, with the bottom line of contributing to psychological services developed, researched, and made available to children, educators, and parents. While at SUNY–Albany (1976–1980), I wrote the PSYD in School Psychology program proposal that was (surely in some revised form) ultimately accepted by the New York State Education Department (NYSED); I also became Editor of the NASP *Communique*', and, at the same time, became credentialed as a NYS-certified school psychologist as well as a NYS-licensed psychologist.

Although my academic life was great (especially working with SUNY–Albany colleagues like Jack Rosenbach, and also Dick Clark and Jim Keuthe), I now had a baby, as well as a husband who was unhappy to be in Albany. As a result, in 1980 I accepted a position at the University of Colorado at Denver (UCD), although the position was in educational and not school psychology. While there (1980–1988), I quickly developed a proposal to provide non-doctoral school psychology training that was swiftly supported by the faculty and University and subsequently approved by the Colorado State Education Department. One of the best parts of being a professor in the School of Education at UCD was the opportunity to work with Anne Widerstrom (an early childhood special educator) as well as Curt Dudley-Marling (language and reading specialist) on research and writing.

The time in Denver afforded an opportunity to reflect on school psychology, children's needs, my training, and what might be missing. For myself, trained as a K–12 school psychologist, one obvious gap was attending to, considering, and even recognizing the needs of young children and their families. For this, there was no training at that time in school psychology. Learning from Anne Widerstrom (and sharing an office with her), but also reading extensively in infant and early childhood psychology, attending lively meetings with other early childhood professionals in Denver, I became somewhat prepared to conceptualize school psychological services for infants and young children.

Together Anne and I submitted, among many projects, a successful 3-year grant (1985–1988) application to the U.S. Department of Education for the development of graduate multidisciplinary training (including early childhood special education, nursing, and school psychology trainees) to meet the needs of young children with special needs. I believe that this was the first federally funded effort to train school psychologists in the needs of young children and their families.

In addition, Anne and I wrote (with Susan Sandall) *At-Risk and Handicapped Newborns and Infants: Development, Assessment, and Intervention,* the first text focused on meeting the needs of at-risk and handicapped infants and young children from a multidisciplinary perspective. Published by Prentice Hall in 1991, the book provided extensive material to support and inform work from not only a multidisciplinary, but also an interdisciplinary and transdisciplinary framework, to meet the needs of very young vulnerable infants, young children, their parents, and families. Although Colorado did not have a large population (about three million people at that time as I recall), there was, nonetheless, a rich professional environment for working with young children and collaborating with others so inclined. Anne, others, and I wrote and did research, and there were frequent collaborative meetings

with those from the UC Medical Center, UCD, practitioners from many disciplines, and members from a variety of related professional organizations.

Although the sky was blue with big puffy Coloradan clouds, other options presented themselves. In 1987, I received a call from Florence Denmark (formerly President of APA with a string of other accolades to her name), who had recently become the Chair of the Psychology Department at Pace University–New York City and Leonard Bart, Director of Field Training for the Pace's PSYD in School–Community Psychology program (the first PSYD program approved by the New York State Board of Regents). Trying to shepherd the Pace University School-Community PSYD program toward accreditation by the American Psychological Association (APA) was proving difficult, and they were looking for a Program Director with a national presence in school psychology and wondered if I might be interested. By this time, I had two children, as well as a husband very happy to stay in Colorado forever. However, since I was already scheduled to present a paper at the National Zero-to-Three conference in Washington, DC that December, I accepted the invitation to travel to NYC and, after the conference, visit the program.

I was impressed with the potential of the doctoral training program and the possibilities of working with an even broader array of professionals who provided services in a wide swath of community mental health, hospital, and school settings. This took many more than a few discussions with my husband, but I went back to NYC a few months later, in February 1988, to take another look at the University. After a considerable amount of time weighing the offer, I accepted the position as a full professor with tenure. Tenure, in particular, was a nonnegotiable aspect of the contract from my point of view. Not only was my family moving 2000 miles from Colorado to New York, but being the first Program Director was likely to be challenging and complicated (and it was). A lack of job security was not at all advisable at this point in my career and life.

The move proved to be logistically intricate and, consequently, I first served as a consultant to the PSYD program in the Fall of 1988, and then officially began as a tenured professor on January 1, 1989. During this period of time, 1988–1989, there was considerable work that needed to be done on the PSYD program, especially to assure consistency with national training standards. On a good day this would not be easy, but imagine what it was like to be a woman, perceived as an "outsider," joining an NYC-centric faculty with lots of old White males who nearly to a person embraced a singularly focused commitment to a psychoanalytic or psychodynamic stance. Despite the challenges, drawbacks, and potential difficulties, the move was made, the PSYD program was accredited, and my NYC life began.

Along with the accreditation issues that consumed most of my early time at Pace was the unanticipated (on my part) Doctoral Evaluation Project, a New York State Education Department (NYSED) initiative that had been evaluating the quality of all doctoral degree programs (e.g., Biology, English, History) across the State beginning in 1973. The purpose of that NYSED effort was to prune doctoral programs in all areas of study, in both private and public institutions of higher education, to assure that only those with quality curriculum and instruction would be considered eligible to continue to offer the doctoral degree. When the NYSED took on the field

of psychology in the mid-late 1980s, the endeavor took more than 3 years and included the closing down of programs not adequately funded, insufficiently staffed, or deemed of poor quality.

The Pace PSYD in School–Community psychology had been placed in the middle of three categories and had to demonstrate quality in terms of curriculum, funding, and staffing. The curriculum and funding were easy since we had just been accredited by APA; the staffing, however, was another matter. When it came down to it, the Psychology Committee of the Doctoral Evaluation Project (under the direction of Judy Hall, then Secretary of the NYS Board of Psychology) determined that the PSYD program needed to hire a full-time faculty person specifically skilled in psychometric theory and practice, school psychology, and statistics. It was not easy but said person was found and hired, and this appointment cleared that particular hurdle.

Once the accreditation and NYSED disposition were successfully accomplished, my research, writing, and professional activities returned to infant and early childhood psychology. In 1997, I organized an exploratory meeting of those interested in early childhood psychology at Pace University-NYC. About 25 professionals attended and the New York Association of Early Childhood and Infant Psychology (NYAECIP) was born. This was an exciting time in which early childhood professionals from not just psychology, but also areas such as bilingual education and early childhood education, came together professionally. Conferences were held, and there were trainings on new and/or revised assessment materials, and a striking interest in the early childhood needs of bilingual children and families emerged. Along the way, the organization changed its name to the Association of Early Childhood and Infant Psychology (AECIP) and began to publish a journal, the *Journal of Early Childhood and Infant Psychology* (JECIP). As the founding member of NYAECIP, its first President, and first editor of JECIP, these activities provided an enriching set of professional experiences. Unfortunately, the AECIP organization no longer exists. However, the JECIP journal continues to be published under a changed name as *Perspectives on Early Childhood Psychology and Education* (PECPE). Vinny Alfonso was the champion who carried JECIP forward under its new name.

There have been many, many exciting professional experiences over time since moving to NYC. Most, but not all, would come either under the headings of research and writing, professional travel and conference experiences, and the meeting of incredible professionals and colleagues. In terms of research and writing, I would say that my work that has contributed the most to school psychology has been in the area of services to infants, toddlers, young children, and their families, as well as, significantly, to the development of parenting theory (the Parent Development Theory (PDT)), psychometric instruments to assess parenting behaviors and thoughts (Parent Behavior Importance Questionnaire–Third Edition (PBIQ–3)), and the recent development of an evidence-based parent education program, the Working With Parents Manual (WWPM). The early childhood work, which flows easily into the realm of parenting, is significant to me in terms of my personal professional goals, and I hope that this work contributes greatly to the field by

assisting professionals and parents to work together to provide an optimum environment for young as well as older children to grow and develop in a healthy manner.

In addition to presenting my work, which is inevitably tied to that of my graduate students and my dear colleagues, at conferences and professional venues, I have been invited to speak at many professional events. Most of the presentations have been made at professional organizations such as the American Psychological Association (APA), National Association of School Psychologists (NASP), and the New York Academy of Sciences, but others have occurred outside of the United States in places like Borneo, England, India, Portugal, and Slovakia.

One of the most incredible experiences has been leading three People-to-People delegations, from the earliest one to South Africa, one to China, and then one to Russia. These were amazing occurrences dedicated to help develop close collegial exchanges across national borders and ultimately support thoughtful and considerate interactions, with the ultimate goal of promoting peace on earth. Many anecdotes might be shared, but the overarching view of these experiences would be that there are skilled and thoughtful professionals around the globe who share a common theme of care and concern for all children and making the world a better place for everyone.

During my time at Pace University, from 1989 to the present, the PSYD program has been continuously accredited by the APA, first as a School Psychology program (1989–2000) and from then on as a Combined–Integrated (School/Clinical) program (2000–present). Pace continues to afford me many opportunities to grow and think about creative ways to meet the needs of children. I am thankful for the wonderful students and the dedicated work of many faculty members and, particularly, the current Chairperson, Sonia Suchday for the support offered to me. Beginning with the 2020–2021 school year, I will be stepping out of my role as the PSYD Program Director but will continue as a full-time faculty member to work on two significant research and writing projects, as well as continue to lead the Pace University Parent Child Institute (PCI).

I would be remiss not to reflect on the many individuals, professionals, and students with whom I have worked over time. There are so many who have taught me so much and I have been the happy beneficiary of, variously, their friendship, kind wishes, professionalism, support, and thoughts. To name just a few, in no particular order (and my apologies to those not specifically mentioned), professional colleagues who have been particularly meaningful in my journey include Vinny Alfonso, Leonard Bart, Clint Chase, Harriet Cobb, Florence Denmark, Susan Eklund, Abigail Harris, Curt Dudley-Marling, Marian Fish, Gilbert Foley, Abe Givner, Abigail Harris, Ginny Harvey, Steve Pfeiffer, Ron Reeve, Jack Rosenbach, Florence Rubinson, Mark Sossin, Sonia Suchday, and Anne Widerstrom. Students, many now colleagues, include Renee Krochek, as well as Shagufta Asar, Renana Nerwen, and Taoxin Zeng, but there are so very many more. And, of course, my family, especially my daughters, Melissa and Meredith, have been a never-ending source of joy, love, reflection, and warmth.

Most particularly, in my career, my closest colleague and dear friend was Ginny Harvey (who met an untimely death a few years ago at the age of 66). We were

graduate students together at IU, shared common interests, and could talk for hours on end whenever. There has hardly been a colleague/friend who was so bright, positive, emotionally giving, and warm.

The travel opportunities have been fabulous, both nationally and internationally. I have traveled throughout the United States for conferences that are local, state, regional, and national, in many locales such as, Boston, Chicago, Dallas, Los Angeles, Miami, Orlando, San Antonio, San Diego, Seattle, and Washington, D.C. I have also had opportunities to travel to International conferences, such as the International School Psychology Association (ISPA) (e.g., Slovakia and Portugal) and the International Conference on Child and Adolescent Psychopathology (ICCAP) (England and Borneo). Accreditation visits also provided an excellent way to grow professionally and learn about program development activities in many, relatively diverse Universities (for instance, in Canada at McGill, as well as Indiana, Kansas, Michigan, Nebraska, and Oregon).

Sources of influence in my professional career have included working with graduate students, which has been, and still is, a constant daily joy. Nearly to a person, the graduate students bring a commitment to working with children, depth of knowledge, freshness, and wonder that I am continuously in awe of. They are a fount of inspiration and remind me of the communal interest we share in wanting to make lives better and enrich the world as a whole.

Although my developmental course changed over time, my personal goals have not: to help children in whatever way I can. This is an abiding concern and interest and has not really changed or wavered over time. If I were to look back on and characterize the developmental course during my career, however, I would point to several chronological markers and related themes. Within these markers, my family background, experiences as a child, graduate as well as undergraduate education, and personal characteristics (probably trying but not always successfully emulating my father) have certainly framed the foundation of my professional career.

More specifically, however, I would point to my doctoral education and post-education experiences to clarify my professional life and delineate to some extent my growth over time. My professional goals always involved working with children, which initially I thought of and regarded as the direct provision of psychological services (i.e., the magical therapy room). Susan Eklund, director of the School Psychology program at IU, exuded excitement for school psychology, and at any opportunity enthusiastically emphasized the array of settings and delivery of direct and indirect services to meet children's needs. This was the point at which I considered whether indirect services in the form of training other school psychologists might be the avenue for me. Could higher education be a better place to serve children by training those who would then be providing psychological services? Fortunately, I have had three distinct opportunities (SUNY–Albany, UCD, and Pace University-NYC) to do just that for more than 40 years. If serving as a role model, embracing evidence-based practice at every turn, and contributing to the research and scholarship in the field are any indicators, I hope I have assisted in bettering the lives of children and improving their growth and development (hopefully at many junctures and in many ways).

The arc of my professional life, from SUNY–Albany, to UCD, to Pace University–NYC, along with more than three decades of combined private practice and school psychological services experience, have enriched me and provided much in the way of professional growth. Trained as a K–12 school psychologist in the 1970s, the field seemed more constrained than what I had personally envisioned. One of the most striking needs from my point of view (undoubtedly spurred to some extent by sharing an office with Anne Widerstrom, an exceptional early childhood special educator, at UCD) was working with infants and young children. Obviously, before even setting foot in kindergarten, children generally have 5 years at home with one or more parents, go to nursery or preschool, or were with a babysitter. A lot happens in that 5-year period of time, with parents usually providing the bulk of fundamental learning and social-emotional experiences. In other words, there was obviously a place at the table for school psychologists to assist in meeting the needs of children of much younger than kindergarten age.

Working with Anne Widerstrom was especially eye-opening in the sense of the myriad of services for young children, especially those who were at-risk or handicapped (the term used at the time). We worked closely together (research and writing), writing the first federal grant for an integrated training model for meeting the needs of at-risk and handicapped infants and young children. The grant was funded for 3 years and provided training opportunities from both the UCD School of Education and the University of Colorado Medical School. I learned so much from working with Anne and such an auspicious group of colleagues from the educational, medical, and special education fields.

While writing my chapters for the *At-Risk and Handicapped* book, I was not only struck by the scope and substance of the knowledge but especially the need and potential significance of sharing this material with parents in a meaningful way (by bettering their parenting practices). Clearly, parents, although they always play an important role in children's lives, are especially influential in those infant and early childhood years. Imagine the potential for positively influencing children's lives in such a meaningful way. Such began my journey into bringing information, knowledge, sensitivity, and all related matters to working with parents. The conduit for this work has been the Parent Development Theory (PDT), The Parent Behavior Importance Questionnaire–Third Revision (PBIQ–3), and, most recently, the Working With Parents Manual (WWPM).

Shortly after the grant and book writing (although not because of it) in Colorado, I was contacted to consider the Program Director position at Pace. Once in New York, I looked for other infant and early childhood psychologists to collaborate with and began to conceptualize a book for parents on the needs of young children. Conceptualization was difficult, since I was immediately stuck with the conundrum of how to meaningfully frame the developmental information, knowledge, and insights (from *At-Risk and Handicapped Infants*) for parents. In other words, what were parents potentially going to do differently as a result of this book? A summer was spent in the Columbia University Psychology Library (rich in psychology and

related resources) trying to find a meaningful avenue to bring this important developmental information to parents. What I thought I needed was a parenting framework, model, or theory to utilize to engage and work with parents. Although there was research on parents, especially Diana Baumrind's work on parenting styles, and parenting stages (Ellen Galinsky), there wasn't much I could identify as a theoretical backdrop to speak in a meaningful way with parents. Thus began my research on parenting which now spans three decades.

Beyond this research, trying to emulate the collegial early childhood collaborations in Colorado and finding nothing comparable in NYC, as described earlier, I invited as many early childhood psychologists as I could think of to a meeting at Pace University. About 20–25 people attended, resulting in a spirited discussion about ways in which we could share our knowledge and collaborate with one another as well as others. From this meeting was born the New York Association of Early Childhood and Infant Psychologists (NYAECIP), later to become the Association of Early Childhood and Infant Psychologists (AECIP). I served as the first President of NYAECIP and meetings were held twice a year, well attended, and proved productive in a number of ways. One offshoot was the development of the *Journal of Early Childhood and Infant Psychology* (JECIP), which was initially published in 2005 and now is published under the title *Perspectives in Early Childhood Psychology and Education* (PECPE). The journal continues, but AECIP no longer exists.

About this time, during the mid to late 2000–2010s, I was invited to lead a number of people-to-people delegations, first to South Africa and later to China and Russia. To those not familiar with people-to-people, this is an organization that was founded by President Dwight D. Eisenhower as a peace initiative: "President Eisenhower recognized that the surest way to break cycles of fear and misunderstanding was for people to understand one another. He knew that for this to be effective, it must come not through governments, but through the hearts of people yearning for dignity, freedom and peace" (People-to-People website). The delegations included primarily psychologists with interests in the needs of young children through adolescence. These experiences significantly broadened my horizons and, among many feelings, observations, and thoughts, brought forth an awakening of the significance of professional organizations and a firm appreciation of the astonishing professional feats (for instance, credentialing and training), as well as knowledge base (ethics, research, writing) we have developed in this country as a whole.

Also, during the 2000s, I had the privilege to serve as an accreditation visitor and chairperson for several visiting teams of professionals. University school psychology programs opened their doors to reviewers and, I believe, this process has benefited our field as a whole. There are so many professionals and students across our nation who are doing superb work in building the profession and, more importantly, serving and meeting children's educational and mental health needs.

Issues of Gender

Certainly, as a woman I have received poor and inexcusable treatment at the hands of a few individuals. On the whole, however, my career has been incredibly enriching, and I feel completely at ease with waking up every day and knowing (of at least feeling) that everything I do professionally is consistent with my professional goals.

However, gender has always been a factor in my career, from experiencing unwanted sexual advances during my graduate doctoral training, to being one of many recipients of a hostile work environment, likely to a great extent based on gender. In contrast to four decades ago, there are now explicit and relatively well-defined processes for bringing forth and addressing these issues. Decades ago there were no such protections in the training and work place, at least that I was aware of.

In my first academic position, at SUNY–Albany, I was one of three women in the department of about 24 faculty members. One of the three was much older than I, with significant statistical expertise, who was reputed to play the ponies on the university mainframe computer. Clearly something must have been up, given her exquisite White Cadillac and striking snowy white mink coat. But who's to say? The other woman was my contemporary in terms of age, but also was not held in high repute by the other faculty (maybe I wasn't either). In any event, there were no other female colleagues in the department, and there was no end of snarky comments made about women in general and women in higher education in particular.

One specifically frightening situation comes to mind, which occurred about mid-career. I was attending an APA or NASP conference in Toronto, and there was a fellow attending whom I had met previously during my days as an intern at the Indiana State Department of Education. He invited me to have dinner, and we made arrangements to meet in the lobby of the conference hotel. Upon meeting in the lobby, he complained that he had forgotten something in his room and wanted to retrieve it (and would I go with him). Naively, since I thought I knew him, I went to his room. He immediately turned on the television, apparently preset to play a pornographic movie, and went into the bathroom. Shocked, I got up and stood by the door entrance, and, when he came out of the bathroom, demanded that he walk me back to my hotel. (It was a freezing night, streets crowded with Toronto Maple Leaf fans, and, to be quite honest, not so safe for a woman alone on the streets.) This never happened again.

Practice of Psychological Services and Particularly School Psychology

When in graduate school at IU, I applied for and obtained my first professional credential, as an Indiana school psychometrist. This must have been in the early- to mid-1970s and, if I recall correctly, cost five dollars. Although I can't remember specifically anything that was done with this credential, it felt good to have some

sort of official part in the school psychology field. In New York, my SUNY–Albany colleagues were keen that I become an NYS-certified school psychologist as well as an NYS-licensed psychologist, which I did. The certificate was easy enough to obtain, given graduate training in school psychology, but the license required a bit more ground work. More specifically, this involved preparing for the EPPP examination, as well as a written essay portion specific to NYS. The EPPP was not a challenge, since I had been teaching a broad array of graduate courses at SUNY–Albany, but there was not much of a way to prepare for the written NYS essays, particularly as it turned out there were no questions related to developmental, educational, or school psychology. In other words, the choice of areas from which to select those for examination was limited. In the end, as I recall, I selected experimental, statistics, and research psychology as well as personality/psychopathology, and responded to the questions accordingly. I passed, and was and still am licensed in NYS, but shortly thereafter moved to Colorado.

Again, school psychology certification was not an onerous process in Colorado. Likewise, as in NYS, licensure was quite interesting. My EPPP score was accepted, but this time there was a written and oral exam. The written exam, like that in NYS, had no general areas that easily mapped onto developmental, educational, or school psychology. As I recall, the areas I selected to respond to included vocational and rehabilitation psychology (fortunately part of my coursework at UNM) and research methodology. The real challenge was the oral examination, which occurred in a narrow, dimly lit room with two people who showed not the slightest interest in me or most of my responses to a prepared list of questions. Between them was positioned a tape recorder; one of them turned it on, and I was directed to proceed. Things went as well as might be expected in this non-relational evaluative situation until there was a question on laws associated with the practice of psychology in the State of Colorado. I took a stab at it, and covered licensure regulations, child abuse reporting, and, at a decided loss for further specific information, launched into certification laws reflected in the practice of school psychology (at which point both individuals visibly flinched, which I read as "one of those school psychologists got through the process"). Regardless, I passed.

In addition to my position at UCD, I decided to put my license to use and joined another licensed professional in her family psychology practice. This was an incredibly enriching experience, working with an experienced, grounded, seasoned professional: The work (about a half day a week) included, for example, assessment, child and adolescent psychotherapy, couples counseling, and custody evaluations. I learned a great deal from these experiences and reflect on many of those seen for psychological services to this day with high regard.

After moving to New York, I looked for a like set of experiences only to find that NYC was quite parochial. Each practitioner seemed to covet their own "patients" and were not interested in sharing their practices. This may not be universally true, but this is how I experienced the situation. Lucky for me, a woman I had assisted in moving her credentials to another state contacted me about an opportunity to work limited hours in a nonpublic school setting. I accepted, and for 25 years was a psychologist for a K–grade 8 school; what a wonderful opportunity to be with children,

educators, and parents on a weekly basis. Truly this was an incredible opportunity not only to participate in so many lives in a positive way, but to stay grounded in the real-life concerns of those who hold children near and dear to their hearts.

A heartbreak in my career was the death of Harriet Cobb. Harriet had graduated from the non-doctoral school psychology program at IU, but I had not known her at that time. She moved to Virginia and became a faculty member at James Madison University. At some point she had obtained a doctoral degree in, I believe, counselor education. I met her at the inaugural meeting of the Consortium of Combined and Integrated Doctoral Programs in Psychology (CCIDPIP) in the Spring of 2003. Married to Ron Reeve (University of Virginia's combined school/clinical psychology program) at the time, we began to become close professional colleagues. We spent much time together when at professional gatherings, and worked together on a number of projects. She had recently taken over my position of representing CCIDPIP at the Council of Combined Training Councils (CCTC), when she called me late at night on a Tuesday evening. Clearly upset, she wondered if I could take her place at a meeting of the CCTC later in the week since she was having some personal problems that she needed to take care of. Assuring her that it was not a problem, and offering kind, but brief words, I proceeded on with my week.

At the CCTC meeting in the early afternoon, Cathy Grus and Susan Zlotlow entered the meeting room where perhaps some 50–60 CCTC attendees were gathered. They motioned for me to come with them and, in a private space, informed me that Harriet Cobb was missing and there was every indication that she had taken her own life. Knowing some, but certainly not a sufficient amount to appreciate the struggles she was facing, I wonder if I could have done anything differently to respond to her pain. I am still not sure how to appreciate when a close colleague is struggling, and how many others (as well as myself) might not be aware of, reach out, or reflect on what one another are experiencing. The loss of this amazing woman, colleague, and professional troubles me as do the many questions about what I might have done to help her.

Looking back at my rewarding and complicated career, would I do it again? I absolutely would do it again. School psychology is the best field imaginable to address children's educational and mental health needs.

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My Professional Journey: A Privilege and A Responsibility

Bonnie Kaul Nastasi

Birthdate: May 28, 1950
Birthplace: New Orleans, LA

Educational History

B.A.	(cum laude) Psychology, 1972, Louisiana State University in New Orleans (LSUNO)
M.S.	Applied Developmental Psychology, 1978, University of New Orleans (formerly LSUNO). Completed master's thesis entitled, *Parent–Child Interaction Patterns Related to Child Abuse*, under the direction of Dr. Suzanne Hill
Ph.D.	School Psychology (Early Childhood specialty) and Early Childhood Education (APA accredited and NCATE approved), 1986, Kent State University, Ohio. Completed doctoral dissertation entitled, *Social and Coping Skills as Mediators of Children's Post-divorce Adjustment*, under the direction of Dr. John Guidubaldi

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Personal History

I grew up in New Orleans and the Greater New Orleans area as the oldest of five girls. My family, of Irish Catholic and German Episcopalian heritage, resided in New Orleans for several generations. I attended Catholic and public schools in the New Orleans area. I was a high achiever academically and pursued extracurricular activities such as dance team in high school. Growing up in a working-class family, I was fortunate that my parents instilled a love of education. As a result, I am a first-generation college graduate. Due to family, cultural, and financial factors, I attended college at the local state university (LSU, New Orleans). After completing college, I married and remained in the city for the following 10 years. I pursued ballet as an adult through my 20s and 30s. In my early 30s, I divorced my husband and applied to doctoral programs. After attending Kent State University, I lived in the Midwest (Illinois) and Northeast (upstate New York and Connecticut), returning to New Orleans in 2007 following Hurricane Katrina. I have resided in New Orleans since then. I have enjoyed a life of international travel, developing friendships around the world.

Employment History

2008–Present	Tulane University, New Orleans, LA
	School Psychology Doctoral Program, Department of Psychology, School of Science & Engineering
	Professor (2012–present), Associate Professor (2008–2012)
	Codirector, Trauma Specialization (2009–present)
2004–2008	Walden University, Minneapolis, MN
	Associate Director (2008), Center for Research Support
	Program Director (2005–2007), Faculty Member (2004–2007)
	School Psychology Program, School of Psychology, College of Social, Behavioral and Health Sciences
1999–2006	The Institute for Community Research, Hartford, CT
	Associate Director for Interventions (1999–2005)
	Senior Research Associate (2005–2006)
1993–1999	University at Albany, State University of New York
	Division of School Psychology/School Psychology Program
	Department of Educational and Counseling Psychology
	Program Director (1996–1999), Associate Professor (1993–1999)
1991–1993	University of Connecticut, Storrs, CT
	School Psychology Program, Department of Educational Psychology
	Assistant Professor (Graduate Faculty)
1987–1991	Illinois State University, Normal, Illinois
	School Psychology Program, Department of Psychology Assistant Professor (Graduate Faculty)
1986–1987	Kent State University, Kent, Ohio
	Department of Educational Psychology, Administration, Technology & Foundations, College of Education
	Assistant Professor (1987)/Instructor (1986)

1978–1982	New Orleans Public Schools, New Orleans, Louisiana
	Department of Identification and Appraisal Services
	Appraisal Coordinator (1982), School Psychologist (1978–1982)

Professional Journey

My journey in School Psychology began with the completion of the M.S. in Applied Developmental Psychology in 1978 and employment as School Psychologist and Appraisal Coordinator with the New Orleans Public Schools. During this time, I participated as one of the founding members of the Louisiana School Psychology Association (LSPA), subsequently serving as Treasurer and President. In 1983 I left New Orleans to pursue my Ph.D. in School Psychology at Kent State University in Ohio, to return to New Orleans as a psychologist serving children and schools. Instead, the move to Ohio began a 25-year journey before returning to New Orleans. During my doctoral program, working with Drs. John Guidubaldi and Doug Clements, I rediscovered the joy of research that I initially found as an undergraduate and master's student at the University of New Orleans, working with Dr. Suzanne Hill. As I progressed through the doctoral program, my interest in an academic life grew. Following the completion of my doctorate, I held faculty positions at Illinois State University, University of Connecticut, and University at Albany before deciding to pursue full-time employment as a researcher at the Institute for Community Research (ICR). During my employment at ICR, I served as a coprincipal investigator and project director for a school-based intervention grant in New Haven, CT, and coprincipal investigator for two projects focused on sexual risk prevention in Mumbai, India. Following 8 years at ICR, I decided to return to an academic career, accepting a position at Walden University (online university), where I served as faculty, program director, and research administrator. I returned to New Orleans in 2007 and accepted a faculty position at Tulane University in 2008. This move fulfilled a long-term desire to return to my home community and to join the faculty at Tulane. I expect to complete my career in New Orleans at Tulane as I continue to teach and mentor doctoral students and conduct program development and evaluation research with school partners.

During my tenure at the University of Connecticut, I began working with two applied anthropologists, Drs. Jean Schensul (educational anthropologist) and Steve Schensul (medical anthropologist). This association resulted in a trip in 1993 to Mauritius as a statistical consultant for a project focused on reducing sexual risk among women. Thus, began my international career, initially in conjunction with the Schensuls. I subsequently served as a program development and evaluation consultant for a sexual risk project in Sri Lanka. During that project, I met Dr. Asoka Jayasena, an educational sociologist from the University of Peradeniya, Sri Lanka,

and sought contacts with schools, educators, and mental health professionals. The collaboration with Dr. Jayasena has continued, as we have jointly conducted a series of projects focused on developing culturally specific intervention and assessment tools related to children's psychological well-being, culminating in the design of the Participatory Culture-Specific Intervention Model (PCSIM) and Participatory Culture-Specific Consultation (PCSC) model. These models have framed my subsequent research, scholarship, and school- and community-based work related to program development and evaluation. Four doctoral students from the University at Albany participated in the Sri Lanka work as part of my research and intervention team: Drs. Kris Varjas, Rachel Bernstein Moore, John Hitchcock, and Sreeroopa Sarkar. These professional relationships have continued to date and resulted in numerous collaborative projects, publications, and presentations. Furthermore, in collaboration with the Schensuls, I pursued grants to conduct program development work in schools (United States) and communities (Mumbai, India). This association ultimately led me to the position at ICR to work with the agency Director Jean Schensul.

My international career has continued to date and extended to the development and implementation of a multicountry project to explore psychological well-being from a cultural and contextual perspective, in collaboration with a network of school/educational psychologists from 12 countries. This work, initially conceived at a conference of the International School Psychology Association (ISPA), resulted in the publication of the book, *International handbook of psychological well-being in children and adolescents: Bridging the gaps between theory, research, and practice*, coedited with a former doctoral student, Dr. Amanda Borja Hughes, and has continued to inform my work in the local schools of New Orleans.

Throughout my career I have been devoted to mentoring future school psychology practitioners and researchers, engaging in school- and community-based research leading to culturally and contextually relevant programming, and participating in professional leadership. The initiation of leadership positions with my role as a founding member of LSPA has led to participation in leadership in numerous school psychology and psychology organizations, including American Psychological Association (APA) and APA's Division 16, International School Psychology Association (ISPA), Society for the Study of School Psychology (SSSP), National Association of School Psychologists (NASP), Council for Directors of School Psychology Programs (CDSPP), and local and state school psychology organizations. My participation as a member and leader in major professional organizations has contributed in unanticipated ways to my professional development and career path, through national and international networks.

My school psychology career has not been traditional. Over the course of my professional development, I have developed collaborations and friendships with colleagues from multiple disciplines and countries. As a result, I have had opportunities to expand my perspective from psychology to interdisciplinary (including education, public health, anthropology, sociology, social work, medical) and to extend my work to multiple countries. These opportunities have contributed to the development of expertise in qualitative and mixed methods research, appreciation of ecological and biopsychosocial perspectives, and an interest in child rights.

Collaboration with Dr. Stuart Hart, an ISPA colleague, has led to my involvement in child-rights advocacy, scholarship, and professional training. This work has culminated in the forthcoming book, *International handbook on child rights and school psychology*, coedited with Dr. Hart and Dr. Shereen Naser (Tulane graduate).

Reflections on the Journey

As I reflect on my professional life, I appreciate the journey more than the accomplishments. Growing up and certainly in my early career, I never imagined my life would take me to places around the world, where I have been able to do work that I care about and develop productive relationships with colleagues, many who have become personal friends. Most important in this journey is the network of colleagues and friends, formed in the context of research and development work and professional leadership and service. My motivation has always been the enhancement of the lives of others, particularly children and youth. I have been given a rare opportunity to accomplish my goals nationally and internationally through teaching, research, service, and travel. I have met amazing people, lay and professional, who have enhanced my life and helped to make me a better person. Through this journey I have learned several lessons:

- Trust your instincts and take advantage of the serendipitous.
- Get outside of your comfort zone and take calculated risks.
- Partnerships and collaboration are critical for addressing the complex social–cultural–political problems in today's world.
- Share what you know, with students, colleagues, and local stakeholders.
- Listen to others—so much of what I have learned came from the voices of children, families, teachers, and community members.
- Get outside of yourself and facilitate the empowerment of others.

Those of us who have the opportunity to pursue professional careers are fortunate. No matter what our origins, being on this journey is both a privilege and a responsibility.

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My Journey as a School Psychology Advocate

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I have been a school psychologist for over 50 years. I have been a practitioner, an educator, an administrator In all these roles I have advocated for the rights of children and their families. My focus in this chapter is to trace how advocacy became integral to everything I did. I have been fortunate to have been an advocate in many of the seminal events within School Psychology. I am still an advocate today. In this chapter, I will share my journey. My journey has always been with others. In turn, I was influenced by those who took the journey with me. My leadership framework reflects my school psychology base, especially the change process of defining a goal clearly, gathering pertinent data, developing an action plan, implementing the action plan, and evaluating the success of the plan. My guiding principles have a social justice base, especially assuring improving the opportunities for all people.

My journey has been influenced by my family, positions, and advocacy work, so these will be the sections of this chapter. The first section on "Life Influences" draws from my 2019 NASP Legends address (Ramage, 2019). The second section on "Professional Influences" and third section on "Advocacy" build up NASP and APA publications and presentations, and an interview by Dr. Kari Oyen for the first NASP Roots to Leaves podcast. (Ramage, 2016; Ramage & Florell, 2019; Oyen, 2019).

Education

Ph.D.	University of California at Berkeley — Educational Psychology
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Professional Experience (Summary)

2006–Present	**Owner**
	Lakeview Antiques and Collectibles
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2001–2002 and	**Accreditation Consultant and Lecturer**
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	Department of Educational Psychology & Counseling
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2009–2013	**Assistant Researcher**
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	Hawaii State Senate Education Committee
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2003–2006	**Chair, Department of School Psychology**
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2002–2003	**Educational Specialist (Administrator)**
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	Hawaii Department of Education
1994–2002	**Dean, College of Education and**
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1991–1994	**Dean, School of Education and**
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	California State University, San Bernardino
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1989–1991	**Dean, College of Education and Psychology and**
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	James Madison University
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1988–1989	**Director, Psychology in the Schools Program**
	Practices Directorate
	American Psychological Association
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1975–1989	**Assistant Dean, College of Education,**
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	San Diego State University
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1976–1985	**Executive Manager**
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1973–1975	**Associate Provost for Academic Coordination**
	Professor of Psychology
	University of Massachusetts at Amherst
1971–1973	**Assistant Professor, Educational Psychology**
	Director, Graduate School Psychology Program
	Co-Director, Women's Research and Study Center
	University of Oregon
	Eugene, Oregon
1962–1973	**Science and Math Teacher, 6th grade**
	Punahou School, Honolulu, Hawaii
1961–1962	**Science and math teacher, 8th and 9th**
	Eugene Oregon

Life Influences

I grew up in a family that believed strongly in civil rights, that is, the rights of citizens to political and social freedom and equality. My father, Dwight C. Ramage (deceased in 1994), was a minister who became a community organizer. My mother, Hollie B. Ramage (deceased in 2014), was a nurse who stayed at home with me and my three sisters. When my mother was 48, she went back to school to become a teacher and a school nurse. Her senior thesis was about the voter registration trip to Mississippi that she and my father took in in 1968, right in the middle of the Civil Rights Movement in the South.

In the early 1940s, during World War II (WWII), my parents made the decision not to "minister to a church" but to minister or serve people. We moved from the State of Washington to the Central Valley of Northern California. Initially, my parents worked for church organizations assisting migrant workers. My father was the liaison between employers and workers to assure that the migrant workers had decent living conditions. My mother worked as a public health nurse for the migrant community. My earliest memories are sitting at the edge of fields with other young children. I still have a young child's understanding of the Spanish language. Their parents were picking crops in the adjacent field.

My family moved with the migrant workers from crop to crop. In about 1942, we were in the Coachella Valley in Southern California. This was at the time the U.S. government was confiscating the property of Japanese Americans, including our local Japanese American farmers. My father helped the Japanese American families store their belongings in the basement of a local church. These families then were put into detention (i.e., "concentration") camps. After WWII, my parents helped a Japanese American family buy five acres for a strawberry farm near our home. Every Sunday after church, we would visit. These folks became like grandparents to me.

When my sister Betty Ramage Harper (deceased 2000) had been in eight schools in 3 years, my parents decided we needed to live in one place. There was a housing shortage, so our first home was a converted chicken coop. The structure is about a mile from where I live today. With the help of family and friends, my parents bought property and built a home by converting a garage into a house. On this little piece of land, we had a garden, walnut trees, and a variety of animals, including rabbits, goats, a cow, geese, chickens, cats, and dogs.

My father continued his work with migrant families in El Monte, California, this time assisting the young men to go to high school and college. In this mostly "Mexican American" community, he also fought against the "language school" (i.e., "segregated school"), from which no student went on to high school. I remember at about age seven attending a community discussion about the "language school." It was interrupted by a group of men marching through the back door carrying heavy chains. My father got up and walked out the back door with the men. The

community meeting went on, and the decision was made to integrate all students together. Today that high school is about 95% Latinx.

My father assisted “Mexican American” veterans in finding housing after serving in WWII. I remember a call to my father from a local realtor. The realtor thought it was unjust that the Veterans who were Mexican American and had fought in WWII could not buy a home in their home town. The realtor wanted support to sell houses to these men, knowing that he would be barred from the local realty board which had a whites only policy. The realtor and my father went on to break down these types of barriers. In 1967, the realtor continued his moral stance by helping Merlie Evers find a home in Claremont, California. She was the first African American to buy a home in this town. Her husband Medger Evers had been the NAACP director in Mississippi and had been assassinated in 1963. She went on to be a major figure in the Civil Rights struggle.

In my El Monte neighborhood which is about 14 miles from downtown Los Angeles, my father and mother were viewed as disrupting forces in the 1940s and 1950s. They fought the existing Jim Crow’s laws that enforced racial segregation. In this town, White citizens could live wherever they wanted, but People of Color (e.g., Mexican Americans, Asian Americans, and Asian Americans) had to live in ghettos or find another town in which to live. Our mechanic who was a Japanese American lived in the riverbed outside of town.

My parent’s stood for respect and dignity for all folks, which ran counter to our neighbors’ beliefs. Our neighbors signed a petition not to speak to my parents because they considered them to be “traitors.” This lasted from about 1944 until 1948, when one of the neighbor’s sons came home with a Japanese bride.

My father and mother also were active in the conscientious objector’s movement; that is, people who did not believe that WWII was ethical or moral. My immediate family and my extended family were also involved in other peace efforts. For example, my Uncle Carl Soule represented the Methodist church during the establishment of the United Nations. My father was the long-term California representative to the United Nations.

During this time, my mother was my father’s confident and support. Her focus was dealing with building a house and dealing with the physical disabilities that both my older sister and I had. I was dealing with eye issues. My right eye turned in and I was having trouble learning how to read because the words would jump all over the page. I spent most of my first two years of schooling going two times a week to the office of an optometrist, Dr. Jacques, who did ground-breaking work on assisting children to learn through retraining their eyes. I believe that having had this experience made me more open to alternative therapies and treatments that might be needed for a specific person’s needs.

My experience in elementary school was good. I did learn to read. My three best friends and I freely explored by bicycle or horse the nearby riverbed and orchards. My sixth-grade teacher, Mr. Cook, asked me to what college I wanted to go. With my physical disabilities, I had assumed I would not be able to go to college, so this

was a whole new idea to think about. My parents were supportive, but my father would say, "Remember, getting your Mrs. is the most important title for you in life." My mother would then take me aside and assure me I could do anything I wanted to do. My mother was an important source of wisdom and support in my early life. My father and I became closer as we worked together on human rights issues, especially when he realized in the 1970s that the Women's Movement was a Civil Rights Movement.

As I entered high school, my life was about to change because our property and those of our neighbors were condemned to build a new high school. My mother involved me in the search for a new home. Riding my bicycle back from the swimming pool, I noticed a beautiful piece of property that had a huge oak tree and a nursery next door. My parents fell in love with the property, too. They had our house literally moved up the street. Because of the oak tree, they split the house into two houses. In 2000, my daughter, Mara Leppaluoto Goldwhite, and son-in-law, Phil Goldwhite, and I bought the property and we live in the two houses today. The big oak tree is still the master of the property. In the Spring of 2020, one of the huge tree branches fell on the house, but it was repairable.

The town I moved from was very different from the town to which I moved. El Monte, California, was a town where people primarily worked with their hands as farm workers, car mechanics, and construction workers. Arcadia was a town where the men wore suits and the women stayed home to raise the children. Academically, I had been a good student in El Monte. In Arcadia I was challenged.

I was also challenged socially. I was used to having close friends, but here I was rejected because I did not keep up with the latest styles, and I wore glasses. I was fortunate to reconnect with a family friend. It was my friend's father's American Baptist church that the Japanese American farmers had put their belongings in the early 1940s.

For the first time in my life I did not like school or where I lived. When my cousin, Walter Ramage, came to visit, he asked me to help him drive to Ashland, Ohio. I jumped at the chance to live on a farm and go to a different high school. When I was 13, I had lived on the ranch where my mother's parents lived in Nebraska. I loved being around animals and crops. I really valued getting to know my relatives. In my new Ohio high school, I was a star just because I came from California. My aunt and uncle considered me family. I also learned that my uncle and aunt were at the opposite political continuum from my parents. I believe learning this helped me to listen to different points of view and to try to understand why people came to different conclusions.

What this 10th grade experience taught me was to be myself and to learn from situations that are challenging. When I came home, I was more confident. I took on the advanced coursework and sought the assistance of my English teacher so that I could learn how to write to a higher standard. I graduated number fifth (5th) in a class of over 500. My class was the first to go all the way through this new Arcadia High School. Being at the beginning of a program or school became a theme throughout my life.

My decision to go to college depended upon whether I could pay my own way. I had at an early age been fiscally aware. I had saved and bought a record player and a bicycle before I was in the sixth grade. From the sixth grade on, I put half of what I made babysitting, selling retail, or doing clerical work into a savings account. To this day, I usually can figure out a way to finance a program or an investment, which was certainly a plus as a university program director or an administrator.

My university of choice was influenced by fiscal issues. I wanted to go to a private 4-year college, but when I heard the Citrus Experiment Station was to become the new University of California, Riverside (UCR), UCR became my university of choice. I could afford to go there. It was part of the University of California system. It was small and I could live on campus. I found work on campus and started a new adventure. In the late 1950s, I was one of the few students who had to work while going to the university. My semester costs were $65 tuition and fees, about $40 for books, and $60 a month for rent and food. Even at a minimum wage of $1.50 an hour, I could make the costs and even save for a car.

As a junior, I followed my college boyfriend to the University of Oregon (U of O). I worked in the Alumni office and then in the genetics laboratory of the Department of Biology. My mother went to work to pay the $300 a semester for out-of-state tuition. She also assisted my two younger sisters to go to college. At the U of O, I was in classes with graduate students. This was the first time I had been exposed to graduate students. I realized I could do what they were doing. In 1961 I received my BA degree, majoring in Psychology and minoring in Biology.

I then taught Middle School math and science in Eugene, Oregon. I was assigned the hardest students to teach. Many of them were effectively nonreaders. I reached out for assistance and was fortunate to obtain the tutelage of the speech pathologist. We found alternative ways for my nonreading students to learn, which served me well when I became a school psychologist.

As I review what I have written, I see that my family, schooling, and early work experiences influenced me throughout my life. My value system is based on honoring everyone's civil rights. My passion to work with others to assure their civil rights has broadened into a deeper understanding of social justice issues. I really value the NASP definition of Social Justice (NASP, 2017):

> Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth.—(Adopted by the NASP Board of Directors, April 2017).

I am proud to be part of a profession that clearly states their beliefs, especially beliefs about advocating for the rights of all people.

Professional Influences

Finding School Psychology

Like so many school psychologists, I found school psychology by chance. I actually found the field twice. My first pass at becoming a school psychologist came in 1962. I wanted to start a master's degree program. I went to my former college advisor, Dr. Leona Tyler (President of the American Psychological Association (APA), 1973). She asked me to be one of the first students in the new "School Psychology" program. I started the program and took one terrific counseling course. This course helped me survive my first year of teaching. However, when I was offered a teaching job at Punahou in Honolulu, I moved to Hawaii. I took a ship from Los Angeles to Honolulu because I could bring my car. The friends I made on the ship continued to be my core friends in Hawaii. I taught 6th grade math, science, and reading. I roomed with three other teachers and had an amazing experience.

Our circle of friends included Marine and Navy pilots who gave us a rare perspective on the United States expanded efforts into a little country called Vietnam. I learned that people who chose to be in the military really believed they were doing what was right in protecting our country. I also learned that people who come back from war often have the same misgivings about war as those who are conscientious objectors like my father.

In Hawaii, my local friends included a number of people who also had gone to "language schools." These language schools were different from the segregated schools I had grown up with. These schools were for people who spoke English well enough to finish high school and go to college. Although this separated communities, it also allowed for non-Whites to go to college.

My experience in Hawaii was life changing. I learned how to play and to interact with another group of people with diverse backgrounds. We had time for each other. We learned from each other, and we valued each other's cultures. These values continued with me throughout my life. Hawaii would become my second home. I returned to live there between 2002 and 2016.

I had assumed I would stay in Hawaii for the rest of my life, but my direction was soon to change. In the summer after teaching in Hawaii, I went to Europe, Africa, and the Middle East. The experience of learning more about the history of our civilization and seeing the building tensions in the Middle East made me hungry to learn more. When I stopped in Berkeley, California, I found a group of people who had similar concerns and passions.

This intellectual environment made me want to go back to school, but first I had to find a job. In looking for a job, I went by the Genetics department, since I had worked in a genetics lab as an undergraduate. When I asked for a position, the chair said if I would become a graduate student, I could work in their lab. I was in the lab the day that John F. Kennedy was shot. The shock was so great that we decided to bring all our friends together to support each other. At that gathering I met my future husband and the father of my child, David Leppaluoto.

I took basic courses during my time in the Genetics department because I thought I wanted to become a physician. When I connected with the pre-med advisor, I was told that because my gender was female, and because I was so old (24), I probably would not be able to get into medical school. What is amazing in hindsight is that I accepted these as facts, although I remember being appalled at the antics of my fellow pre-med students as they cheated their way through classes.

I went to work as a career counselor in San Francisco. I reviewed my options and decided I wanted to work with people. I went back to school in the Department of Counseling Psychology at the University of California at Berkeley (UCB). I went back to school in 1964, the year the Free Speech Movement started at UCB. The Free Speech Movement focused on support for the Civil Rights Movement. When the UCB administration banned on-campus political activities, thousands of students protested and took action to turn over this decision. The initial focus on civil rights also fueled later opposition to the Vietnam War. The university administration tried very hard to ignore and shut down student and faculty speech. Today the university sponsors an online source to obtain more information at https://calisphere.org/exhibitions/43/the-free-speech-movement/.

The Berkeley Free Speech Movement and the Anti-Vietnam War Movement are considered the sparks that fueled student protests across the country in the 1960s. However, there was tinder on most college and university campuses, especially as men were being drafted. What may not be as clear is that there was consternation along the whole continuum of political beliefs, from the Right, Middle, and Left. The Right and the Middle did not get the same attention as the Left. I remember the conservative Oakland Tribune newspaper published a picture in December 1963 of a young women being pulled by her hair down the steps of the administration building (Sproul Hall) by the police. A representative of the political right-wing John Birch Society stated that the picture was clearly picked by the reporters since they were "Left Leaning Democrats." This made no logical sense to me and other students. To us it looked like police brutality and only fueled our concerns.

Despite the campus turmoil, I received my MA in Counseling Psychology in 1966. During my counseling program I took a class from Dr. Nadine Lambert who was about to start a new program called "School Psychology." For the second time, I had the opportunity to join this new field. This time I recognized that this was a good fit because it combined my interests in psychology and education and my desire to continue to work with children and youth.

Nadine Lambert taught the professional courses. The other faculty were educational psychology experts in their fields of development, social psychology, learning, assessment, and reading. The School Psychology program model focused on utilizing mental health principles to work with children and youth in the schools. For example, we met weekly with a psychiatrist to view how psychiatry and psychology could work together to assist children in meeting life's challenges. This experience certainly facilitated my later work interfacing between psychiatry and psychology. The education base for the program was just as creative. For example, we spent a year in a first-grade classroom applying Piagetian approaches to first graders developmental issues.

Dr. Nadine Lambert called upon the three students who worked within the department to assist her. Jonathan Sandoval, Carolyn Hartsough, and I assisted in a variety of ways. Jonathan Sandoval went on to spend most of his career at the University of California at Davis, creating a generation of researchers and advocates, including Stephen Brock (NASP President 2014 and co-developer of the PREPaRE crisis intervention and recovery workshops). Carolyn Hartsough (deceased 2019) stayed on at Berkeley as Nadine Lambert's right-hand person, impacting generations of students.

I had an amazing school psychology internship In Richmond, California. This was 1968, and this school district in Northern California was desegregating their schools. I was asked to work with families to assure that their concerns were addressed and that their cultures were supported. My school psychology role was broad. I helped to establish a class for students with emotional disabilities. I worked closely with teachers on streamlining the reading and science curricula. I stayed on as the preschool School Psychologist, assisting teachers, and parents to make the educational experience successful for their 4-year-olds. I wish my teachers had known then what I see the teachers able to do today. My daughter, Mara Leppaluoto Goldwhite, is my model teacher. She has been a teacher for over 15 years and presently teaches Transitional Kindergarten. Mara recently made the decision to become a school psychologist and is enrolling in the Fall of 2020 at California State University at Los Angelels.

In 1968 I also started my dissertation on student change. For several years, I had co-taught the Group Dynamics courses in the Psychology department. The purpose of this dissertation was to determine whether people learned the group dynamics skills, which focused on interpersonal skills and collaborative learning. The formative data gathered about week 10 were that group dynamic skills were not learned in all-male groups but were learned in all-female and mixed male and female groups. Unfortunately, my first dissertation could not be finished because my final data collection did not occur because the campus was closed down in 1968 due to civil unrest.

I started another dissertation on the influence of education on decision-making. This time it was a small, neat study with community college students. What I found was that it was hard to change people's opinions if they had knowledge about the topic but that it was possible to persuade a person if they did not have a knowledge base about the topic. I would finish this dissertation and received my doctorate in 1971.

As important as my learning from my school psychology program was, I was also learning from what was happening in Berkeley in the 1960s. I joined the rallies of 15,000–20,000 students, faculty, and community members. We would spend a day listening to a range of viewpoints on the Anti-Vietnam War Movement and on the Civil Rights Movement. I do not remember women's rights being part of this discussion in the 1960s. The whole range of speakers spoke, including representatives from right, the middle, and the left political persuasions. This rather naive form of democracy was enlightening. What it reinforced in me was to always listen carefully to different points of view.

What the press was printing during this time frightened me. The reporters would focus on the one scruffy person in the crowd, or on the most far-out speaker, and not write up the substance of the different points of view. Their reporting also encouraged fringe radicals to come to Berkeley. It was well into the 1970s before the press understood the reasons why students were standing up against the war and for civil rights.

On a personal basis I was challenged to take some type of action. My parents had been social activists but were not revolutionaries. Now I had to make a choice. Would I protest only, work to destroy the institutions that were not standing for what I believed, or would I try to bring about positive social change within the existing institutions. I decided on the latter. Our efforts were evolutionary, but the impact on us individually was life changing. We were learning how to be change agents. I joined with others to form the Education Graduate Student group. We focused on developing scholarships for underrepresented ("minority") students, on learning from faculty and community members who had grants that related to children, and on becoming part of the decision-making process within the College.

During this time, Dr. Nadine Lambert was becoming a key figure within the American Psychological Association (APA). Dr. Lambert was a bit disappointed that I became a charter member of the upstart group called the National Association of School Psychologists (NASP). However, Dr. Lambert and I continued our close relationship over the years to assure that all school psychologists were well educated and respected. For example we worked together on the initial APA/NASP Task Force that focused on developing a joint accreditation process, and on developing the definition of "psychological services" in the regulations of P. L. 94-142, The Education for All Handicapped Children Act.

Like most of the early school psychology educators, Nadine Lambert was a Clinical Psychologist who had worked as a psychologist in the schools and as a staff member for the California Department of Education. I was always appreciative of what I learned from her, especially about programs, professional organizations, and policy. I was part of the first group of school psychology educators who were educated as school psychologists.

Becoming a School Psychology Professor

My first school psychology faculty position took me back to the University of Oregon (U of O). I really obtained my position by chance. I overheard Dr. Lambert talking with another faculty member about who they should recommend for the U of O position. I immediately went to Dr. Lambert and asked her to recommend me. She protested a little because I was a recent mother and had not finished my dissertation, but she did recommend me and the U of O did hire me.

I was ready to teach the school psychology courses. I was not ready to be the only women in the department. On some level I knew this would be a challenge. In my interview I was not asked nor I did not tell the reviewers that I was married and

had a 1-year-old child. Very few women in the early 1970s were hired into higher education tenure track positions. I wanted a chance to be one of the few.

My worst fears came to the forefront in November of my first year, when my chair asked me to come to his office. He told me that I was not being invited to the department Holiday party because I was single. I started to let it pass but decided it was time to say something. As I was walking out the door, I turned and said, “Maybe you should know that I have been married over 10 years.” His response was something like, “Now I suppose you are going to tell me you have a young child,” which of course I did. He then looked at me and said something like, “How can you be so productive?” My feminist consciousness began to rise.

About this time the President of the U of O asked me to chair his Committee on Women. I include this early influence on my career because it forced me to take stock of what I believed, and what type of leadership role I would take, even if I did not feel ready. The President’s Committee on Women morphed into a place where the few women on campus could come together and learn from each other. We shared the process of publishing and becoming tenured. Up to this point in my career, men often had been my best friends and mentors. The women who influenced me had been those who were tough and could make it in a man’s world. With my awakening, I experienced a kinship with other professional women that I had experienced with my own sisters and mother. We learned from each other. We supported each other.

The Committee on Women collected data on all types of positions on campus. What we found shocked all of us. On average, women made 25% less than their male counterparts. This was found for staff and faculty. Instead of pointing fingers, Dr. Joan Acker of the Sociology Department suggested we establish the Women’s Research and Study Center, which is now the Center for the Study of Women in Society (CSWS, 2019). She and I were the first co-directors.

Our first big project was to hold a national conference on women. It was funded by the Lila Acheson Wallace (i.e., the Reader’s Digest foundation) School of Community Service and Public Affairs at U of O. The conference was entitled *Women on the Move: A Feminist Perspective.* I remember we had a discussion about whether we should use the word “feminist.” At the time the press portrayed feminist women as bra burning men haters. We used the word feminist because we recognized we had to stand up for equality.

The focus of the *Women on the Move* conference was on the history and condition of women and women’s rights. The book was published by one of the early feminist presses, Know of Pittsburgh, PA. I was the coordinating editor of our book (Leppaluoto, J. R. (Ramage), Acker, J., Cline, C., Brown, D., Porter, C., Mitchel, B. and Hanna, R. (Eds.), 1973). All of us had been involved in the 1960s Civil Rights movement. Our conference helped move the rights of women to the forefront. Our book was used by early women’s studies programs.

On a personal note, I invited my family to attend. My father lasted 1 day but resented the anti-male statements made by many young women. The conference was freeing to the young women, especially those who were lesbians. The faculty

who were gay or lesbian attended the conference but still believed they had to hide their sexual orientation.

At the time I was the only school psychology educator in the state. For the first time, I started to experience what it was to be considered a mentor. For example, when I arrived at the U of O, women were mostly in the master's program, and men made up most of the doctoral program. I encouraged all the students to go on for their PhDs.

I also learned a great deal from other wonderful colleagues on campus, especially Dr. Hill Walker and Dr. Joyce Spence in the Special Education department. As mentioned above, the UCB model focused broadly on mental health principles. I knew little about our relationship with special education, except to give an IQ test to determine if an individual was mentally retarded. The schools at this time only had classes for those who were considered "mentally retarded" and those with physical disabilities. This was in the early 1970s, and there was no federal legislation in special education. What I learned from Special Education colleagues prepared me to coordinate in 1976 NASP's input into the regulations for P. L. 94-142, The Education for All Handicapped Children Act.

I also attended the Oregon Psychological Association conference. I was approached by a group of school psychologists for assistance in becoming credentialed. They could not get credentialed for two reasons. The first was the requirement for a supervised internship, and the second was because they had not been teachers. The journey we took together helped me better understand the university and state agencies and, if something is not working, how to assist in the change process.

I was "allowed" to add a supervision course, and I drove up weekly to meet with the dozen or so folks who enrolled. I asked them to evaluate critically their roles in relation to serving all children and to do one project that would make a difference in their pupils' lives. The changes and projects were amazing, especially the projects that reached out to children in general education and to parents.

We bonded during this process and did not want to end our collaboration and our learning opportunities, so we founded the Oregon School Psychologists Association (OSPA). I served as the first President. In searching for future members, we found out that the State had only certified 11 school psychologists since the 1950s. However, when we reached out to every school district, over 250 school psychologists came forward to attend the first conference. OSPA continues as an important inflluence in the state today.

Our first project was to work on changing the credential so that school psychology could stand alone. To make this change we collaborated with the Oregon Psychological Association and the Oregon National Education Association (NEA) affiliate. Our major lobbyist was Dr. Carl Morgan, a Clinical Psychologist. Although we had much to learn, the team effort was eventually successful. I had no idea what an impact this experience would have on my future life, but it prepared me to become the NASP Executive Manager for Governmental and Professional Relations.

During my Oregon days, my OSPA buddies nominated me for the NASP position of Western Regional Director. I had never thought of myself as an organization

person, but here I was, the President of OSPA and the Western Regional Director of NASP. I was so impressed with the NASP leadership. Many of the 1969 initial leaders were still involved, and they had done so much. They were guided by the purposes delineated in the first convention in St Louis:

(a) to promote actively the interests of school psychology;
(b) to advance the standards of the profession;
(c) to help secure the conditions necessary to the greatest effectiveness of its practice and,
(d) to serve the mental health and educational interest of all children and youth (Farling and Agner, 1979, p. 140)

Within 5 months, the paid membership was over 900. Polly Alexander of Ohio was the first NASP President, and Dr. William (Bill) H. Farling was the first Executive Director. When I became part of the governing body in 1972, John Austin of Michigan was President. He had led the effort to write the NASP Constitution and policy manual. The original standing committees included the areas of research, program, activities, finance, professional training and standards, nominations and elections, membership, constitution, and legislation (Farling & Agner, 1979).

As in most new organizations, a major task was to determine who the school psychologists were and to understand their level of education, as well as their roles and functions. To assist with this project NASP obtained a grant from the U.S. Office of Education and did a national survey (Farling & Hoedt, 1971). The purpose of the "National Survey of School Psychologists" was to provide information to be used as the basis for research and policy decisions in the field of school psychology.

In an effort to look at the impact the new federal special education legislation had on school psychology, I did a similar national survey (Ramage, 1979a, 1979b). I drew from the Farling and Hoedt (1971) survey areas, including educational level, professional affiliation, professional practice, role and function, professional needs and problems, part-time activities, salary and contractual arrangements, psychologist to student ratios, private practice, and future development of the profession. The national survey was sent to all NASP members. The findings were published on the 10-year anniversary of NASP in the *School Psychology Digest (Review)* (Ramage, 1979a, 1979b).

My students and I redid the study several times to look at changes in demographics, the level of training, and the role and function of school psychologists (Ramage, 1979a, 1979b, 1980, 1984a, 1984b, 1984c, 1985, 1988, 2000, 2001). I used these findings in an article to explain to the international community how school psychology fits into the United States education system (Ramage, 1986). One of primary findings over time was that, after P. L. 94-142, school psychologists took on more and more assessment responsibilities for special education. This was always sad to me, since I truly believe in the broad role of school psychologists. Another result was that school psychologists increasingly became female dominated, except in administrative positions.

While I was the Western Regional Director of NASP, I was also learning and growing from this experience. For an upcoming convention, I initiated and co-edited

an edition of the *School Psychology Digest (Review)* on Behaviorism and Humanism (Leppaluoto (Ramage), 1973). I also kept asking questions. My "reward" was to be nominated to be NASP President-Elect.

As I look back, I took stands that reflected my involvement in the Civil Rights Movement. I coedited two controversial issues of the School Psychology Digest (Review). The first special edition was on sexism in the schools (Engin, A, Leppaluoto, J. R. (Ramage), and Fodor, I, 1973). The following comment by John Guidubaldi summarizes the caution of the day:

> Enthusiastic response to our last issue on sexism reveals a critical concern among many school psychologists that unjustified discrimination causes long lasting adverse effects on emotional and behavioral adjustment. We extend our appreciation to Jean Leppaluoto (Ramage) and Ann Engin for coordinating that issue and increasing our sensitivity to the educationally related problems of women in society. (Guidubaldi, 1973, p. 2)

He left out the third coeditor, Iris Fodor. Sexism was not recognized in those days the way it is today. The other challenging publication was a coedited edition of the School Psychology Review on nondiscriminatory assessment, or un-biased multi-factored assessment (Engin, Leppaluoto, & Petty, 1977 Eds., 1977a, 1977b).

The years (1973–1975) I served as NASP President-Elect, President, and Past President were eventful. As President-Elect, I was expanding NASP's role in Washington, DC. In 1973, I worked with Elizabeth (Beth) Abramowitz, NASPs first Washington, DC, Executive Director. I had known Beth when we were students at UCB. I was surprised and pleased that she was in Washington, DC. As an African American women, she brought an important perspective to the organization. When she took the call from President Carter to be on his domestic staff, we were happy for her, but sad for us.

During my President-Elect year, I coordinated the development for the NASP strategic plan, which guided NASP development for the next 5 years. The input process was co-facilitated by Dr. Emmet McHenry, a communications specialist from Northwestern University. He assisted by analyzing the interaction and making suggestions for more effective communication. His input was greatly valued. This was also the year that Dr. Cal Catterall, NASP Past President, started the joint Division 16—NASP Committee on International School Psychology development of a permanent colloquium (Farling & Agner, 1979). I attended the first International School Psychology colloquium in 1974 in Munich, Germany.

By the time I became President of NASP (1975), NASP had developed many important functions. A Washington office was established about 1971 for coordinating internal meetings and centralized mailings, including publishing the *Employment Bulletin*. In 1972, the association published the first issues of the *School Psychology Digest*, which later became the *School Psychology Review.* Also, in 1972, NASP published the first education guidelines, *Guidelines for Training Programs in School Psychology and Survey Listing of Institutions Offering Graduate Training in School Psychology.* The NASP national conventions were attracting quality presenters and workshops. A leaflet was developed that described the profession of school psychology (Farling & Agner, 1979).

APA Involvement

Besides being involved in NASP in my early days, I also was involved with the American Psychological Association (APA). I remember believing that it was important to be involved in APA because it represented all of psychology. At the 1972 APA Convention in Hawaii, I asked for a session where School Psychology educators and state consultants could come together and talk over our issues. From this seminal beginning, we started meeting at both the APA and the NASP conferences. Eventually the state consultants formed their own group. The educators formed the Trainers of School Psychologists (TSP), which continues today as the major school psychology educators' forum. I coordinated TSP from 1972 to 1985. Early joiners included James (Jim) Eikeland, the State of Florida School Psychology Consultant, and Dr. Judith Kaufman, who then was at Yeshiva University, and who continued throughout her career to be a major leader.

Another APA involvement came in 1973, when I was a School Psychology representative to the APA Vail Conference. The Vail Conference is most remembered for recommending that APA not only support the scientist–practitioner model but consider a practitioner-oriented model. Dr. Al Ivey of the University of Massachusetts and I wrote an article about the implications of a practitioner model for educating counselors and school psychologists. (Ivey and Leppaluoto (Ramage), 1975). This practitioner-oriented model is today reflected in most professional psychology programs, especially those that offer the PsyD.

These early professional and community experiences shaped my life. I learned how to handle multiple tasks and to complete each of them in cooperation with others. I continued throughout my career to write or co-write, publish, and present about these involvements. Although I continued to do applied research, my area of expertise became policy development and implementation. Early on I wrote columns in the Communiqué about our advocacy efforts. I also wrote an invited article that traced federal special education legislation on meeting the special needs of pre-Kindergarten children (Ramage, 1983).

When I later was involved in teacher education, I wrote about teacher reform in California (Ramage, 1993, 1994), Nebraska (Ramage, 1994, 2002a, 2002b), and, again, as part of the Renaissance Group (Ramage, 1993). One of the most important publications during this time was an invitation to co-write an article with Francisco Hidalgo and Rudy Chavez-Chavez on a model for multicultural education in universities (Hidalgo, Chavez-Chavez & Ramage, 1996).

Higher Education and School Psychology

My knowledge and skill base in changing higher education were greatly enhanced by taking a position at the University of Massachusetts. From 1973 to 1975, I was at the University of Massachusetts as the Associate Provost for Academic

Coordination. My role was to facilitate the recruitment, retention, and promotion of all faculty and to diversify our faculty through Affirmative Action efforts. I also supported the development of its school psychology program.

I coordinated a conference on higher education teaching. Much to our surprise, almost a third of the faculty took part. Out of this came a focus on teaching in ways that attracted and retained women and other underrepresented group members. The colleges of education and engineering took the lead in this effort. I helped to establish the Women's Center which, on this campus, became a safe haven for lesbian students. I assisted with a variety of personnel issues, including chairing dean searches and assisting departments to assure that their search efforts included at least one "equally qualified" underrepresented candidate. This effort raised the diversity of faculty on campus by 5% in 2 years.

UMass supported me in being president of NASP. The framework for the NASP Strategic Plan reflects the influence of my work at UMASS. The framework was based on social justice and included supporting the involvement of all school psychologists, encouraged the recruitment of diverse students, and required that all school psychologists learn how to work effectively with all children. This social justice focus was reflected in my choice of speakers at 2003 NASP convention in Atlanta, Georgia:

- Miriam Wright Edelman, president and founder of the Children's Defense Fund (CDF), which advocates for children's rights.
- Julian Bond, Civil Rights Leader and social activist, and the first African American to be considered for the USA Vice Presidency.
- Andrew Young, Civil Rights Activist with Dr. Martin Luther King, former UN Ambassador, and Mayor of Atlanta at the time of the Olympics in Atlanta.
- Seymour Sarason, Yale professor and children's advocate.

San Diego State University

By 1975, I was eager to return to a school psychology program that reflected a social justice framework. San Diego State University (SDSU) was looking for someone to develop a multicultural and multilingual School Psychology program. I was at SDSU from 1975 to 1989. The magic of this program came about through the mutual efforts of the faculty, including Dr. Carol Robinson-Zañartu, Dr. Valerie Cook-Morales, and Dr. Colette Ingraham. We worked closely as a team, each contributing in unique ways.

Dr. Valerie Cook-Morales contributed her deep understanding of bilingual and diversity issues and directed multiple grants to support our students. She also would push us beyond our comfort zones to tackle social issues.

Dr. Carol Robinson-Zañartu devoted her career to educational equity. She is committed to culturally responsive work with Native American and Indigenous

youth and multiple language learners, especially Spanish learners. She took the lead in 2016 in developing a position on Dual and Multi-language learners, obtaining support from the California Association of School Psychologists (CASP) and the School Psychology Educators of California (SPEC). She also edited a seminal publication on serving Dual Language and English Language Learners (Robinson-Zañartu, Draper-Rodriguez & Olivera 2019).

Dr. Colette Ingraham developed the consultee-centered multicultural and cross-cultural consultation model that has impacted school psychology practice across the country (Ingraham, 2000).

My roles in the Bilingual, Multi-cultural School Psychology Program at San Diego were to teach the professional courses, to co-write grants, and to support our social justice framework by gaining the support of university administrators. Our Dean of Education, Dr. Tomas Perez, valued our approach as well as my work in Washington, DC. In the late 1980s, I served as the Assistant Dean for Student Affairs and Faculty Development the College of Education at SDSU.

My years at San Diego State were amazing. Our dream of a social justice program became a reality and continues today. My colleagues challenged me, and we grew together. Our graduates have gone on to make a real difference in the lives of children and as leaders of our profession.

Within the university we had mixed support. For example, in a meeting with the Provost, he asked us why we allowed our program to have low standards. When we asked what he meant, he said we must have low standards, since about two-thirds of our students were “minority.” We pointed out that 100% of our students graduated from the 3-year master’s program and that 100% were hired by the schools. Since then, the whole university has embraced a social justice framework. In 2019, SDSU hired Salvador Hector Ochoa as the Provost and Senior Vice President. We in school psychology know Dr. Ochoa as the former director of the bilingual School Psychology program at Texas A & M. I presently work with one of his graduates, Dr. Wilda Laija-Rodroguez. She has developed an amazing school psychology program at California State University at Northridge. I have had the pleasure of teaching in the program for a long time.

My primary role as NASP Past President (1975) was to continue to develop our advocacy framework in Washington, D.C. At the same time, NASP was reviewing whether or not they should hire another Executive Director. Sharon Petty came up with the idea of having four Executive Managers. The NASP leadership decided to give it a try.

This system utilized volunteers for key positions, which for an organization which had about 1500 members, was feasible. Sharon Petty (Michigan) continued to manage the national convention. Mike Chrin (Ohio) handled membership and finance. Mary St. Cyr (Connecticut) coordinated committee activities. I took on the governmental and professional standards areas. The Executive Manager structure was unique among professional organizations because it drew upon working school psychologists to carry out the administrative and advocacy functions of the organization. This structure continued for about a dozen years.

Throughout my early career, I was learning how to advocate for what would be best for all children. This had led me to learn how to negotiate through the university and State systems. The next part of my career challenged me to become an advocate for children's rights at the Federal level.

Advocacy Influences

During my NASP presidential years (1973–1976), I had been attending meetings in Washington, DC, and assisting with the NASP central office. I also was learning about the federal legislation process. I knew little about the history of the passing of P. L. 94-142, the Education for All Handicapped Children Act. My Washington, DC, mentor, Fred Weintraub of the Council of Exceptional Children, helped to provide context for how this landmark legislation was passed.

The year 1975 was an auspicious year to be involved in Washington, DC. This is the year that a group of former interns from Columbia University, including Fred Weintraub, finally were able to get Congress to pass the national special education law, which we remember as PL 94-142, the Education for All Handicapped Children Act. This group of special education and related service professionals had tried to pass the law in the early 1970s but could not get the Senators or Representatives to listen, so these special education and related services advocates went home and supported court cases.

They were successful with the Pennsylvania Association of Retarded Citizens v Commonwealth of Pennsylvania (PARC, 1971) or the PARC case. The PARC case built on the landmark Brown vs Board of Education (1954/1955), in which the Court declared state laws establishing separate public schools for Black and White students to be unconstitutional. P. L. 94-142 reflected the provision of the PARC decree (PARC, 1971), with the goal that handicapped children be educated in the "least restrictive environment."

When I became Executive Manager for Governmental and Professional Relations in 1976, my first major activity was to assist in the development of the Regulations of P. L. 94-142, Education of the Handicapped Act. Regulations are the rules created by agencies, commissions and departments in the federal government's Executive Branch based on authority granted to it by Congress, in this case the new law.

Throughout my tenure as Executive Manager of Governmental and Professional Relations (1976–1985), I worked closely with the chairs of the relevant committees, especially the NASP Governmental and Professional Relations Committee. The chairs included Barbara Thomas, Susan Beecher Sandoval, James Eikeland, and Anne Spragins (Harmouth). Major decisions were made in conjunction with the NASP Presidents, the NASP Delegate Assembly, and the NASP Executive Board.

Because the law included a section for "related services," I organized a conference about how to bring together the related or pupil services organizations.

The participants started meeting monthly and became the National Alliance of Pupil Services Organizations (NAPSO). I coordinated NAPSO from 1976 to 1985. NAPSO became involved in every major change in general and special education legislation. For example, we supported the expansion of special education and related services from birth to 25. We also helped bring special education and general education (i.e., the Elementary and Secondary Education acts) closer together. NAPSO continues today as the National Association of Specialized Instructional Personnel (NASISP; http://www.nasisp.org/). Since we always believe that general education was as important as special education, they initiated sections and helped to write a variety of laws that impact school psychology, including the Individuals with Disabilities Education Act of 1990 (IDEA) and the Elementary and Secondary Education Act of 1965 (ESEA), which have become Every Student Succeeds Act of 2015 (ESSA).

After that initial meeting with the 20 or so national groups that became NAPSO, I started on the process of developing a definition of "psychological services." The definition was developed at a NASP Executive Board. Dr. Nadine Lambert attended as APA Division 16, School Psychology, representative.

Coalition partnerships at the state and national levels often define new ideas and draft the language that goes into state and federal legislative bodies. As the draft legislation goes through public hearings, it is essential that the drafters be part of the process. I probably testified at a dozen House or Senate hearings, primarily representing NASP and/or NAPSO. NASP today continues to be involved in a variety of alliances, consortia, and other key coalition partnerships.

The other half of my NASP role was to support keeping our education and practice standards up to date. I assisted with the updating of our national education standards. School psychology programs in 1976 were 1-, 2, and 3-year master's-level programs and/or doctoral-level programs. When I was President of NASP, I had asked Dr. Douglas Brown to review the present standards and to propose revised standards. The only direction I gave him was that the standards should prepare people to be fully functioning school psychologists when they finished the program.

In 1978 these new and expanded education standards were approved by NASP. The standards established the educational specialist, or 3-year master's degree, as the entry level for school psychology practice. As you might guess, this was controversial. The next step was to work with educators and the related state agency personnel to implement the standards.

At that time, I was coordinating the Trainers of School Psychologists. Although the group is independent of both APA and NASP, a major focus on the TSP agenda in the late 1970s was understanding and assisting universities to implement the NASP standards.

One of my toughest challenges came in 1979 when I was asked by the California Department of Education to chair their Larry P. Task Force. The majority of the folks on the Task Force wanted to focus on early intervention so that all children's academic and behavioral needs could be met so that children did not have to fail

before they obtained services. Some members of the task force wanted to focus on what tests would be allowable under the court decree. The document we developed was how to be involved, along the whole continuum of services from general to special education (Ramage, 1988). In some ways, this was a blueprint for what we now called Response to Intervention (RtI). An appendix was devoted to tests. Barbara Thomas then expanded the appendix and had it approved by the California Association of School Psychologists (CASP).

I fought hard on the Larry P Task Force to develop a system where all children would be served as early as possible. After all, I had devoted my life to preparing school psychologists to bring about equity in the schools. To me, this meant it was necessary to work in both general and special education, to provide services to all children, along with willingness to learn and respect their cultures and language. I was not willing to accept that an African American male could not succeed in school.

My willingness to chair the Larry P Task Force was because I truly wanted to lay out a road map so that all educators could correct any injustice. I knew Wilson Riles, the first California Superintendent of Schools who was Black. He and my father had met through working on the Los Angeles County Human Rights Commission. Also, at the end of that year I was joining the School Psychology program at Howard University, an historically Black University in Washington, DC. I was going there to help the program become accredited.

At about the same time, the APA-NASP Task Force began. The initial focus of this group was to develop a joint accreditation handbook. Dr. Nadine Lambert and Dr. Paul Nelson, Director of the APA Office of Graduate and Postdoctoral Education and Training represented APA. The Presidents of NASP and I, as Executive Manager of Governmental and Professional Standards, represented NASP. We developed a joint accreditation handbook, which was used for six APA-NASP/NCATE (National Council on the Accreditation of Teacher Education) doctoral programs in 1982–1983. The University of Cincinnati was the first approved jointly accredited program. The APA-NASP Task Force became the Interorganizational Committee (IOC) and continued for many years as a communication vehicle between NASP and Division 16 of APA (Fagan & Perri, 2000).

I was involved with NCATE for many years. As Executive Manager I attended the NACTE board meetings, along with the NASP representatives. I was proud of the leadership of NASP representatives, especially Jim Eikeland. They were key to the involvement of other specialties joining NCATE. They were also key to developing standards that have been adopted by many of the states across the country. I was a member of the NCATE Board of Examiners for 27 years and chaired a number of college and university reviews that happened twice a year.

I have continued to be involved in standards issues. My most recent involvement came in 2018– present in preparing for the California School Psychology program revisions. The Commission on Teacher Credentialing set up a School Psychology working group to review and make recommendations to CTC. I organized a meeting of the School Psychology Educators of California (SPEC) to develop

recommendations for the CTC, including that the NASP standards be followed. The recommendations were brought to the work group. CTC accepted most of the recommendations (Commission on Teacher Credentialing, April 2019).

I and members of the NASP Governmental and Professional Relations Committee were called upon to assist with state issues. To assist with how to succeed in the legislative process Dr. Susan Forman, who was then at the University of South Carolina, developed the *School Psychologists' State Legislative Action Handbook*. I wrote the chapter entitled, "Legislative and judicial effects on the role of school psychologists" (Ramage, 1981).

Another key group that influenced the development of school psychology was the National School Psychology In-Service Network, which was in effect from 1978 and 1984. Dr. James E. Ysseldyke had the foresight to obtain a grant from the Office of Special Education and Rehabilitation Services, Department of Education, to bring together school psychology leaders (Ysseldyke, 1984). These leaders first met to articulate what psychology had to offer schooling. These leaders included Dr. Jack Bardon, Dr. Alan Coulter, Dr. Joel Meyers, Dr. Jean Ramage, Dr. Sylvia Rosenfield, Dr. Richard Weinberg, and Dr. James Ysseldyke. They then broadened the focus through two national conventions on the role and function of school psychologists. The grant produced the Spring Hill Symposium on the Future of School Psychology, inservice modules on assessment and non-test-based assessment, and two publications.

Dr. Douglas T. Brown, President of NASP, and Dr. Bartell W. Cordon, President of Division 16 of APA, jointly wrote the foreword to the symposium synopsis (Brown and Cordon, 1981). The groundbreaking article by Dr. Gilbert Trachtman of New York University entitled "On Such a Full Sea" exemplifies the focus on the symposium. Here is the abstract of that article (Trachtman, 1981):

> School psychology is inextricably linked to the founts of knowledge, which make it potentially, if not always, a substantive specialty capable of significant contribution to the education and welfare of children. We draw heavily from the knowledge generated theoretically by academic psychology and practically from the work of colleagues in other psychological specialties. We are bonded also to the fields of education and special education, which generate theory and technique applicable to the practice of school psychology and to many other relevant sources of information. (p. 138)

Another creative publication that came out of the Network was titled *School Psychology: A Blueprint for Training and Practice* (Ysseldyke, Reynolds, & Weinberg, 1984). I wrote the chapter entitled "Systems Development and Planning" (Ramage, 1984a, 1984b, 1984c). The Blueprint model lives on in updated form in the 2010 update of the NASP Practice Model titled the *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010).

In 1989 I returned to Washington, DC, this time to be the founding Director of the Psychology in the Schools Program in the Practice Directorate of the American Psychological Association. Division 16 leaders, for example, Dr. Jane Conoley, Dr. Stephen DeMers, and Dr. Judy Alpert, wanted a staff member to represent school psychologists and school psychological services. The role of the Director of

the Program was to support efforts of school psychologists through working with Division 16 leaders and to be a part of the alliances and coalitions that advocated on legislation, regulations, and guidelines in areas that affected the children we serve. When Rhonda Talley took over, the office became the Office of Policy and Advocacy in the Schools (Ramage, 2016; Talley, 2016).

From 1989 to 2002, I used my knowledge and skills in Dean and faculty positions. I was Dean of the College of Education and Psychology at James Madison University (JMU) in Virginia (1989–1991), where I supported Dr. Douglas Brown in developing the combined clinical and school psychology doctoral program. I also coordinated the curriculum effort for a new College of Technology.

Because of increasing responsibilities for my elderly parents, I returned to California. I became Dean of the School of Education at California State University, San Bernardino (1991–1994). During this time, the college became a major center for the Reading Recovery Program and a founding member of the Renaissance Group, which brought University Presidents and Deans together to focus on educational reform (Ramage, 1993). Also, a new school psychology program became a reality during my tenure. This program continues today and is unique in that it has a strong counseling focus.

I was also involved in teacher education reform efforts. In California, I chaired the group that laid out the reform process and recommended changes in the elementary credential, which was adopted by the California Commission on Teacher Credentialing (Ramage, 1994). In Nebraska, I again was involved in a similar effort (1994–2002) when I was the Dean of the College of Education at the University of Nebraska, Kearney (UNK) and Professor of Counseling and School Psychology. All teacher education programs in the state and the school districts that represented 90% of the students were directly involved. The primary goals were to better serve the increasingly diverse school population and to provide the technology to better prepare students. This led to being involved in the development of the first statewide education standards (Christensen, Ramage, & Weible, 2002; Ramage, 1995; Ramage, 2002a, 2002b). I also coordinated a state grant for a multicultural conference and two grants to reform the preparation early childhood professionals.

During my years in Nebraska 1994–2002, I was part of the School Psychology Program at the University of Nebraska at Kearney. The program director was Dr. Max McFarland, a leader of school psychology in the Midwest. When I became a full-time faculty, I primarily taught the research and fieldwork courses. The program had a specialty in early childhood. The students had to take an extra twelve units, but most did. I took the sequence and learned so much.

I was on sabbatical at California State University at Northridge when I received a call from Kevin Dwyer (NASP President, March 1999–March 2000). He had just nominated me for a position with the Hawaii Department of Education. The position was to be the administrator for the Federal Court mandated School Based Behavioral Health program. I took this position and coordinated the effort to implement the School Based Behaviroal Health, a MTSS type program, which included providing services to general and special education students by bringing together school

psychologists, clinical psychologists, counselors, social workers, and behavioral specialists to assist students, their families, and educators to work systematically on mental health and educational issues. A year and a half later, the 9th District Federal Court decided that State of Hawaii was now in compliance.

The State of Hawaii did not have a School Psychology program, so I agreed to develop the school psychology master's and doctoral programs for Argosy University in Honolulu, HI (2003–2006). I worked closely with Dr. Linda Caterino who was doing the same work at Argosy University, Phoenix, AZ. My work with Linda was very satisfying. We developed the goals and objectives of the masters and doctoral programs as well as the curriculum. We were of one voice.

After "retiring" the second time, I decided to return to my policy development roots and worked for the Hawaii State Legislature (2007–2013). I initially worked for the Senate Education Committee, drafting the legislation for early childhood and higher education, including the development of a plan to provide early child education paid for by the state and assisting the University of Hawaii system budget to provide money for key academic initiatives. I then moved to the Systems Office of the Hawaii Legislative Reference Bureau, where all legislative bills are developed and monitored. Since the legislature met only in the Spring, I renewed my involvement with California State University at Northridge (CSUN) (2006– present). Since 2016 I have taught four to five courses a year at CSUN.

Retirement?

Over the last couple of years, I have been asked to write about my early involvement in school psychology. This has forced me to look back over my career. In this chapter, I have focused on the early years as the context for how I became a problem solver and advocate for children and their families. I am a person who looks at the big picture to see where we need to go, so looking back has been interesting and challenging. There is a consistency that I see from my family and my professional roles. For example, I value working with others, whether it be an individual, group, or agency. I like taking on challenges for which the solutions are long lasting. Whether I am working with one child, a group of people or writing and implementing policy, the change process is the same. My goals have always related to diversifying the field and to serving all children.

After over 50 years in the profession, I am still an active professional. I presently teach in the California State University, Northridge school psychology program that Dr. Wilda Laija-Rodriguez ably coordinates. The program reflects my passions and goals. Most of our students are the first in their families to go on to higher education. Most of them are bilingual. All are devoted to making a difference in children's lives. I run a business with my husband, Don Carpenter, (i.e., Early California potteries and other antiques, and vintage musical instruments). I serve as the liaison between the California Association of School Psychologists and School Psychology Educators of California. I like to travel. In 2016, Dr. Carol Robinson-Zañartu and I

went to Japan to attend the International School Psychology colloquium. Lastly, COVID-19 has entered our lives. We have a tremendous challenge. Because school psychologists have the knowledge and skills to enhance learning and mental health, we are needed more than ever. I look forward to the challenge.

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Intertwining Journeys and Professional Passions

Carol Robinson-Zañartu

Virtually all of my major influences, mentors, and colleagues mentioned hold the Ph.D. (Dr. Larry Emerson, Dr. Valerie Cook-Morales, Dr. Erica Sherover, Dr. Dale Townsend, Dr. Reuven Feuerstein, Dr. Mogens Jensen, Dr. Jean Ramage, Dr. Dan Reschly, Dr. Carol Lidz, Dr. Joe Elliot, Dr. Toshinori Ishikuma, Dr. Paul Bruce, Dr. Em Cummins, Dr. Maria Senour, Dr. Sharon Grant-Henry, Dr. Paul Dauphinais, Dr. Alberto Ochoa, Dr. Sharon Grant-Henry). Joaquin Aganza holds the M.S. and Ed.S. My son Felipe holds two master's degrees and his wife, Jovianne, one. My son Freddie and his wife both hold bachelor's degrees; his is *cum laude* with honors. I have chosen to refer to everyone by their first names, as we have done in our relationships.

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Birthdate: August 13, 1944
Birth Place: Uniontown, PA

Employment

Professor, SDSU Department of Counseling and School Psychology (Associate 1987–1997; Assistant 1980–1987)	1980–2015
Adjunct Professor, SDSU Departmentof American Indian Studies	2004–Present
Doctoral Faculty Member, SDSU College of Education	2001–2015

Educational Background

Ph.D.	Counselor Education (1981)	University of Pittsburgh
M.Ed.	School Psychology (1967)	Boston University
B.A.	Secondary Education (English);	WVA Wesleyan College Psychology (1966)

Professor Emerita. Department of Counseling and School Psychology. San Diego State University. 2010–Present.

My path professionally has always been intertwined with my personal work, passions, and proclivities. It has emerged slowly over time, as I allowed the opportunities and mentorship that came my way to open my eyes, heart, and mind to new possibilities, and then to act on what I had come to understand. I have chosen to share some of the stories about my life path, as it has unfolded around the relationships and realizations that have influenced and shaped me and my work, rather than in a chronological account of any particular aspect of my life.

I am a heterosexual woman of Euro-American ancestry (English, French, and Scottish) and relative privilege, an emerita academic raised within a Western worldview. For the last 40 years, I have worked and resided on the ancestral lands of the Kumeyaay Nation. My current worldview has been reinvented through encounters with key mentors/friends over the last four decades who have taken it on themselves to promote my unsettling and shove me off the precipice of comfort as I actively sought new ways to understand the world. Three were especially transformative. The first introduced me to viewing life with a deep lens of a social justice and activism; the second was centered in a worldview of decolonization and indigenization and gifted me with friendship; the third was a fellow academic, a woman with huge passion to "change the face" of school psychology both figuratively and literally and was my sister.

Three Key Influencers

Leftist intellectual Erica (Ricky) Sherover-Marcuse nourished my internal imperative toward social justice with her example, analyses, tough love, relentless high expectations for change, and encouragement to leadership. Finding, learning from, and

befriending such a brilliant and radical woman who believed so deeply in me at a relatively young age—believed in my capacity to create both individual and systemic change—was astonishing me to initially. My work with her and the community counseling group she introduced to me supported my deep examination of my own fears of feeling as deeply as I did, survival from abuse, anger at my abuser, at the systemic issues that had molded him, and anger at being shut down, and what would result as I realized and let go. I crossed new lines. I delved deeply into my need for intimacy and deep connections with those I worked with and taught, and my need for creative expression and growth. I learned well beyond my advanced degrees in counseling how to be with other human beings in the face of their own oppression, to listen deeply to their stories for those moments of potential transformation, and to support them into action on behalf of themselves and others. For over a decade, we, along with others, supported groups of peers to emerge out of the grips of sexism, racism, able-bodiedism, homophobia, classism, and educational inequity in a community-based grass roots effort. During this process I read widely, I sometimes wept and sometimes cried, and I thought, reflected, and emerged stronger. Through those connections, I came to know beautifully deep women who had come through amazing distress in their lives and were both smart and sensual, full of passion, and activism. There were wonderful men, too, but it was the women who left a profound mark on me as I emerged out of internalizing the oppression of sexism. I now began to know myself as a worthy thinker, capable of helping individuals and systems change, and set out to do so.

A second major influence was Diné scholar, farmer, community member, medicine person, visionary, activist, and intellectual Larry W. Emerson, who taught me and demonstrated through ceremony, story, visual representations, conversations, inquiry, laughter, song, and years of mutual work and friendship. His lessons occurred in multiple contexts, from the institutes we developed to the talks we shared in community. We once rafted the Grand Canyon with a group of leaders in multicultural endeavors in business and education. He taught us the proper way to enter an Indigenous people's land, how to gather sage and to wrap it, to pray in the morning, and how to introduce ourselves to and give back to the water. We sat in many lodges and hogans together, in healing ceremonies and engaged in native creative processes. While camping on his farm with a group of Indigenous scholars, he would wake us at sunrise with his drum, signaling time to greet the sun, to pray and to reflect before we began our days together. His work and mine in culturally adapted mediated learning would change both of us and would influence my own future directions significantly. He was perhaps the most humble man I ever met, the most broadly respected, and the most gifted. He taught from a traditional worldview and read widely, especially Indigenous authors from across the globe. I do not claim to think through an Indigenous lens but am deeply aware of, influenced, and compelled by its perspectives and its critical importance, especially in the crosswalk of higher education and Indigenous priorities.

The third of my transformative relationships was with Valerie Cook-Morales. Valerie was my best friend—she was my sister. She was an extraordinary colleague, a fellow academic in school psychology, an outspoken advocate for the rights of underserved youth, and a woman who would have been among the chapter authors in this volume, had she lived to today. Some people say that when the spirit of a person passes to the other side, the spirit of others is then lifted up. Her spirit continues to stand with me, especially as I carry on and extend her work in bilingual school psychology. She was generous with criticism and with ideas, with encouragement, and seeing the gem inside the students they sometimes did not see themselves. She held radical ideas about change and what might be possible, the necessity of working on policy as well as practice. We taught together, wrote together, became mentor grant writers together, took our children on excursions together, and became sisters. Were it not for her, I would not have stayed in academe. She fought for me through uncharacteristically quiet activism, writing alongside me until my promotion would not be a question, and assuring I would continue to be in the department to work, create, write, and fight the fight together. I take from that relationship the memory and spirit of her passion, her insistence on doing right by the youth and communities, of expanding myself and learning from my students and community members in equal measure to what I contribute back. I hear her laugh and remember the multitudes of hours we would spend in conversation any time we found time for a meal together or just needed to debrief the world around us.

Searching For a Fit: Life Intersections with Education

I see my life experiences as interrelated rather than compartmentalized. It's the influence of the indigenous worldview. Thus, I cannot write about my educational history either in a linear fashion or as separate from its surrounding influences and impacts.

My education evolved through a variety of circumstances; I honestly can't say that it was planned—certainly not the way it played out. I only knew and had known since high school that I thirsted after learning—after a way to help make more sense of the world and discover myself in the process. I was full of ideas. Early on, school had been an escape for me, a place where I found comfort, stimulation, and success. But beginning in high school, I was impacted by my father's misogyny. "Don't show any of your friends your grades—especially the boys … you'll never get a man if they see those grades." I was being trained to hide my talents and even be ashamed. I think now that he was afraid of me, even though he had been my abuser. My mother stepped in when he didn't think I needed to go to college. She was the first feminist in my life, although she would not have seen herself that way. She defied him and took a job to pay for my college, leaving her unpaid position as his business manager. As I prepared to leave for the college I was excited to attend, he began to taunt me with how I would be the poorest student at the college and others would make fun of me. I gave in and gave up my space at that institution for one

closer to home, highly affordable, less challenging, and less interesting. At the end of my first year, I called home to say "it's pre-registration and I am not. I can't come back here. I hate it." Of course by then it was again too late to transfer to any of the better colleges I had been accepted to, which is how I ended up at West Virginia Wesleyan. But Wesleyan wasn't bad to me. I majored in and then changed majors from math to music, English, psychology, then education, trying to find a niche. I had no idea how to put together my interests and/or whatever skills I had and no one to help guide the process, so I experimented and finally graduated in secondary education with a teaching credential in English and minors in psychology and music.

My student teaching probably began my eventual career in school psychology. My junior year I had a practicum in a school where my master teacher often encouraged me take over the class, trying out approaches and ideas I would raise with her. In my student teaching year, I requested to teach (English) to the group the school had identified as slow learners. I hated the labels, as I saw the deeply stereotyping of a group of youth, mostly low SES, whose potential seemed to me to be buried, while the school systematically threw the dirt on the grave. On my first day, the school secretary showed me a list of my students and their "IQ" scores which were listed beside their names. Someone clearly had administered a group test, and true to stereotype, pre-determined the futures of the youth. Depending on how far below each those scores varied from 100, the school secretary informed me which students would fail, who would earn a D, and who might be capable of a C. I was horrified. Sometimes worst practice can be the best motivator. It became my laboratory, my pedagogical, psychological, and relational experiment to see whether education could be what I thought it could be—transformative. I shelved the textbooks which the class loathed in search of what would motivate reading and writing. We talked about who they were as people—what intrigued them about life, and what they did read or would read about if I could find it. It turned out they read magazines about things like mechanics, hairdressing, and motorcycles. I was thrilled and asked them to bring whatever materials they could find to class. We would scour the library in hopes of finding materials for the others. I told them I believed in them. We would create a magazine and write articles about the things we cared about—we would research them, organize them, write and edit, and then "publish" the magazine to share with all their parents. I would coach them as they learned what they needed to know. Mouths dropped open and they engaged. My biggest "troublemaker" became one of my key leaders—he was a biker and knew his stuff. He had leadership capacity. We formed writing and research teams and worked together before collaborative learning was on anyone's radar. When we presented our magazine to the parents at the end of the semester, pride filled the room. No one failed the class, and many excelled. Although this was prior to the era of prescribed standards, I would have made Common Core fit the experience.

Mid-way through my junior year in college, I became good friends with a man who would go on to become an executive coach, working in some very major venues. He insisted that I should go to graduate school, promoting an education

degree from Harvard, but then unearthed school psychology as a field, which sounded like a perfect fit, and brought additional University options. When I got an offer from Boston University in school psychology with a healthy scholarship and graduate assistantship, I took it, and withdrew the application to Harvard. I learned immense amounts about testing and counseling, the latter of which helped me in my community counseling job, but my internship was less than memorable. My experience of school psychology at that time was not fulfilling a dream of making a difference. I was moving forward, but wasn't having the transformative experience I hoped for.

I fell in love with Boston, which compensated. A deep sense of the past seeped from the winding cobblestone streets and historic buildings; music from the Boston Pops was free on the Commons in the summer; the parks were our playgrounds, and graduate school brought the friendship of diverse colleagues from around the country—around the world. Study sessions with our tight group of five huddled around our little dinner table freed my spirit. One of our cohorts was from Maine and would show up at the door from time to time with fresh lobsters from his uncle's traps. We'd put on the big pot of boiling water, call together the group, and feast.

My friends from those days always thought I would stay in Boston—I seemed so happy there. But my friend Dale Townsend, that same "executive coach" friend called me a couple years later from University of Pittsburgh, raving about their doctoral program in counseling psychology—its strong experiential components, systems thinkers, and the possibility of a teaching assistantship and tuition support, which would be essential. I was intrigued, pursued the options and was accepted. The chasm between my father and me deepened further when he found out I was beginning a doctoral program and cautioned me, "please don't tell anyone." My mother's feminism faded. I went to Pittsburgh, and through a friend secured a job as a community college counselor to help ends meet as I worked on the Ph.D. for the next several years. I loved the systems thinking and the systems change emphasis. I was intrigued by the radical nature of some of the demands of the program. I taught and co-taught several courses for the master's level program. One of my professors asked why I was so motivated—so eager to learn—reading everything suggested. I found myself truly disappointed in that question and never forgot it. Why was she *not* motivated to learn or read? Again, I was not getting the professional practice that would take me to the systems change level I sought. I realized that my counseling career, and possibly future, was too focused on what happened within four walls; I needed to go beyond those walls. I knew how to read and write and was getting accolades for my counseling work but wanted more. It was beginning to echo my college journey—searching for a fit. That fit would bring me back to school psychology many years later fueled by my own fascinations and curiosities, insistence on following leads that truly intrigued and transformed systems of thinking or work with people. I actually took a hiatus from my doctoral program for a decade, until I found a reason to finish it. I went back to California and eventually went back to work in the schools.

As I began to integrate the various aspects of my informal and formal education into my work as a school psychologist, my personal, professional, and political insights and actions began to merge. I was shaping change within my school, and

then my district. I was bringing my passion for work on racism, sexism, classism, homophobia, and educational equity into my work in school psychology in my school and district, challenging policies and practices, consulting as well as working with students, supporting greater alignment with the law, and yes doing assessment but generally making some waves. I had found a reason to finish my degree, which at the time was my belief that having my doctorate would help me consult more broadly and help others learn to use the power of the position of school psychology to create needed change. I had no idea that it would land me in a university and open up yet more expansive paths.

Entering Academe Somewhat Unexpectedly

I was finishing up my doctoral research while working as a school psychologist in a local school district. I had returned to Pittsburgh to finish my classes and doctoral proposal but came back to California to complete my research. I was evaluating a set of interventions I developed to work with students in special education whose disempowerment had led to a passive approach to learning. It called on my belief that our students could go far further than they believed they could, or than their teachers believed. The work was both cognitive and affective; my facilitation would be very similar to what I would come to know much later as mediational. I worked with groups of students across schools in the district, but also worked with the students' teachers, because I was looking for a larger, more systemic impact. Our results were exciting to all of us. One day the district superintendent complemented me on my work there, concluding by saying, "there is a faculty opening in school psychology at San Diego State. You should apply. You belong in a university, training others to do what you do." I applied.

In my interview for the position at SDSU, it was clear from our discussions around the table that my path—my preparations toward a professorship—had been anything but typical. The director of the multicultural community-based counseling program and former department chair, I found out later, had been my strongest advocate. He had initiated a very innovative program within the department that filled a huge need within the community, especially for people of color, and he believed I could do something similar in school psychology. I launched headlong into my work. My first year I taught five courses a semester, served on multiple committees, codirected the program (our director had just left), finished my dissertation, and lost my first marriage. It felt insane, but I survived. Then I was informed that I needed to start writing.

I had had a fascinating doctoral program, but not one that prepared me for academic publication demands—*that* I had to work into, and again I had mentors who helped light the fire, get my publications launched, and teach me the ropes. Jean Ramage invited me to coauthor one of my earliest publications; Valerie Cook-Morales worked side by side with me, as we turned out publication materials and proposed conference presentations. She hammered APA style into my bones.

We became equal partners, began to write more together; Dan Reschly simply turned over several sections of our first chapter together to me with total confidence, punctuated with great conversations and his wry sense of humor, followed by a second chapter where we traded authorship. Valerie and I became regular coauthors, because our professional passions tended to overlap pretty significantly. We had parallel, although unique perspectives founded in deep respect of one another's work, so the complement worked well. Over the years, I have come to experience my writing as a gift, as an act of creativity and purpose. Often I find solace in my writing and love the collaboration and mentorship I now provide as I coauthor with colleagues and graduate students.

Extended Collaborations

As I came to develop the specializations in work with Indigenous youth and families, with dual language learners and with dynamic assessment and mediated learning, my writing took on a flavor of its own, and my collaborations broadened. I have seen each of those seemingly unrelated excursions of my earlier life come together in various projects at various times. One of the delights for me is in those collaborations—learning from one another, expanding ideas, hammering out details, and creating new insights. My many writing collaborations usually have been expansively satisfying. However, sometimes you learn who never to work with again. I once I invited a person to work together on a publication I had been invited to write, who took the first draft and notes I sent him, folded in his own ideas and copyrighted the work with himself as first author. Another person asked if he could use something I had presented, but later claimed it as his own. Most of my collaborations, however, have been stimulating and interspersed with friendship, as has been the case with my friend Joaquin Aganza.

I recently finished coauthoring a chapter on culturally responsive mediated learning for twenty-first century school with Joaquin, which serves as an example of what I find joyful in my work. Joaquin is one of the best storytellers and one of the most widely read people I know—not just within the field, but in history, geography, culture, and ecosystemically driven issues both environmental and existential. It is this integration of thought across disciplines that enhances my work and in this case our work. Writing together is a pleasure in its own right, as it happens over time, over dinner conversations, over painstaking edits and celebrations. It draws on his years of experience with bilingual student and families, deep cultural connections, our joint work in Mexico, my many years now in Indian Country, my theoretical bent, and a shared vision. We grow from working together, and hope that our readers grow from our collaboration as we combine dynamic/mediated learning work with our passion for depth in culturally responsive learning and practice. We began writing together about this integration of ideas almost 20 years ago, when we crafted a lengthy chapter about assessing the whole child within cultural context for Carol Lidz and Joe Elliott's book on prevailing models of dynamic assessment. Joaquin grew up thinking outside

of the box and deeply embedded within yet reflective about his culture. He had been in my early classes on dynamic assessment and adapted what he thought about and what he used in his interventions as a bilingual psychologist with his Latino/a youth. He went to their rodeos and heard about their quinciñeras, knew which boys were mechanics, and who might respond to poetry, and he used this knowledge of the whole child in his work with them. After that first chapter, we later worked together with several of our bilingual Latino/a graduates to articulate how cultural assets of the youth and their families could become part of a strength-based and mediational intervention. Each of them came with multiple case examples, as they had integrated their training in dynamic assessment and mediated learning with their training in bilingual school psychology in our program. This integration came together in that article, and produced a tool called the Cultural Assets Identifier, which was not only illustrative of the processes in assessment, intervention, observation and records review, but has helped psychologists and educators working across a variety of cultures. Between the article and chapters, we teamed with others who had collaborated together both in San Diego and in Mexico to apply what we believed about working with youth with disabilities and without disabilities.

Contextualizing and Adapting Dynamic Assessment and Mediated Learning

My introduction to dynamic assessment, which would come to be a significant part of my future work, happened over an informal conversation I had with Reuven Feuerstein in a bar in Texas at a NASP conference in the mid-1980s. I was absolutely intrigued by his perspectives, and with his outcomes. Shortly thereafter, I accepted an invitation to a several daylong workshop with him, where I observed the transformative effect on the youth he worked with, absorbed his notions of modifiability, the dynamic intersection of multiple constructs, including the role of culture, and was fascinated by the conceptual framework that I thought provided a scaffold into which other theories and might or might not have a place, rather than the other way around. I had become quite disenchanted with what I was (not) able to do with my substantial training and use of IQ tests up to that point. All the assessment tools we had in our repertoire were not really telling me who the child in front of me was, how they learned or responded to intervention, or how to conceptualize the larger picture—especially our children from diverse backgrounds. I studied with Mogens Jensen, who was methodical and expansive in his explanations. I experimented with the ideas and began to develop my own way of thinking about using the ideas. I worked with a small group with the formation of the California Association for Mediated Learning.

My first publication on dynamic assessment was a rebuttal to a criticism I saw as unfounded, followed closely by an article outlining its use as alternative assessment in school psychology. By the early 1990s, I was presenting frequently to local, state,

and national conferences, and consulting with interested districts on ways to integrate dynamic assessment into meaningful practice. I began teaching my own form of dynamic assessment in the school psychology program at SDSU and moved the class onto a school site so that we could work directly with youth and I could supervise that work in real time. The principal was happy to "give" us the students lined up outside her office—the ones who had been kicked out of class and were awaiting judgment. Three quotes from those students we worked live with me today and speak to the power of the work: "Will you tell my teacher what I can do?" "Will you tell my principal?" and finally "Can I bring my friends?" Within the decade, we expanded to an additional class in the program on mediated learning interventions. We worked with individuals, small groups and the whole classroom in a highly diverse elementary school with a bilingual teacher who used mediated learning. We integrated common core and culturally responsive instruction, learned pedagogy, and practiced intervention. When she retired, we moved to a school with an extremely competent multilingual school psychologist, a graduate of the program whose intervention and consultation-based practice had a strong core in dynamic assessment. We moved into a single case design model with intense individualized evidence-based interventions incorporating culturally responsive mediation of cognitive skills, and effect size calculations.

Over the years, I have been privileged to have taken my work in this area into international venues. One of my most memorable of those presentations was a keynote for the Japanese Association of School Psychologists through an invitation from my friend Toshinori Ishikuma. Toshi spent his doctoral internship year with us literally decades earlier, doing an innovative split between academic and school-based practice, and during that time we became friends. At the end of the year, he said he was going to return to Japan to begin school psychology. I watched him become the most prolific and respected school psychologist in Japan, start the professional association and move up in the ranks to provost of his university. I continue to cherish this collaboration—this friendship with Toshi and his own mentees. He has brought groups from Japan back to San Diego, and I have visited a couple of times, learning a bit of the language, traveling some of the countryside, and spending time in homes as well as in the university. We are talking about translating my dynamic/mediated work into Japanese.

My publications became more substantively focused on the role of dynamic assessment by the end of my first decade in academe, completing a collaboration in around its use speech and language pathology in 1997, and in 1998, a chapter in Spanish on evaluation. Two publications in 2000 began to make more visible the movement of my work into multicultural and multilingual applications of and even variations on dynamic assessment. Over the next decade, digital media productions, videos, and podcasts, would augment the many presentations and publications, and expand the outreach of the work. My oldest son Felipe, a skilled video editor, became my collaborator on several of those projects. In around 2010, two teacher colleagues approached me about writing a book to illustrate the use of mediated learning in the classroom, as they found the existing literature lacking sufficient depth to implement with work in schools and knew I had been working in classrooms for years.

They brought expertise in both bilingual and special education and had careers that spanned elementary and secondary classroom experience. This began a multiyear collaboration which would integrate the issues of culture, critical thought, Common Core Standards and the mediation of learning and culminate in our 2015 book, *Teaching 21 Thinking Skills in the twenty-first Century: The MiCOSA Model*.

Dynamic assessment and mediated learning began to intersect with my work with Indigenous populations in the early 1990s, by which time I had been working with Larry Emerson (Diné medicine person and educator) for several years. Larry had studied with Feuerstein at Yale, and I believe with Jensen as well, and had translated much of the work into Navajo. To this day, I don't know how Emerson's paper on mediated learning and Navajo education landed on my desk as I was writing my first funded Native American grant in 1989. I was astonished and the intersection of his work and my own and was compelled to go about finding him, which took months. It began our years of collaboration, which could fill another chapter by itself. Larry was magical in his work across tribes and communities, and deeply respected. That first grant allowed me to bring him out to work with our students and with our local Native community's parents and educators. Watching him work introduced me to the deep cultural connections and deeply respectful culturally consistent relationships that would ignite the passion to expand my own perspectives on mediated learning (into other cultural contexts) for the rest of my career. All my grants would have dynamic assessment and mediated learning components, as I watched the transformation of the youth he had worked with and of the youth I worked with both on reservations and in diverse local communities. Eight of my nine major Indigenous/Native American focused grants, all but the most recent, would have Larry as a key collaborator and mentor. That deeply rooted work not only had powerful theoretical roots and unique mediational processes, but also important social consequences.

Grant Writing and Grant Work as Social Justice Work

Social justice work ensures equity of rights, opportunities, and well-being of all children, especially those whose needs have been ignored. Key to social justice work is that it links those processes with culturally response action and advocacy. Developing specialized work with federal funding has allowed me to focus on my passion for challenging and changing aspects of the profession, and for supporting students from underserved communities to come into the profession and to make their own marks. It is incredibly intense work, from the grant writing to the oversight of specialty seminars, practica, and graduate student development. The culturally responsive action comes in our work and advocacy with communities during the grants, the similar work of the graduates once they leave the project, and finally in the social policy work advocating for institutional changes. I think it is that intensity and the beauty of the outcomes that I find so compelling. The relational work with others, seeing myself as well as my students evolve, and building community energizes me.

Over my years in academe, I have been awarded over $16 million in federal training grants, with continuous funding since 1990. But the real win has been the learning curve. The beginnings of my work in Indian Country were humble, focused on trying to make sense of the issues of Indigenous youth and communities in relation to school psychology, and supporting our Indigenous students to get through the graduate program. It was especially hard because I knew so little, made so many mistakes, and had to seek out so many sources of information and ways of transforming myself to be able to integrate them.

As I reflect now on my most recently funded proposal, it really reflects having come to understand the critical interrelationship of all aspects of life, as well as that of the people and communities involved. Although our shift into social justice work clearly began years ago, the level of potential impact of this work is deeper and crosses more venues. We are putting together specialized preparation for work in Indigenous communities with school psychology, school counseling and special education at SDSU, with teachers, administrators and parents in our most high needs rural schools serving Indigenous youth, with their tribal leaders and parents, and with the National Native Child Trauma Center. I am studying the Kumeyaay language with a mentor who has become my good friend.

I began mentoring grant writers fairly early after my first two awards. I was called to work with a technical assistance center for support of minority institutions called Alliant (1995–2003), which later became Monarch (2003–2014). I remember my first meeting with the core of the mentoring group in Santa Fe and being excited to be getting to know and work alongside such a diversity of accomplished people, all with equity at the core of their professional work. We went out to dinner that evening to commemorate our work and friendships and generated an energy that led to our signing each other's artfully colorful menus and each taking one home. One woman at the table spoke of her time of her life as one in which being a mentor was paramount and ultimately satisfying. It was striking to me because I realized that was not how I felt at the time; yet, years later, I would reflect on that memory as it became so true for me. For almost 20 years, I had the opportunity to learn from, then to teach and to mentor dozens of faculty members in minority institutions. I loved that work.

My grant work also intertwined with and led to related social policy and advocacy work. It felt like what I was supposed to have been doing for a long time. My Native American work led to years of involvement with NASP's Native American Task Force, which evolved into a permanent working group. I have deep respect for Paul Dauphinais, Turtle Mountain Chippewa, who led the group the first several years. When he stepped down, I was asked to assume leadership, but insisted that a Native person should be at the helm of this work. Elvina Charley, Diné, and one of my graduates, took over leadership. Reluctant at first, she has become quite a capable leader. Collaboratively, the group has coauthored multiple published articles, made presentations and podcasts, and developed brochures to promote the issues germane to Native communities and the work of school psychologists. We developed the first NASP position statement on School

Psychologists' Work with Indigenous Children, Families, and Youth, which generated tremendous controversy in the general assembly, and required considerable compromise and "trimming" before adoption. Now, 7 years later, we have revised and expanded that statement. The tenor and tone of the comments have shifted; there is excitement about the content and work, and the suggestions for change have largely been to provide more explanation of points difficult to understand, rather than suggestions to cut them. It goes back to General Assembly as I write. This prepared me for the policy work I would begin in our work with dual language or multiple language learners.

I consider bilingual school psychology still in its infancy within our profession. Clearly, there is a small but key group of school psychology professionals committed to these issues for well over a decade. In part their depth of knowledge came because many of them were raised learning English along with their heritage languages or additional languages, dealing with school attitudes and supports or lack thereof, their parents' and community's inclusion or exclusion, fears of deportation or feelings of pride. Many of this group understands the complexity of the work in a way most schools and unfortunately most school psychology faculty members simply do not. In the last 7 years of my intensive work on bilingual school psychology grants, I teamed with bilingual teachers and bilingual professionals both in the US and in Mexico, launched my own language learning, worked summers in my second language, and supported graduate students to learn pedagogies of second language learning, mental health aspects, parent and teacher interface and consultation, as well as culturally responsive assessment and intervention. I learned, and continue to learn alongside them, although their language fluency has virtually always been superior to my own. Humility helps. My advisory board on that project has been chaired by a dyed in the wool policy advocate and powerful community activist, Alberto Ochoa, who sometimes traveled with us to Mexico in summers, and who has been a tremendous support. His push toward policy led to my decision to work on impact at a state level, since we have an enormous dual language learner population and are far behind what needs to be happening to serve them adequately in California. I proposed the development of a policy statement to our state association of trainers (SPEC) and became lead on a task force to develop it. They devoted significant time in one of our annual meetings to input from the group; the level of engagement and quality of ideas were truly encouraging. Consensus built around emphasizing the whole child, the ecosystem of factors needed to be considered, and a comprehensive approach to assessment and intervention. SPEC wanted it to be published as a white paper, and to be taken to the state association board for approval. Both approved the white paper. The editor of *Contemporary School Psychology* sat in those groups and asked our team to guest edit a special issue of on the topic. The issue was published last year. Our next steps will be formal policy statement development at the state association and a certificate program at SDSU.

Leadership Transforms

Before I got to SDSU I was asked to be a leader in the community counseling group that had been so influential in my development—first to teach, then to be an area director, then regional, and finally to be an international representative. It gave me a chance to learn to think about the well-being and development of individuals while also thinking about the needs of the group, to learn to mentor and help evolve new leadership and to individualize within that context, especially in terms of cultural contexts. Those lessons would come back to support my work in multiple venues. Over the years, I have often been asked to take on leadership positions rather asking to lead. I have learned to say yes both as an act of service but also as an act of my own continuing transformation.

It happened similarly for me in professional organizations. For example, while I was part of the founding group of the California Association for Mediated Learning, I was asked first to chair the social policy group, then to organize and chair conferences, and finally to serve as president. I was learning that I had skills in leadership that grew organizations.

In the summer of 1990, my department chair called me on vacation saying he was stepping down and that I was his choice to take over the position. I had one of those "who me?" reactions. I had two little children, was only at Associate level, and, honestly, was not sure what it would mean. Other colleagues called. They were all quite serious—insistent, really. I finally agreed, and it turned out to agree with me as well. I was Department Chair for a total of 16 years, with a 3-year hiatus in the middle, because I stepped down (not so quietly) in the face of a bully of a dean who had become exhausting. It was only when a new dean came on and asked me quite persuasively to come back as Chair that I re-entered the position, this time with Full status and no midnight screaming phone calls. People like to say they don't want to be department chair, but I thrived in it, and my department did as well. We grew our faculty, our productivity, our budget, and our influence. We diversified further. We thought together when we had different perspectives—it was often challenging and always growth producing. There were times department leadership could be agonizing, especially when budget cuts were handed down from above, but at those times we called on each other. The hardest moments for me were around difficult personnel issues. Leadership then required compassion along with vision, seeing the person in addition to seeing their issues or the issues that wrapped them in controversy with others, and holding firm to what I believed was right for everyone. I truly respected everyone on my faculty and all our programs for their uniqueness and contribution to the whole. I think it was that commitment to the whole as more than the sum of its parts, and in my deep belief in the power of collaboration far more than in competition that drove us all forward.

Personal Life Groundings

Personal lives go on to enhance, influence, and sometimes hinder professional pathways. While my marriage was still intact, I benefitted from its passion, our world travels (from hiking Machu Picchu, camping at the base of Torre del Paine to exploring Portugal and sailing the coast of California), living aboard a sailboat and then in a little cabin in the mountains. We traveled around South America then backpacked for months in Chile with my husband Juan Pablo, father-in-law Juan, and first son Felipe, camped by glaciers and cooked on the wood burning stove in our little *fogon*, I fell in love with Chile—the land, the people. Living aboard a 35-foot sloop anchored in San Diego bay for 3 years, we rowed in and out in our second-hand dinghy to get to work and later to the hospital to give birth to my second son Freddie. I learned the art of baking home-made breads in the little galley of our sailboat while anchored in Twin Harbors, took joy in tacking up the coast of California, and basked in the ecstasy of the downwind sail home. We slept in the v-berth to the gentle movement of the boat at anchor, lulled by the light clanking of the stays against the mast. But my second son was not the born sailor my first was. We moved to a plot of land in the mountains. I had longed to feel tall trees again and to walk in snow in winters and breathe fresh air. I watched the evolution of Juan Pablo's vision as an architect came to fruition in building most of a functional casita and gathered friends to celebrate. It was far too long a commute. I suffered from the growing craziness of the marriage. Our separation was painful. Therapy and friends helped. I began to sing again as another form of therapy.

I had grown up with music, sung the lead in college musicals, sung in cathedrals with our madrigal choir. My colleague Sharon Grant-Henry and I shared a penchant for radical ideas, dipping deeply into cultures, decolonizing our lives, and interestingly, in song. She brought me along with her to sing gospel with the MLK Community Gospel Choir, which I found a deeply satisfying outlet for my need for music and treasured immersion in this powerfully African American experience. I was transported into the spirituals, learning not only to learn to sing gospel, but drinking in the stories behind the songs, the connectedness of the group, and the joy of singing from your soul. Sharon had been a confidant, a colleague-sister who I would speak to for hours on the phone, deeply immersed in philosophy or politics, or deep in laughter. I supported her road to tenure. I looked forward to the women's group she wanted to start, singing about social justice. I went with her to alternative medicine people as her lupus began to defeat her body. When she passed, my music stopped for years. Her courage, her blunt honesty, and her wit and wisdom and her friendship had been treasures to me.

When our family became my boys and me, I folded them into my work life. Valerie was a second mom. They came with me to pow wows and ceremonies and helped welcomed my colleagues into our home. We traveled together, went to their baseball, football, soccer, and basketball games, orchestra concerts and drum corps competitions, struggled with homework, dealt with seizures and disabilities, hospitalizations, and with good and bad choices in growing up lives. We fell in

love with our golden dogs and buried them together when they passed. We sought out the perfect trees for Christmas and developed our own traditions.

Decades later now, Felipe and Federico (Freddie) have both married and gifted me with beautiful and talented daughters-in-law Keerthana and Jovianne, and one adorable and precious granddaughter, Maya. My extended family is Chilean-American by my marriage, Filipino by my first son's marriage, and East Indian by my second son's marriage. Learning is constant. One gifted and deep-hearted son still struggles to find the fruition of his own gifts in his work, reminding me of my own path; the second is a "mover" in his own career, winning local, state, and national awards, doing presentations, writing grants! My time alone with my little granddaughter Maya, singing, exploring shapes and colors, splashing in the rain, doing toddler gymnastics, cooking together, and lots of laughing about the little things of life perhaps grounds me more than anything. She loves music, as do I. Although her current personal favorites are *The Wheels on the Bus* and *the ABC song*, she recently attended my current choir's performance of the Mozart Requiem, and sat wide eyed, exclaiming to her mom and dad: "Song! Song! Song!" I adore this little girl. I feel whole and happy when I am with her.

Publications

Scholarly Publications: Books and Book Chapters

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An Alternative Life in the Mainstream, Revisited

Sylvia Rosenfield

Birthdate: July 29, 1939
Birthplace: Rockland County (NY)

Academic Background

Ph.D.	Educational Psychology (School Psychology), University of Wisconsin–Madison
M.A.	Speech Pathology and Audiology, University of Illinois–Urbana
B.A.	Speech and Theatre with High Honors, Cornell University–Ithaca

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Professional Work Experience

2011	Professor Emerita, University of Maryland, College Park, MD
1990–2011	Professor, Department of Counseling & Personnel Services
1996–2010	Co-Director of Laboratory for Instructional Consultation Teams,
	University of Maryland, College Park, MD
1990–1997	Chair, Department of Counseling & Personnel Services, University of Maryland,
	College Park, MD
1987–1990	Professor, Temple University, Philadelphia, PA
1987–1990	Senior Research Associate, Center for Research in Human Development and Education: Temple University, Philadelphia, PA
1986–1987	Professor, Fordham University, New York, NY
1977–1986	Associate Professor, Fordham University
1972–1977	Assistant Professor, Fordham University
1981	Visiting Associate Professor, University of Colorado, Colorado Springs, CO
1975	Visiting Assistant Professor, University of Colorado, Colorado Springs, CO
1972	Adjunct Assistant Professor, New York University
1970–1971	School Psychologist, Madison Public Schools, Madison, WI
1967–1969	School Psychologist, Madison Public Schools, Madison, WI
1968–1969	Clinical Associate, Teachers College, New York
1966	Teaching Assistant School Psychology Program, University of Wisconsin, Madison, WI
1965–1966	Psychometrist, PKU Program, University of Wisconsin, Madison, WI
1961–1963	Speech Therapist, University Speech Clinic, Cornell University, Ithaca, NY

Honors and Citations

2013	Lifetime Achievement Award, National Association of School Psychologists, Seattle, WA
2013	Fellow, American Psychological Association, Division 13
2012	Distinguished Member, Maryland School Psychology Association
2011	CDSPP Honoree, August, Washington, D.C.
2008	Fellow, American Educational Research Association
2006	Alumni Achievement Award, University of Wisconsin-Madison, College of Education
2006	Legends Award, National Association of School Psychologists, April, Anaheim, CA
2001	Distinguished Lecturer, National Association of School Psychologists, April, Washington, D.C.
2000	Distinguished Career Contributions to Education and Training Award. American Psychological Association
1995	Honorary Member, American Academy of School Psychology
1995	Presidential Award for Outstanding Service to the Schools, University of Maryland

1994	Jack Bardon Distinguished Service Award for Outstanding Service to the Profession of School Psychology, APA Division 16
1994	Elected to Membership, Society for the Study of School Psychology
1990	Fellow, American Psychological Association, Division 15
1987	Fellow, American Psychological Association, Division 16
1984	Dorothy H. Hughes Memorial Award for Distinguished Service in Educational and School Psychology

My Story

Isaac Bashevis Singer wrote, "When the day is gone, what remains of it? Nothing more than a story." In 1994, I wrote about the unexpected path I followed in becoming a school psychologist in an Issue of *The School Psychologist* (Rosenfield, 1994). In telling that story, I cited Bandura's (1982) comment that many life paths are determined by chance encounters, and I explored how my route to school psychology certainly exemplified that. I also cited Bandura's suggestion that "One can always find linkages between early and later endeavors" (p. 747). As I look back over a career-spanning decades, that rings true for me, although I could never have predicted my life path.

But to begin at the beginning, I was born in Rockland County (NY) on July 29, 1939. I grew up in Haverstraw, New York, a small town on the left bank of the Hudson River. Until the Tappan Zee Bridge was built in the mid-1950s, North Rockland County, where Haverstraw is located, was not a suburb or bedroom community. Bricks for the building of New York City had been made there, until a large portion of the town collapsed over the tunnels where the clay had been dug out for making the bricks. Early in the twentieth century, members of my family, namely, my great uncle and great aunt, were living there. Over time, my father and two of his brothers and their families joined them and I grew up in a warm extended family.

The town library, built at the end of the nineteenth century in renaissance revival and classical revival architecture (of which, of course at that time I was blissfully unaware; the building, now renovated, is on the U.S. National Register of Historic Places), was about three blocks from where I lived as a child. I loved going there and spent endless hours selecting and reading books. Over time, books and other forms of print have had a key role in my life and my career as a school psychologist as will become clear in this story.

My great good fortune is also tied up with the people I have encountered throughout my life, beginning with my family. People are also key to the professional path that I followed. In clearing out some old boxes, I recently came across a high school graduation photo of my best friend in high school, whose written comment on the back of the photo said: "Never forget the times we had in H.H.S., all the wonderful

people we know, and the experiences we had growing up." From the beginning, academics and people have been major influencers in my life along with the unexpected turnings described by Bandura (1982).

Educational History

Precollege Years

I began kindergarten and graduated from high school in the same building—only the door in which we entered was different as the grades progressed. I received a solid basic education there, even compared to the education that my children received in a highly respected school many years later. I suspect it was because the women who were my teachers had limited other opportunities in the 1940s and 1950s. I had 4 years of Latin, and English teachers who provided some focus on good grammar and spelling, which would probably not be a surprise to the graduate students whose grammar and spelling were frequently corrected by me. Less typical, there was also a music teacher who introduced us to classical music, and a French teacher who started an Opera Club, enabling us to listen and understand opera and attend children's performances at the Metropolitan Opera in New York City. My love of all forms of music began with those experiences. I was an excellent student, which has opened doors for me throughout my life.

Undergraduate School

I was a first-generation college student in my family, attending Cornell University, my first choice. My first major was psychology, and my first advisor was J. J. Gibson, famous for his work on perception that saved the lives of many air force pilots during World War II. He also taught the introductory psych course I took. To me, he was a boring elderly man (now I wonder how old he really was), and in my sophomore year, I switched to a speech and theater major, housed in a small department that encouraged a broad foundation in the arts and sciences. Within the department, I focused on speech therapy. I was also drawn to the child development courses and courses on children with special needs that were offered in the Home Economics College at Cornell (now named the College of Human Ecology). My child development courses with Urie Bronfenbrenner were a keystone experience for me (I saved my lecture notes from his classes for decades), although I did not know at the time how unique his perspective was. He was a charismatic teacher well known for his ecological view of human development. The classic book, *One Boy's Day* (Barker,

1951), one of the readings, left an indelible impression on me—behavior is different in different contexts and not based only on the person. Those courses have permeated my professional thinking as a school psychologist.

Graduate School #1: University of Illinois

After graduating from Cornell, I attended the University of Illinois (UI; Champagne-Urbana) as a doctoral student in the speech pathology and audiology program. I gained excellent clinical supervision in the Speech Clinic and took a tests and measurement course from T. E. Newland, totally unaware he was director of the School Psychology Program there—in fact, I did not even know at the time that school psychology was a field of study. However, a serious auto accident on Christmas Eve of 1960 in a snow storm in New York State interrupted my progress in the program. After spending a month in the hospital, I returned to Illinois and was able to complete the fall semester during the spring (at that time, the semesters did not end before Christmas break). Because I had a university fellowship and attended two summer sessions, I was able to finish the master's degree program in 1 year, which was fortunate because we left Illinois at the end of the summer.

My first husband wanted to return to Cornell to do his doctorate, and we returned there for 2 more years. During that time, I recovered from additional surgery related to the accident, lost my beloved mother to pancreatic cancer, and had my first child, Alison. I had an assistantship in the college speech clinic (I was enrolled as a doctoral speech major, although life events made it impossible for me to make any real progress in my studies). I worked with college students who had problems such as stuttering and international students who had difficulty learning English.

Graduate School #2: University of Wisconsin

After my then husband completed his doctorate, we moved to Madison, Wisconsin, where he took a faculty position at the University of Wisconsin (UW). I was committed to continuing my doctoral work, but I knew that speech therapy was no longer my primary interest. Searching the UW catalogue, I discovered the program in educational psychology, with a specialization in school psychology as one of the tracks. I applied to UW graduate school, was accepted, and received an EB Fred Fellowship for women returning to doctoral programs after a break in their education—less of a break for me than for many of the others in the group. Kathern Clarenbach administered the program. She was one of the founders of the National Organization of Women and its first Chairperson. She had regular sessions with the Fellows, and my major memory of those sessions was her insistent message that we women should not settle for less than becoming a full professor, although

I had not considered an academic career, seeing myself as a practitioner. But that message stayed with me.

The school psychology program at UW at that time was traditional. I learned to test and label, mostly with children brought to the university clinic. The faculty was male, and their backgrounds were in clinical rather than school psychology, reflecting what Tom Fagan (2003) has termed the Hybrid Years (1890–1969) of the profession in contrast to the Thoroughbred Years (1970–present). It was pre-PL-94-142. We had a wonderful child psychiatrist at UW who was antimedicating children, and I absorbed his thinking about drugs as poisons in a developing child's system, which has had a big impact on me. I also took a course in behavior modification during the first semester it was taught in the school psychology program, which happened to be my last semester of taking classes. It made sense to me because of its ecological underpinnings: Antecedents and consequences make a difference in the behavior of the adults and children.

At UW, I minored in the Psychology of Reading, a choice that had significant impact on my career. I worked with the excellent UW faculty in this area, and I came to understand both the importance of the science of reading and the culture wars between phonics and comprehension, the latter as a reader of Jeanne Chall's (1967) book, *Learning to Read: The Great Debate*. But most outstanding in my memory was the choice I made to do an independent study in my minor area in which, over one semester, I observed excellent first-grade teachers teaching reading. One first-year teacher in a rural school with over 20 children in her class did a totally individualized program—that was how she had been taught at UW to teach reading and she had embraced it with her whole heart. When I hear a teacher say that she can't individualize for one student, I always think of that teacher. I also saw a variety of other teachers who were selected by their principals as excellent reading teachers. I talked with the teachers and saw how their methods and behavior influenced the children in their classrooms. These experiences and my other studies in the Psychology of Reading solidified my belief that teachers and instruction make a difference for students, a way to think ecologically about instruction from two perspectives—instruction and classroom management make a difference, and good instruction based on the science of reading is a critical factor in the reading achievement of students.

Employment History

Madison Public Schools (WI)

After completing my doctorate, I worked as a school psychologist in the Madison Public Schools (WI), which had an exemplary pupil services division. My school assignments ran the gamut from low to high income, and the diverse schools provided an array of issues and problems to solve. Our supervisor, Myron Seeman,

provided excellent support to me as a new school psychologist. My peers, both school psychologists and school social workers, were among the best colleagues with whom I have ever worked. We met often for peer supervision and ongoing professional development. As a novice school psychologist, I learned the importance of supervision and professional development that has stayed with me throughout the course of my career.

This was the era of perceptual motor theories, and I was very captured by the *Marianne Frostig Developmental Test of Visual Perception* and *the Illinois Test of Psycholinguistic Abilities* (ITPA), which are now historic artifacts. As research failed to confirm their value, I came to see them as neither reliable nor valid (but unfortunately not before I had introduced them to students at Fordham during my first years there). At the time, they appealed to me because the tests led to specific interventions, unlike the traditional assessment tools that I had learned at UW, which had no direct relation to intervention. These instruments and their related interventions solidified my belief that assessment and intervention should be connected. But the flaw in this model was that the intervention was directed at individual student abilities as measured by the tests, and research documented that transfer to classroom academic skills did not automatically happen. Eventually, I came to understand that assessment and instruction needed to be connected, not just assessment and student abilities. This was an early precursor to my interest in academic assessment and intervention.

The Accidental Academic

Quite by chance, as Bandura (1982) suggested so often happens in life, I became a university faculty member. Because my then husband took a university faculty position in New York City, our family, now including three children (Alison, Andrew and Hilary), moved to Manhattan and an urban life. I was looking for a school psychologist position, and I eventually received a job offer for a position in Westchester County. The challenge was that we lived in Manhattan and did not have a car. I had planned to take the commuter railroad, really not a very sensible plan, but I was so eager to get back to the schools. However, as luck would have it, there was a railroad strike! I had been in touch with Gil Trachtman, the well-respected director of the New York University School Psychology Program, about possible jobs, and he told me about an unexpected opening at Fordham University's School Psychology Program where one of his former students had just resigned. It was late August. I applied on a Monday, and by Friday I had accepted a job offer. The program had been looking for someone with school experience and a school psychology degree, and I was a viable candidate at a fortuitous moment. And, I discovered that the college was on the Fordham University urban education campus at Lincoln Center in Manhattan, an unexpected benefit, since the main campus is in the Bronx, and I lived in Manhattan!

I had no idea at the time that a faculty position would be such a good fit for me. Since taking the position at Fordham, I have spent over 40 years in academia, at Fordham University, Temple University, and the University of Maryland. The work that I did during those years blends across the three universities, so it is more difficult to describe my career in the chronological fashion that I have done so far. I also know that, regretfully, as I discuss my extensive university career, I will leave out major events and people that had contributing roles.

Before launching into my academic life, I will begin with a personal event that also had a professional impact. At the beginning of my second year at Fordham University (1973), three New York City program directors each brought together for an introductory lunch their three new faculty members: Judie Alpert (NYU), Judith Kaufman (Yeshiva), and me (Fordham). I have been close friends with both of them for all these years, rooming with Judie A at APA and Judith K at NASP conferences, as well as talking together through personal and professional issues over more than four decades. Finding such strong professional and personal friends is a treasure, one for which I am truly grateful.

While consultation is the primary professional issue that I would like to address as a significant feature of my academic life, I also will briefly describe three other areas that were important to me during my career: (a) gifted, talented, and creativity research; (b) school psychology special program development, and (c) professional organization contributions.

Gifted, Talented, and Creativity Identification

`As a new faculty member with little research training or experience other than my dissertation, due to the nature of the UW program at that time (certainly not true any longer), Fordham seemed a perfect match for me, since research was not an expectation for faculty members when I was hired. But at the first college faculty meeting I attended, the then Dean announced his retirement. His replacement the next year was committed to the college of education becoming more of a research institution. Fortunately for me, a new assistant professor in my department, John Houtz, had significant research skills in the area of gifted education, creativity, and problem-solving. I had an interest in this area from some experiences I had as a school psychologist in Madison (WI). We began a collaboration enhanced by my connection to the Hunter College Elementary School, a unique elementary school for gifted children, which my children attended. We worked together for several years, allowing me to improve my research skills and develop a record of publication (see, e.g., Houtz, Rosenfield, & Tetenbaum, 1978; Rosenfield, Houtz, & Steffaro, 1977) helpful for the tenure process. Also, during those early years at Fordham, I collaborated on several fascinating projects with Nancy Goldman who worked on gifted education for a New York City public school district that had a large Hispanic population. We developed some items for evaluating creativity and problem-solving in gifted preschool children (see, e.g., Goldman, Rosenfield, &

Lecin, 1984). My work with Nancy had the additional benefit of connecting me to the bilingual community in New York City with whom I came to work more closely during my years at Fordham.

Program Development

Over the course of my academic career, I was involved in school psychology program development but rarely as the director of the school psychology program. There are two programs I would like to mention. In each case, I saw possibility, need, and opportunity.

Bilingual School Psychology Program

Fordham University's Lincoln Center campus was housed on urban renewal land, and the school psychology program was actually titled the Urban School Psychology Program. After years of being asked about the implications of that name by applicants to the program, I saw the opportunity to develop a bilingual school psychology specialty. Having been involved with some bilingual schools on the upper East side of New York City and having good relationships with the bilingual education faculty at Fordham, I began to work on obtaining federal funding for a bilingual school psychology program. I had extracted a promise from the college dean, Anthony Mottola, to provide funding for a bilingual school psychology faculty member if I received the grant. To everyone's surprise (including mine and the Dean's), the grant did get funded, and Dean Mottola kept a promise I am sure he never thought he would need to keep. We were able to hire Giselle Esquivel, a graduate of the Yeshiva University School Psychology Program, who was recommended by Judith Kaufman. The program thrived even more than I could have imagined (see Rosenfield & Esquivel, 1985, for a description of the program). Emilia Lopez was one of our first graduates. She began in the entry-level program and entered the doctoral program as our faculty recognized her promise. Of the varied things I have done professionally, the development of that program is one of which I am especially proud.

Preschool Specialty in School Psychology

I moved to Temple University in 1987 for personal reasons, sad to leave Fordham but happy to be able to commute from my new home in Baltimore when I remarried. At Temple, I recognized another unique opportunity to develop a program. The department in which the school psychology program was housed had a fine preschool special education faculty and multiple community resources for meeting the needs of preschool children. I found that there were federal funds available in the

preschool domain that could be used for school psychology programs. Again, although my colleagues thought it was a long shot, the grant I wrote was funded. With these funds, we were fortunate enough to be able to hire Carol Lidz, an expert school psychologist in the preschool area, to coordinate and develop the program as well as do some research (see, e.g., Kaplinski, Lidz, & Rosenfield, 1992). I left Temple shortly after the preschool program was instituted for a department chair position at the University of Maryland, as the commute from Philadelphia to Baltimore was expensive and difficult (not so much the train trip as the two subways to get to campus from the Amtrak station).

Professional Organization Contributions

A few years ago, a young school psychology colleague asked me how to get involved in professional school psychology organizations. My response was that it was easy—just go to a meeting and volunteer. I had no idea how true that was when I began.

In my second year at Fordham, I went to the APA convention in New Orleans by myself—not an easy trip for me, as I really knew almost no one there and had not submitted any paper. But I did know that Division 16 of APA was school psychology, and I showed up at a meeting. My vita provides a list of all of the varied roles I have undertaken in organizations, including being treasurer and president of Division 16. I did not plan to become so involved, but I find organizational work fascinating, and it provides multiple opportunities to meet colleagues.

My organizational commitments span several organizations and roles; I was even at one-point chair of the committee that created the EPPP (The Examination for Professional Practice in Psychology, a licensing examination used by many of the states to credential their psychologists).

I also began attending the International School Psychology Association (ISPA) conferences, and those meetings are among the most interesting of all—I highly recommend that school psychologists get involved with ISPA. I have traveled to some interesting conference sites, often with Hilary, my younger daughter. But the best part has been meeting school psychologists from all over the world, some of whom have become wonderful friends.

One of the most meaningful of my professional commitments was my participation as a member of the Task Force of the *National School Psychology Inservice Training Network* (1978–1984), a federally funded project housed at the University of Minnesota. I was invited to participate based on my service on committees related to continuing professional development and a professional contact with Richard Weinberg (I was a clinical associate for a brief period at the Columbia University School Psychology Program when Richard Weinberg was there as a faculty member; he returned to the University of Minnesota and a leadership role in the Network). Many leaders in school psychology at the time served on the Advisory Board of the Network. The Network was the sponsor of the Spring Hill Conference on the future of school psychology.

Being a part of the Network and being able to attend and present at Spring Hill relatively early in my school psychology academic career were important milestones.

Through the Network, I also met Jim Tucker and Ed Gickling who were preparing modules for the Network. Ed had a strong contributing role in the development of Instructional Consultation Teams several years later, and Jim provided a series of opportunities for the implementation of the teams in schools. I also had the opportunity to weigh in on the first of three publications, School Psychology: A Blueprint for Training and Practice (Ysseldyke et al., 1984), as well as being a coauthor of the third edition of the Blueprint (Ysseldyke et al., 2006).

Consultation/Instructional Consultation/Instructional Consultation Teams

Although my professional life has been multifaceted, consultation has been my most intense and long-lasting passion. It has pervaded my professional life, from my work as a school psychologist in Madison (WI) through my academic years. When I began work at Fordham University in New York City, I realized that my training, but even more so, my personal orientation, was not a close fit to the East Coast's prevailing psychodynamic model of school psychology. I was more interested in the ecology of schools and academic problems than most of my peers. However, I was encouraged by some of my colleagues at Fordham, especially Joan Fairchild, a special education professor, to pursue my work, and I did. For the remainder of this section, I will abandon a simple chronological narrative for a topical one, since the consultation work was done over my entire academic career.

Teaching Consultation

I never took a course in consultation because it was not part of the graduate program at UW. But working as a consultant to teachers in the Madison (WI) schools made so much more sense to me as a practitioner than traditional testing. At Fordham University, I taught two courses in school subject disabilities, focusing attention on the academic concerns that brought students to the attention of school psychologists, a natural outgrowth of my interest in reading during my academic training at UW. Judie Alpert, who had done her doctoral internship at the Yale Psychoeducational Clinic with Seymour Sarason, shared her consultation syllabus with me, and I knew it was a solid basis for the course I wanted to teach. It was possible for me to get a consultation course approved as part of the school psychology program at Fordham, using her syllabus as a framework; that marked the beginning of my teaching consultation to school psychology students, which I continued to do for nearly four decades.

Over time, I modified the syllabus and introduced a practicum course, recognizing that one course would never be sufficient for school psychologists to be comfortable enough with consultation to integrate it into their school practice. The longer I taught the course, the more I understood that consultation supervision strategies were a critical need, including simulations, taping, and self-evaluations (see, e.g., Cramer & Rosenfield, 2004). In addition, I saw the importance of providing practicum experience in schools that were receptive to consultation practices and spent considerable time arranging such school-based sites for students. I recognized the urgency of providing as much direct supervision of consultation skills as is traditionally done for counseling, therapy, or assessment. One survey course in consultation will never provide the level of skill and self-confidence for school psychologists to practice consultation in the schools, and it is still rare that school psychology interns or practicum students receive sufficient supervision of consultation in the field.

While at Fordham, I also became acquainted with the school-related work of Seymour Sarason through Judie Alpert, as she had worked with him at Yale's clinic. His classic book on school change, *The Culture of the School and the Problem of Change* (Sarason 1971) as well as his other writing, supported my introduction of school culture into the consultation courses that I taught.

During a sabbatical in the mid-1980s, I wrote the book, *Instructional Consultation* (1987), on my son Andrew's Atari. He had saved up his money over a few years to buy it for the games, but he insisted I could use it for word processing. The only catch was that years later, it was not possible to get a file for the text of the book, which inhibited my revising it. In clearing out our storage area last summer, we found the old Atari, now an historic artifact. Although I have written other books and manuscripts over the years, I felt that book was a culmination of my work to that point, and I felt incredible satisfaction in writing it.

I have remained committed to teaching consultation skills to the level that school psychologists could be comfortable with using it in their school practice. As students became more proficient in consulting in the courses, and I saw the results of their work in their final case reports, I thought that a case book would be useful. In the Preface to the case book that I edited, *Becoming a School Consultant: Lessons Learned* (2012), based on their work, I cited the comments made about Fred Astaire when he had his first screen test: "Can't act. Can't sing … Can dance a little." I commented that "Just as Astaire developed his skill over time, learning to be a consultant requires practice with feedback, persistence, and support through the novice and early competency stages" (p. xiii).

More recently, Danny Newman, an UMD graduate and a supervisor for the consultation students in my courses, and I coauthored a text book, based on IC, but with a broader frame, *Building Competence in School Consultation* (2019). From some in our field, I learned that the term Instructional Consultation seemed limited to academic problems. Early on, I was attempting to support school psychologists' recognition of the importance of academic concerns, and how often behavior problems and academic issues were conflated. Virginia Berninger and I coedited a book on evidence-based academic interventions, *Implementing Evidence-based*

Academic Interventions in school settings (2009), reflecting my continued interest in school psychologists building a knowledge base of academic interventions. Too often, I saw behavioral consultants ignore the underlying academic needs of students who were demonstrating classroom behavior problems. The IC model has always been applicable to both academic and behavior concerns of classroom teachers.

International Consultation

Nadine Lambert, a well-recognized school psychology faculty member at UC-Berkeley, now deceased, was visited by Swedish school psychologists, including Ingrid Hylander, who had developed preschool consultation practices. In the 1990s, Ingrid and Nadine convened several international school consultation seminars, which I was fortunate to attend. An international school consultation group of professionals exists, including Ingrid Hylander (Sweden), Sharone Maital (Israel), Chryse (Sissy), Hatzichristou (Greece), and others, with whom I have had the great joy of working. We have become friends over the years through the seminars and ISPA conferences. In 2017, Sissy and I co-edited the *International Handbook of Consultation in Educational Settings* (Hatzichristou & Rosenfield, 2017) as a way to bring together many of the colleagues' work that we valued; we dedicated the book to Nadine Lambert who had originally brought so many of us together and had been Sissy's graduate school mentor.

Introducing Instructional Consultation Teams into Schools

In multiple ways, the introduction of the Instructional Consultation model into schools, as differentiated from the teaching of consultation and research/publications about the process, is the culmination of many influences and experiences of my professional career. Building on my own experiences in the public schools in Madison (WI), my education in speech therapy, educational psychology, and school psychology, my professional contacts, my readings, and my personal values, I began translating the ideas that I had developed into the real world of schools. It has been a long and winding process, much of which I did not anticipate, but a fascinating challenge and an opportunity to make a difference in how teachers and students could be supported. Most of all, it took a village collaborating together to develop the IC Teams.

The first opportunity to engage in team development was a result of my contact with Jim Tucker and Ed Gickling at the Network while I was still at Fordham. I was so impressed with Ed's Curriculum-Based Assessment (CBA) workshop model that I invited three of my Fordham students to turn it into a module so that others could learn from it when the Network's workshops were no longer being funded. Around

that time, Jim was contacted to work with the schools in Connecticut, and he invited Ed and me to work with him to introduce IC and CBA in the schools. I recognized that there needed to be a delivery system, and that was the birth of IC Teams, although they were called Early Intervention Teams at the start. Those experiences, particularly in New Britain, CT, were formative in my thinking and my work. Two of the school staff, Marylou Wojtusik and S. Sikorsky, were particularly inspiring. They had both been looking for a new way to work with children who were struggling, and we collaborated under the Early Intervention Project to find the best way to do that. I also worked in New Hyde Park at the request of a then Fordham doctoral student, Sally Kuralt (Rosenfield & Kuralt, 1990). The variety of schools and districts in which I was working enabled me to see the promise and the pitfalls of the team implementation of IC. One of my clearest memories of that time was of a school psychologist who was in one of the CT project schools. He was so conflicted about giving up his testing role that he was simultaneously testing every child, as he also consulted with the teacher, an exhausting experience for him and one that reflected how often the issue of time turned out to be a conflict in basic assumptions. As Henry David Thoreau is quoted as having said, “It is not enough to be busy. So are the ants. The question is: What are we busy about?” When I left Fordham for Temple University in 1987, I continued to do some work in Connecticut and New Hyde Park, but the travel distance became too hard for me to negotiate.

However, I was invited to work with schools in Pennsylvania as soon as I began at Temple, and I joined a consortium of universities that included Ed Shapiro at Lehigh University in the implementation of Project Link. During that time, Jim Tucker was appointed head of special education for Pennsylvania, and more opportunities opened up to increase implementation of the team model in Pennsylvania. It again was a lot of travel, especially since I was commuting from Baltimore to Philly and then driving with a doctoral student who was doing her work on the teams, all over the state.

But at Temple, a new doctoral student, Todd Gravois, came for his PhD. Gary Ross-Reynolds, who received his PhD at Fordham, and his wife, Jane Ross-Reynolds, taught at the masters-level school psychology program at Nichols State in Thibodaux, LA. They believed that Todd, who received his master’s degree there, would resonate with the consultation philosophy. Todd, Lynne, and their daughter Alecia moved to Philly from Louisiana. The next year, when I left for the University of Maryland (UMD), I negotiated a place at UMD for him to complete his doctoral work and to become a partner in the IC Team work. We consulted to a variety of school districts in Maryland, Delaware, and Virginia. In 1997, we collaborated on the book, *Instructional Consultation Teams (Rosenfield & Gravois, 1997)*. Todd did his internship in the Howard County Public Schools (MD), with an outstanding principal, Karen Moore-Roby, and their work in one particular school was extremely helpful in developing and providing training for IC Teams. Decades later, that district continues to have an adaptation of the IC Team model, termed IIT, currently facilitated by Kate Cramer, another UM doctoral graduate.

Because I was living in Baltimore while teaching at Temple, I applied to UMD for a position as department chair, an administrative role that I had not really sought as a career goal but which enabled me to cut my extensive commute to Philadelphia. After 7 years in the role of department chair, I was invited by the then Dean to become an associate dean. That invitation clarified for me that my strong desire was to return to research, which had been limited by my administrative position. Multiple opportunities had arisen in Maryland school districts for implementing IC Teams, and we developed the Lab for IC Teams, which received over three million dollars in contracts and grants between 1996 and 2006 to provide training and systems-level consultation. Members of the Lab staff included Todd, Deborah Nelson, Lauren Kaiser, and during those years, a number of doctoral students. Eventually, each of the staff members left the Lab to develop their own careers. Todd began his own company, ICAT (www.icatresources.com), and he continues to provide training to IC Teams across the country. The training materials developed during the years at UMD, further elaborated by Todd and the ICAT staff, including Ed Gickling, have now been used by school personnel nationwide.

The Lab for IC Teams facilitated our research on IC and IC TEAMS. In 2005, with co-principal investigator, Gary Gottfredson, we received a nearly two-million-dollar grant to do research on IC Teams using sophisticated methodology, including random assignment of schools to treatment or control conditions. While we published several studies from that grant (see, e.g., Berger, et al., 2014; Vu et al., 2013), my thinking about consultation research was modified by that experience. For one thing, consultation research is difficult to do at the school level, since there is so much churning of administrators at the district and school levels, which we experienced in the district in which we conducted the funded research. New administrators at the school and district level are hired, usually on the basis of the changes they want to make, irrespective of what seems to be working or not. Individuals moved among the schools in the project district so that some personnel from treatment schools moved to control schools, taking their new skills with them. Research on individual consultation cases is a better fit, but it is hard to convince journal editors and agencies that it is good enough. Since our IC/IC Teams models approach consultation as a voluntary process, that adds another research limitation. However, we have always conducted program evaluations in all the schools in which we worked, and we developed multiple instruments for that purpose.

A Final Word

As I stated at the beginning, academics and people have been driving forces of my professional life. Although I retired in 2011 from UMD, I have continued writing about consultation, and I am still working with an organization on an international research grant award project. In recent years, I have also worked on the more basic

issue of developing effective school teams for all purposes (e.g., see Rosenfield, Newell, Zwolski, & Benishek, 2018). I have a loving family, including my husband, my blended family of five children, their spouses, and seven grandchildren, which has always been an integral part of my life. My advice to younger professionals has been to keep family in the forefront. I also stay in touch with former colleagues, students, and friends. I regret having left out the names of so many of them here, especially those of students who have contributed to my thinking more than they could ever have imagined. It had been a rich life, and I recognize how fortunate I have been.

At the conclusion of my *School Psychologist* article (1994) 25 years ago, I wrote about my optimism that "school psychologists can make a difference, and I anticipate a future in which we make that happen" (p. 7). My daughter, Hilary, now an educational consultant for the Expeditionary Learning school model, and my step daughter, Michelle, a reading specialist, both assure me that school staff are becoming more collaborative, that teams are now an expected part of school culture, and that there have been improvements in instructional practices by new teachers. School psychologists also seem more accepting of classroom interventions and academic concerns. Over the 50 years plus of my life since receiving my doctoral degree, so much has changed in the world, education, and school psychology as well as in my life. I remain optimistic about the promise of school psychology for the generations to come.

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An Unforeseen Journey

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Birth Place: Brooklyn, NY

Education

Fordham University, Psychological and Educational Services	1981–1991	Ph.D. in School Psychology
Brooklyn College, City University of New York	1975–1979	Master of Science in Education and Advanced Certificate in School Psychology
Long Island University	1966–1971	Bachelor of Science in Education, Cum Laude, Departmental Honors

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Dissertation

Instructional Matching and Its Relationship to Classroom Behavior. Doctoral Dissertation. Fordham University, Psychological and Educational Services.

Employment

Professor	1997–Present	Brooklyn College, City University of New York
Chair	2011–2014 and 2017 to Present	Department of School Psychology, Counseling and Leadership
Private Practice	1991–Present	Evaluations, consultations, psychotherapy
Consulting Psychologist	2/97–6/99	Brooklyn and Staten Island Schools (BASIS)
Consulting Psychologist	9/95–8/2016	Warbasse Nursery School
Consulting Psychologist	10/95–6/97	Flushing Hospital, Early Intervention
School Psychologist	6/91–2/96	Association for the Help of Retarded Children
		Brooklyn Blue Feather
Supervising Psychologist	1/92–2/96	Guild for Exceptional Children Adult Day
		Treatment Center
Intake Psychologist	2/94–3/95	Kingsley School for Child Development
School Psychologist	10/82–9/84	Brooklyn Friends School
Consultant	1/86–9/92	Early Intervention Program
		Connecticut State Department of Education, Division of Educational Support Services

My Journey

> If you don't know where you are going, you'll end up someplace else.
>
> —Yogi Berra

My mother advised me not to go to college; instead, she suggested I get a job after high school. The outcome of that discussion was that I entered college as an accounting major in the late 1960s. On reflection, my decision seemed sensible for a first-generation American, first in my immediate family to go to college, and a privileged and somewhat directionless teenager who very much wanted to engage in a college social life and not so much interested in an education. Subsequently, for me, the political and social context of the late 1960s and 1970s was transformative. As an undergraduate, there were no shortage of issues to protest—the war in Vietnam, racial injustice, poverty, inequity for women, discrimination of indigenous people, the changing ecology of the planet, and more. There were bus trips to protest in Washington, DC, demonstrations at the United Nations, and marches over the Brooklyn Bridge. My generation was going to change the world; yet, whether we did or did not is open to question and not a discussion for this chapter. As I began my junior year, I thought that accountants would not be needed for the "revolution,"

but teachers might add some value. Changing a major halfway through a baccalaureate degree meant graduating with quite a bit more than 120 credits, but no regrets. As I set out to examine my professional trajectory for this chapter, I realized that my undergraduate preparation was just the beginning of my inclination toward advocacy and social justice; yet, I never would have predicted where this inclination would lead.

These undergraduate years were the only period in my adult life when I was not directly influenced by an incredible woman who became a mentor and friend. Although I had many friends during my undergraduate years, few would influence me in the same way as my future colleagues. Thus, I am going to tell my story through the lens of these incredible women and colleagues. Further, I have come to realize that writing about a fulfilling career is similar to childbirth; that is, the outcome is so positive that you forget the pain. So many of the hard times, frustrations, and failures faded as I recalled my rewarding career.

My Years as an Elementary School Teacher

In 1973, I began teaching fourth graders in an elementary school located in Crown Heights, Brooklyn. With the exception of some recent gentrification, the neighborhood remains home to African and Caribbean Americans as well as various sects of Orthodox Jews. My first years as a fourth-grade teacher were so very humbling. Graduating with a major in education and minor in psychology, and passing the examination to become a teacher in New York City, did not prepare me for the work I wanted to do. I knew so little about curriculum, classroom management, or social–emotional learning, but I knew even less about the impact that ethnicity, race, immigration status, and poverty can have on educational outcomes.

I tried to become a compassionate, supportive, and well-respected teacher. I spent hours planning and presenting creative lessons, engaging in endless discussions with parents, and reading everything relevant to teaching in the inner city—yet I did not feel successful. About a year and half into my teaching career, I was becoming a slightly better teacher but often felt overwhelmed, frustrated, and ineffective. And then Ziva Greendale entered my life. Ziva, about 30 years my senior, was the teacher trainer at the first of the two schools where I taught. For hours, days, and weeks, she was in my classroom observing me teach and then often modeling strategies and lessons. Our debriefing sessions frequently took place in the school and, at other times, at the kitchen table in her beautiful brownstone where we heard the subway pass every few minutes. Ziva taught me so many lessons that served me well, not only as a teacher but also as a school psychologist and university trainer. She reinforced a fundamental lesson, which was that becoming accomplished in a profession required practice and reflection. This was my first experience of the power that good supervision can have on professional practice. Ziva emphasized

that teaching is not the same as learning. Surely, the two are linked, but never believe that simply because you teach, your students are learning. And when your students are not learning at an adequate pace, look at your teaching first in your search for solutions. Finally, I believe that the ultimate lesson she taught me was to know your students—build relationships with the children and their families. Find out who your students are, where they come from, what they are thinking; know about their culture, and with such knowledge, you are in a better position to create a classroom that meets students' needs. This does not happen magically, but it takes effort to build relationships. In sum, I learned to be a professional educator from Ziva.

During my time working with Ziva, I became involved with an exceptional group of teachers, and many have remained treasured friends. These women and men chose to work in an ethnically diverse neighborhood and were drawn to students who had difficulty succeeding in school. As teachers, we shared resources and materials, and our common goal was to present content in creative ways that motivated students to want to learn. We held the opinion that students should be taught at their instructional level, although district policy at the time mandated presentation of instruction at grade level. What truly set us apart from our peers was the notion that Ziva promoted above all, "know your students and build relationships." How do you do this? Know the neighborhood; get involved in the community and parent associations; visit students' homes; have students in your home; and share a meal or special occasion with families. I vividly remember attending community school board meetings with uniformed police officers standing in the aisles just in case the intense discussions escalated, and they did. Often, there was fierce disagreement related to most school board policies, with each side aligned by race. My colleagues and I attended because we were stakeholders in the community and advocates for its children. To younger readers of this piece, some of my early experiences as a teacher may seem unremarkable in the context of 2020. However, at the time, much of our practice as teachers seemed groundbreaking to me as well as my peers and not always appreciated by administrators.

Developing My Passion for School Psychology

As I was gaining more confidence as a teacher, I began to notice some perplexing issues with my students. For example, a fifth grader could read text fluently but could rarely answer a question related the material just read. Another student could also read text fluently and answer verbal questions but could not write a response. Another student knew all the letter sounds and combinations but could not blend these separate sounds into a word. At the time, few educators talked about learning disabilities, although a rudimentary literature was emerging. My school was fortunate to have a school psychologist. This was the period prior to Public Law 94-142, which was to become IDEA; thus, school psychologists were rare, and special education in my district served only severely disabled students. Although I was not

previously acquainted with school psychology as a profession, there was this resource ready to assist me. We worked together for some 6 months and made a modicum of progress with the identified students. The school psychologist showed me various intelligence tests, and we discussed interpretations and possible interventions. I was intrigued by this service, which eventually led me to the profession. I did not have the master's degree necessary to receive permanent certification as a teacher, so I enrolled in the School Psychologist Graduate Program at Brooklyn College. Did I look into the curriculum in school psychology? Did I investigate the cost or marketability of such a degree? I don't think so. However, I was to become a school psychologist, a profession that became a passion.

It took me 4 years to obtain my specialist degree, while I taught during the day and took classes and completed an internship in the evening. Although it was difficult to work at a demanding job during the day and go to school in the evening, I remember my nights at Brooklyn College with fondness. I was fascinated with the idea of assessment, solving that puzzle, and recommending solutions, and I was absolutely spellbound by projective assessment (remember projectives?). A few years into the program, my close friends began talking about going further for a PhD. I never thought I would go for a doctorate, but why not? Again, without much investigation, I applied to programs in New York City that offered PhDs. in school psychology. I was accepted to Fordham University's program and began my doctoral studies in 1980, just a few months after having my first child.

My progress at Fordham was slow since, in addition to doctoral studies, I worked part time and was caring for a new baby. But it was at Fordham that I met my next mentor and friend, Sylvia Rosenfield, a well-respected leader in the school psychology world. Two courses at Fordham changed the way I thought about school psychology and the students we serve. The first course was entitled *Non-Biased Assessment*. During this course, that fascination with assessment I wrote about earlier, solving the puzzle, was shattered. Although I was committed to multifaceted assessment designed to limit bias, I came to understand that the core activity of my profession, standardized testing, did not well serve the population of students I most wanted to work with. In fact, students of color, those who lived in poverty, and students from diverse language backgrounds were potentially harmed by the procedures I worked so hard to learn and integrate into my practice. Three books were particularly influential in my thinking related to assessment, Thomas Oakland's *Psychological and Educational Assessment of Minority Children,* Mary Henning-Stout's *Responsive Assessment: A New Way of Thinking of Learning,* and Lisa Delpit's, *Other People's Children: Cultural Conflicts in the Classroom.* So, if standardized assessment was not the solution for the students I wanted to serve, what could be? My disillusionment with traditional assessment was soon overshadowed by an attraction to school consultation as an intervention. In sum, consultation is an indirect service delivery model, grounded in collaborative relationships among adults, designed to identify student problems and craft appropriate solutions. Again, I was attracted to the idea of relationships. I wanted to practice consultation in schools, and I was fortunate to be taught consultation skills and models as well as

instructional consultation by the best, Sylvia Rosenfield. For the remainder of my career, I used the skills I learned from Sylvia in my school consultation work and training of school psychologists.

During my doctoral training, Sylvia involved me in a 3-year project with the Connecticut State Department of Education (CSDE) that required us to travel to various schools and district offices around the state a few times each month. Connecticut is an interesting state, with some municipalities that are extremely resource rich and some that are very much the opposite. Our objective was to support teams of teachers and resource personnel in creating prereferral intervention teams in their schools, a new mandate from the CSDE designed to limit the over-representation of students of color in special education. As the title of the team title suggests, these teams met with teachers to solve individual student learning and behavioral issues so that a formal referral to special education would not be necessary. We introduced the theory and process skills involved in consultation, introduced curriculum-based assessment (CBA), and provided supervision for the teams' subsequent practice. Underlying the entire project was the notion that in schools that embrace collaborative work, educators are more effective and students benefit. This was truly interesting work that involved numerous educators in varying contexts.

As a novice school consultant, I had a real-life laboratory to hone my skills, with an extraordinary supervisor right beside me. For example, a graduate student can read about the importance of principal support for an innovation such as implementing CBA (Curriculum-Based Assessment). However, I actually was able to witness the differences in school-wide acceptance of CBA when staff enjoyed visible principal support versus when staff did not. I could see teachers look at problems in a different way after engaging in a consultee-centered process. Although the overwhelming majority of educators welcomed the project into their schools, the resistance we experienced did get intense at times. One instance of resistance was very memorable. I remember doing a workshop and noticed that many participants were wearing black armbands. Thinking that someone had died, I inquired about the armbands, and was informed that they were worn to indicate the teachers' opposition to attending my workshop. To be honest, teachers were not exactly protesting me but rather the district's new professional development policy. Nevertheless, the best part of the experience in Connecticut was that often Sylvia and I traveled to and from schools together. Those trips in my car were long, with hours spent in New York traffic. During that time, I had this prominent expert all to myself. With little else to do, we talked for hours, debriefing our experiences. This experience was similar to engaging in the 3-year Practicum in school consultation with the best supervision possible. From Sylvia, I truly learned to be a school consultant—thank-you.

During my doctoral studies, I held many part-time jobs and one full-time job as a clinical coordinator for my Alma Mater, the School Psychologist Graduate Program at Brooklyn College. This multifaceted job at Brooklyn College provided

opportunities to assist professors in their classes, manage practica and internships, provide advisement to students, engage in special projects, and become involved in numerous aspects of the program. And here is where I first came to really know the third incredible woman who was to become another mentor and life-long friend, Laura Barbanel. Laura was my professor when I was a student in the program, and now she was my supervisor. Laura, a Program Coordinator for many years, taught me about leadership. More specifically, she modeled relational leadership. She was a strong leader with clear objectives, and by fostering relationships among her staff, she created an effective, resilient, and collaborative community. Laura listened to faculty and staff, fostered trust, and encouraged us all. I know that I internalized her leadership style, which I would incorporate into my own leadership work. Interestingly, while on a break from writing this section of the chapter, I turned on the TV to watch the PBS News Hour. David Brooks was lamenting on President Trump's poor relationships with other countries and said this, "Relationships are 98% of the game" (December 6, 2019). I agree.

After earning my PhD and having a second child, I was busy working part time in a special education preschool, consulting in schools, adjunct teaching, and setting up a small private practice. The work was engaging, and I became committed to preschool work in both the school and the private setting. The challenge was that I needed to improve my counseling and play therapy skills. However, the work was there, and I embraced a new challenge as a recent PhD. As with my elementary school teaching, through professional development and extensive reading, I set out to develop expertise related to children in the 0–5 range. In addition, in my school consultation and preschool work, I remained committed to building community through relationships.

My Years as a Professor

This next chapter in my professional life, the academy, has been incredibly rewarding but, again, so unexpected. In 1997, in the midst of a whirlwind of work, I applied for a faculty position in the School Psychologist Graduate Program at Brooklyn College. I enjoyed adjunct teaching and rather liked the idea of increasing my influence in the field by becoming a trainer. My professional life was about to take a dramatic shift. In the years that followed, I obtained tenure and timely promotions becoming a full professor in 2012. It would be difficult to relate all that has happened in these years as a faculty member, school psychology program coordinator, and eventually chair of a department. I am proud of the work my colleagues and I have done as trainers of school psychologists. We offer students a rich and relevant curriculum, with emphasis on collaborative practices, critical self-reflection, and diversity, inclusion, and social justice. We have maintained National Approval from NASP for many years. To provide a context for what is to come, the reader needs to

know that, at Brooklyn College, the School Psychologist Graduate Program is housed in the School of Education (SOE). Thus, we work closely with the teacher preparation, school counseling, and educational leadership programs.

Now, I would like to highlight my most fulfilling experiences as a member of the faculty at Brooklyn College, that is, my work with a group called GLBTQ Advocacy in Research and Education (GLARE). The following is an excerpt from our literature that succinctly expresses who we are.

> GLARE is a committee of faculty and staff in the School of Education at Brooklyn College (CUNY), committed to the well-being of lesbian, gay, bisexual, transgender, queer, questioning, or gender nonconforming children and youth. As educators preparing the next generation of socially-conscious teachers and school professionals, GLARE devotes itself to research on queer issues and the development of anti-oppressive pedagogical approaches. GLARE's hope is that the thousands of future teachers and school professionals affected by these educational events turn-key their growing knowledge of inclusive practices into the creation of safe schools and communities for all children.

During GLARE's 16-year history as an active group of queer faculty and allies, its members produced numerous publications related to research and advocacy and hosted numerous professional development presentations, theatrical performances, roundtables, panel discussions, and film series at Brooklyn College and elsewhere. GLARE's hope is that future teachers and school professionals who read our research and participate in our educational events will turn their growing knowledge of inclusive practices into the creation of safe schools and communities for all children.

GLARE began in a car while driving to my Dean's home with a colleague in 2003. Interestingly, how "discussions in cars" have been significant in my professional life (remember my commutes to Connecticut with Sylvia). A well-respected colleague and now great friend confided that he was not comfortable as a gay man in our School of Education. He voiced the reality that LGBTQ issues were being ignored in our curriculum across programs as well as his personal discomfort as a gay member of the faculty. These assertions were particularly troublesome, considering that we worked in a School of Education that promoted a dedication to diversity, inclusion, and social justice. Consequently, from this voiced experience shared with others, a group of like-minded faculty members, gay and straight, from different disciplines, came together to change the culture of our School of Education.

Over the years, faculty have come and gone from this unique group, but a core membership who identify as LGBTQ and allies remain and have become trusted colleagues and friends. Our group is made up of junior and senior faculty as well as those who identify as gay, queer, or straight. Some of us are parents, others are not. We come from middle-class/working-class backgrounds and from urban New York City, rural New York State, Texas, Massachusetts, Puerto Rico, and a small town in Ireland. Our group comes from various disciplines within teacher education, foundations, adolescent social studies, math education, school psychology, and school

counseling. Yet, we have much in common. We have all chosen to work at a college where the majority of students come from a borough rich in diversity. Our school trains educators who will typically spend their professional lives in a school system with students from all over the world. Moreover, we embrace a tradition that sees schools as a route to social change.

GLARE is committed to conducting socially relevant research associated with inclusive, safe, and welcoming schools for all students. From 2007 to 2019, across many topics relevant to the LGBTQ community, members of GLARE have produced 26 peer-reviewed publications. Early on, we looked at ourselves and concentrated our efforts on bias directed at the LGBTQ community at our college and generated actions that can be taken to limit bias. As researchers, we began early by organizing focus groups with students across programs in our SOE. We wanted to evaluate the readiness of our preservice teachers, school counselors, and school psychologists to advocate for LGBTQ youth (McCabe & Rubinson, 2008). The major finding of this qualitative research revealed that, overwhelmingly, our students were dedicated to the ideals of social justice. However, students did not identify the LGBTQ community as an oppressed group, expressed limited knowledge related to LGBTQ issues, did not witness much advocacy for individuals who identify as LGBTQ in their schools or community, and believed that, as educators, they would have limited autonomy to create inclusive and welcoming schools for LGBTQ youth. Now that our perceptions were confirmed, GLARE needed to get to work, and the next few pages outline some of that work. Within a few years of completing this home-based research project, our research team moved on to study similar issues at a national level with teachers, school counselors, and school psychologists related to harassment and advocacy toward LGBTQ students observed in schools (Dragowski, McCabe, & Rubinson, 2016; McCabe, Dragowski, & Rubinson, 2013; McCabe, Rubinson, Dragowski, & Elizalde-Utnick, 2013).

GLARE is committed to using performance art to educate our students and others on queer issues. We are fortunate to be located in New York City, with an abundance of playwrights and actors who are also social advocates. We called our efforts "aesthetically-based pedagogy." This educational process brings beliefs, attitudes, feelings, and emotions into the content we want to teach. Such pedagogy speaks to students' relationships and brings together the cognitive with the affective to create powerful learning experiences. I am going to discuss, in depth, only one, and the first, of our efforts of affective education with our students.

AMERICANBLACKOUT, a play written and performed in by Robb Leigh Davis, was originally an offering of the New York Fringe Festival in 2006. The piece is a dramatic reflection on Mr. Davis' experience of living as a gay Black man in the United States. Mr. Davis walks the audience through his ethnicity, sexuality,

and individual identity as an American. After each of several performances, students wrote their reactions. I will share just a few.

> I do not have anything against gay or homosexual people, but I am one of those people that tend to stay away, but I do realize now, especially after seeing the play and having him (Mr. Davis) answer questions afterward, that as an educator you really have to put everything behind you and treat each person as an individual.
>
> The actors allowed me to really embrace and feel the stories… The two scenes that shocked me and I am sure a lot of the audience, were the kissing and audition scenes… I had to turn away for a moment because I must admit it (men kissing) did freak me out. I guess this scene served its purpose since it pointed out to us what our own prejudices are. This was a deep play with a very powerful message and I enjoyed it tremendously.

Not all student reactions were positive.

> I'm sorry, but I can't respond to that play that we saw last week. In actuality i found it very repulsive and distasteful. I am someone that have strong beliefs in morality… My wish is for every human being to live together and I'm totally against any form of discrimination, but i do believe that there is a difference between racism and sexual preferences…

In fact, a couple of students left the auditorium before the end of the performance and in one instance, quite dramatically. Although not ideal, these were teachable moments that professors followed up in class.

These are just a few of the seven performances we produced at the college and elsewhere. *Tara's Crossing* by Jeffrey Solomon*, was* a play based on the true story of Tara a transgender woman who was incarcerated when she attempted to enter the United States as a refugee from Guyana. The audience was inspired when actual asylum seekers attended one performance. Our group raised funds to bring in Stephen Hart, a London-based actor, to perform his one-person show, *Shadowed Dreamer*. Stephen became the SOE's *actor-in-residence* and performed *Shadowed Dreamer* for over 3000 college and high school students throughout New York City. Stephen tells his emotional yet inspiring story of abusive and neglectful caregivers, his eventual homelessness, his discovery of his queerness, his rape, and his HIV status. However, in the end, Stephen's story is, as one professor wrote in a review, one of forgiveness, resilience, and hope. After facilitating numerous talkbacks after the performance, it became clear that several of the 3000 high school and college students who attended these performances had never known an openly gay man. Even such a brief encounter as a single performance, hearing Stephen's story and getting to know him, created a relationship. As many students related in the talkback and messages to Stephen, the experience was transformative.

> You performed in my psychology class tonight and although I was not able to say anything, although I would have liked to, I would like to thank you now for sharing your story, your strength, your sadness and your success with us, with me. You have truly touched me and I can't put into words how I appreciated hearing your thoughts and experiences tonight … Thank you!!!
>
> —Brooklyn College Student

> You have left me in tears and speechless. … I was shaking and my heart was beating and tears could not stop come down my face, it felt like a never-ending waterfall… I've never seen how so many groups of people male and female, all different religions, cultures and races can be so touched and affected by your story. You are the reason why other people that are in the same position as you or may have similar problems as you provide them help and stability to move on and not give up.
>
> —Brooklyn College Student

GLARE, generally presenting in a group, produced numerous panel discussions and provided professional development both at colleges and at venues throughout the country. If I were to pick our most unrivaled, it would have to be the six GLARE presentations at the *Matthew Shepard Symposium for Social Justice* at the University of Wyoming in April 2013. Specifically, it would the presentation titled, *Seneca Falls, Selma and Stonewall: Bearing Witness at the Crossroads. Bearing Witness* unfolds in three segments. In the opening segment, presenters relate their personal experiences of discrimination, including the label(s) they received during their developmental years as a result of being members of a historically marginalized group. These segments are woven together with solo performances by Robb Leigh Davis. During the second segment, the audience divides into small groups and participates in a 25-min discussion on their lived experiences with bias, led by GLARE faculty. In the third and final segment, GLARE highlights the narratives of celebrated figures from the civil rights struggle—Women's Suffrage, Civil Rights for African-Americans, LGBTQ Equity—who inspire us to transcend and overcome discrimination. The workshop concludes by each audience member sharing stories about their own (s) hero, a person who they celebrate and look to for strength and inspiration as they bear witness to their own life challenges. Think about the glaring differences between the University of Wyoming and Brooklyn College. Imagine the stark landscape of Laramie compared to the brick and concrete of New York, and the differences in the diversity of our students and the typical politics of each state. Yet many of the faculty from GLARE formed long-lived professional as well personal relationships with many from the similarly impassioned faculty at the University of Wyoming.

In 2012, GLARE launched a college-wide initiative entitled *Out and Proud*, which involved peppering the college community with presentations, roundtables, theater, meetings with faculty and staff, and a many of student social events. The year culminated in the official opening of the LGBTQ Resource Center at Brooklyn College, designed to provide programming and services to LGBTQ members of the college community. In a very short time, the Center, with financial support from the college and dedicated space in the Student Center, has drawn in hundreds of students who wanted a safe space to meet friends and form a thriving community.

None of the work accomplished by GLARE over the years could have been done by one person. This work was accomplished because a like-minded group of educators came together to achieve a common goal, and, in doing so, we built strong and long-lasting relationships as colleagues and friends. Each member of GLARE has

become a mentor and friend to me. Each continues to enhance my ability to advocate for marginalized communities. Each continues to teach me. Each supports my work and inspires me when I think of how much needs to be done. GLARE is confirmation of the power of relationships.

Conclusion

To the reader of this chapter is has become clear that relationships and building community are important to me. I sincerely believe that, as an elementary school teacher, relationships with my students and affiliations with their families and my colleagues made me a better teacher. Moreover, these early professional experiences provided broad understandings of people and systems, from which I was able to draw as my career progressed. During my training, both at the master's and at doctoral levels, I developed relationships with two amazing mentors who would influence my professional life in so many ways. Sylvia Rosenfield not only showed me how school consultation could be an effective service delivery model for the students I wished to serve, but she coached me on the more nuanced points involving the importance of language, school change, climate and culture, and so much more. Laura Barbanel was a model for relational leadership. She provided so many opportunities for me to mature, both professionally and in my personal life. My GLARE friends and colleagues keep me going. They are a group of unique individuals who engage in interesting and exceptional research, advocacy, and education. We support each other in our work at the college, but also in our personal lives. Many of us have become a "chosen" family spending holidays together, and sharing in each other's challenges.

So why should we as school psychologists attempt to build relationships, find mentors, and create community? Our jobs are complex, involving advocacy for and interactions with a myriad of students and adults, as well as navigating multi-faceted systems. We need to keep up with a rapidly changing educational and psychological landscape and continuously learn new skills and strategies. Most of all, we need to be leaders and agents of change in our schools. To do all this and do it well, we will benefit from the support of our more experienced and often wiser supervisors, as well as our peers.

Epilogue

I have been aware of my haphazard, rarely planned career path for some time. What I find absurd is that in other parts of my life I plan to a fault. I rarely buy a movie ticket without reading five reviews. I compile three levels of to-do lists; one for the day, one for the week, and another long-term list for the year. I may have to write another chapter to figure this out.

Lastly, I would be remiss if I did not thank my fabulous husband, Irwin, for the support he has given me over our many years together. From baccalaureate through dissertation and beyond, he continues to provide unending encouragement from which I draw strength. Thank-you.

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American Psychological Association, Globalization of School Psychology Working Group, Consultation in School Psychology. www.apadivions.or/division-16/leadership/working-groups/alobalization.
American Psychological Associations Task Force for Early Childhood Education and Care. Final Report-2003. This report can be found on www.apa.org.

Entrepreneurial School Psychologist

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Education

M.P.H.	1997	Johns Hopkins University
Ph.D.	1979	Indiana University
Ed.S.	1976	University of Louisville
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Awards

APA Division of School Psychology Outstanding Service Award.
APA Division of School Psychology Jack Bardon Distinguished Service Award.
Indiana University School of Education Distinguished Alumni Award.

Employment History

2011–Present	Professor of Psychology (transitional retirement 2018–2022)
	Department of Psychology
	Western Kentucky University
	Bowling Green, KY
2010–2011	Inaugural Executive Director, Suzanne Vitale Clinical Education Complex
	Office of the Provost
	Professor of Psychology, Department of Psychology
	Western Kentucky University
	Bowling Green, KY
2005–2010	Health Scientist, National Center on Birth Defects and Development Disabilities, and Associate Director for Policy, Evaluation, and Legislation, National Center on Chronic Disease Prevention and Health Promotion
	Centers for Disease Control & Prevention
	Atlanta, GA
2000–2005	Professor of Education and Psychology
	Executive Director, Rosalynn Carter Institute for Caregiving
	Georgia Southwestern State University
	Americus, GA
	and
	Executive Director, National Quality Caregiving Coalition of the Rosalynn Carter Institute for Caregiving, Washington, DC
1982–Present	Founder and President
	Tri-T Associates, Incorporated
	Louisville, KY
1998–1999	Visiting Associate Professor of Education
	Indiana University Southeast
1994–1997	Assistant Executive Director for Education and Founding Director of the Center for Psychology in Schools and Education
	Education Directorate, American Psychological Association, Washington, DC
1990–1994	Director, Policy and Advocacy in the Schools
	Practice Directorate
	American Psychological Association, Washington, DC
1994–1997	Adjunct Associate Professor
	School Psychology Program, Dept. of Counseling & Personnel Services
	University of Maryland at College Park
1988–1990	Director, Innovative Projects Research & Program Evaluation for School Reform
	Jefferson County (KY) Public Schools

1986–1988	Director, Instructional Support Services and Placement
	Jefferson County (KY) Public Schools
1984–1986	Director
	School Psychology Program, Department of Psychology
	Spalding University
1981–1986	Director, Assessment/Placement Services
	Exceptional Child Education
	Jefferson County (KY) Public Schools
1981–1983	Adjunct Assistant Professor
	Department of Special Education
	University of Louisville
1980–1981	Learning Disabilities Resource Specialist
	Whitney Young Elementary, Jefferson County (KY) Public Schools
1978–1980	Principal Investigator, Technical Assistance on Administrative Strategies to Integrate Handicapped Students and Administrative Intern, Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, Washington, DC
Summer 1978	Research Coordinator
	Children's Television Workshop (Sesame Street)
	New York, New York
1977–1979	Research Assistant
	Center for Innovation in Teaching the Handicapped, Indiana University
1977–1978	Supervisor, School Psychology Externs
	Monroe County (IN) Community School Corporation
Fall 1977	Associate Instructor
	Educational Psychology Department, School of Education
	Indiana University
Summer 1977	Research Assistant/School Psychology Intern
	Program Research in Integrated Multi-ethnic Education (PRIME)
	University of California, Riverside
Fall 1977	Associate Instructor
	Educational Psychology Department, School of Education
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Summer 1977	Research Assistant/School Psychology Intern
	Program Research in Integrated Multi-ethnic Education (PRIME)
	University of California, Riverside
1976–1977	School Psychology Intern
	Bartholomew County Special Education Cooperative
	Seymour (IN) Community Schools
1976–1979	Ph.D. Student in School Psychology
	Educational Psychology Department, Indiana University
1975–1976	Teacher of Students with Learning Disabilities
	Jeffersontown Elementary School
	Jefferson County (KY) Public Schools
1974–1975	Teacher of Students with Learning Disabilities

	Blue Lick Elementary School
	Jefferson County (KY) Public Schools
1974–1979	Research Consultant
	Department of Educational Research, Western Kentucky University
1973–1974	Teacher of Students with Learning Disabilities
	Blake Elementary School, Jefferson County (KY) Public Schools

My Journey

My life has been long, and believing that life loves the liver of it, I have dared to try many things, sometimes trembling, but daring still.

—Maya Angelou

In our youth, the mystery of who we will be and the nature of our life's work has yet to unfold. We see a firefighter in the community parade or a prima ballerina at the arts center. We hear the smooth tones of Josh Groban or John Legend in concert, or the hot, sultry notes of J-Lo on the radio, and we think we want to be like them. We may want to be like our father or mother and do what they do. At that time, our future is just a potpourri of dreams in our young minds. We really have no idea where WE are going. I certainly didn't.

This developmental dilemma is aptly described by the brilliant Apple Computer founder Steve Jobs:

> It's impossible to know what we will be in life when we are young. You cannot connect the dots looking forward, you can only connect them looking backwards. You have to trust that the dots will somehow connect in your future. You've got to find what you love. Until you do, keep lookin'; don't settle. (2005).

In this chapter, I look backward to connect the dots of my life. In so doing, the wandering pathways of my life and career are revealed. They lead the reader through the events, places, people, and times that have been the touchstones of my life. These are the highlights of what led me to become an entrepreneurial school psychologist.

Born in rural Kentucky, the nomadic period of my life began early and continues to this day. Due to my father's job working for GMAC, we moved constantly, but always stayed in Kentucky. We spent 1 year in Stephensburg (grade 1), 1 year in Cecelia (grade 2), 2 years in Elizabethtown (grades 3–4), 5 years in Louisville (grades 5–6 in one school and grades 7–9 in another), 2 years in Radcliff (grades 10–11, which were a nightmare), and 1 year in Louisville (grade 12, which was a wonder). It was in the sixth grade that I won the school's public speaking award for a talk I gave on the Statue of Liberty. I'll never forget the moment!

Based on our constant moves, I went to three high schools, finally graduating from Westport High School in Louisville, Kentucky. My senior year was the highlight of my high school education. It was a time when I found teachers who stimu-

lated and excited my mind and made me think that I could achieve great things in life. It was also where I was introduced to psychology and wrote a 20-page treatise on Freud that was held up by my high school psychology teacher, Mr. Weenolsen, as an exemplar for other students. The class applauded my senior psychology oration on "Why Attend College." I had found my calling.

Ironically, our high school psychology text had a reference to the American Psychological Association that took hold in my mind. I remember thinking then that it must be the ultimate place for a psychologist to work. Many years later, I found that to be true. It was right for me.

Being the eternal optimist, I picked a senior quote that still resonates with me:

> *I shall pass through this world but once. Any good, therefore, that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.*
>
> —attributed to Stephen Grellet

High school was over, and I had made it through one of life's major hurdles. I was looking forward, not back. Another change was on the way.

Going to College: My Undergraduate Years at WKU

> Becoming curious is an essential part of the growth process. As a child, you learned to wonder—and ask questions about the things around you. This process helps you to deepen your understanding and it compels you to explore the world.
>
> —Belli

> Man's mind, once stretched by a new idea, never regains its original dimensions.
>
> —Oliver Wendell Holmes

The year was 1969. I was starting my first year of college at Western Kentucky University in Bowling Green. Dad sent me off to college with this hopeful statement: "Honey, I want you to get good grades. But I want you to enjoy yourself, too. These will be the four happiest years of your life!" The Business University (BU) that my parents had attended later became the School of Business. Part of the university in which I was now enrolled.

When I started college, my generation faced a cold reality. It was during this time that the Vietnam War, in its 14th year and highly unpopular among Americans, became a thorn in the country's side. There was unrest and controversy across the nation's campuses. Along with many other students of my generation, I wore black armbands and marched on the college mall to protest the war. It was a turbulent, unsettling time during which male students were assigned numbers by the government, and those with low numbers were drafted to go to war. Some boys, young men whom I had sat next to in class, lost their lives in that faraway place about which I knew nothing. It was hard to reconcile that vast, dark unknown with the idyllic life of a college student.

At 17, however, life was all about ME. I was a first-semester freshman and I was out to conquer the world! Remembering my Dad's words, I joined a sorority, Kappa Delta, which was not only fun, but had the added benefit of providing many leadership opportunities. Importantly, sorority membership gave me sisters. Two years later, I was voted Sweetheart of Lambda Chi Alpha Fraternity, which gave me brothers. With these new friendships, I gained a sense of belonging, which for a young woman who had been a vagabond much of her life, meant home.

I continued to pursue my interest in psychology. Serendipity lent a hand in the choice of my instructor for the Introduction to Psychology class in which I enrolled. I had a brilliant professor, Dr. Joseph Cangemi, who took up where Mr. Weenolsen left off in terms of stimulating and advancing my love of psychology. Dr. Cangemi's teaching, mentoring, and words of encouragement helped me solidify my career aspirations. I wanted to be a psychologist!

Officially declaring my psychology major, my goal was to become a teacher of psychology at the high school level. After 2 years, I learned that there were no high schools in Kentucky that offered student teacher positions in psychology. Needing to be close to family, I didn't want to work out of state, so I switched my major to elementary child education with a specialization in early childhood education. My Mom had been a high school business teacher, an elementary school teacher, and a teacher of children with special needs, so that seemed like a good option with positive prospects in the job market. Cramming 5 years of study into four because of the change in majors, I graduated on time in 1973 with a Bachelor of Science degree. At the end of my senior year, I was voted "Who's Who Among Students in America's College and Universities."

Psychology was still on my radar screen, but I had yet to find a way to combine my love of it with my more immediate need for a paying job. In the words of the Sony and Cher hit that was popular during my college days, *the beat goes on …*

My Years in Public School Education I: The Jefferson County Public Schools

> *You're off to great places! Today is your first day! Your mountain is waiting, so get on your way!*
>
> —Dr. Seuss

> *Let us remember: One book, one pen, one child, and one teacher can change the world.*
>
> —Malala Yousafzai

The time had come. I was going to get my first *real* job! While I had worked 2 weeks at Lazarus department store during my sophomore year Christmas break, I had never had another job. Not that I hadn't tried. When I was 15, I went to my Dad and told him that I wanted to get a part-time job at the local thrift shop, but he refused to sign the paperwork that would allow a teen under the age of 16 to hold a job. He told me why. Dad said, "Honey, once you start working, you will be working

for the rest of your life. I don't want you to start earlier than you have to. Enjoy your life. There will be plenty of time for work later." How right he was! Now my time had come. With the BS sheepskin clutched in my hands, the ship of work was about to be launched and I couldn't wait to get started!

In 1973, the Education for All Handicapped Children Act had been passed by the U.S. Congress, creating a sea change in the way children with special needs would be educated in America. Teachers were desperately needed to staff classrooms that were being set up across the nation to deal with newly identified special populations. I profited from this major education reform because the federal government began funding emergency certificate programs at major universities to train teachers and other personnel to meet the burgeoning and immediate need. Even before I walked the line at WKU to receive my BS diploma, I was enrolled in a program to certify teachers of children with learning disabilities at the University of Louisville. With 9 h of summer coursework in special education, I was guaranteed a teaching position with the Jefferson County Public Schools, the 17th largest district in the nation. Back to school I went without taking a breath!

Over the next 3 years, I obtained two degrees at the University of Louisville: the Master's of Education (M. Ed.) and the Educational Specialist (Ed.S.) in Special Education Administration. I took classes during the summers and after school while I taught full time, again moving from school to school as I had done in my earlier years. This time, the moves were for a different reason. Each year I taught, I gained more seniority, so was entitled to move to what were considered "better" teaching situations.

I taught at three schools in my 4 years of classroom teaching. The first year, Jimmy Carter was President and ordered school thermostats to be set at 68° to conserve fuel. The reason? The nation was in the midst of a fuel crisis due to the Arab–Israeli War, when Arab members of the Organization of Petroleum Exporting Countries protested against the U.S. involvement by cutting back on oil exports to our country; therefore, gas was in short supply. A young, first-year schoolteacher, I wore my coat all day every day that year just to keep warm. (In later years, when I came to know the Carters personally, I gently reminded the President of this.)

The last year I taught, the district was going through court-ordered desegregation. The principal told us that the only goal that year was to survive.

Most citizens think that the only thing teachers have to be concerned about is teaching. My early years as a classroom teacher showed me the simplicity of that perspective.

Importantly, it was during this time that I decided I wanted to be a school psychologist. I had never given up on my love of psychology. Combining it with teaching, which I also loved, seemed natural. My new professional equation:

Psychology + Education = School Psychology

Ironically, my inspiration for becoming a school psychologist was advanced by a negative experience. School psychologists came to my classroom, removed my students for testing, and produced test results that were virtually unusable. I thought I could do better. My next step was to apply, once more, to graduate school.

Going Back to School I: The Indiana University Years

Education is not the filling of a pot but the lighting of a fire.

—W. B. Yeats

I'm not going to school just for the academics. I wanted to share ideas, to be around people who are passionate about learning.

—Emma Watson

When I decided to go back to graduate school and become a school psychologist, I applied to only one university: Indiana University (IU) at Bloomington. I reasoned that it was close to home and was ranked #1 in the nation, and so if I wasn't accepted in the program, it was not meant to be. I was 24.

The day the decision letter was delivered to my house, I clutched it in my hands, took it into my bedroom, got down on my knees, and prayed. Dear God, please let it be. I opened the envelop and there it was. I was one of seven students accepted into the doctoral program that year!

My first visit to IU turned out to be a shock. After working full-time for 4 years, I was accustomed to being treated as a professional and living a decent quality of life with comfortable living accommodations. What I saw when I arrived at IU put me in my place. The dorm room I was assigned was a slightly larger version of my bedroom closet at home, and there was a hole in the wall between my room and the next one where our shared phone nested. I was appalled. Did the university really want me to live like this?

After the reality plunge of dorm housing, a common shower/bathroom, and cafeteria eating, I made up my mind that I would take my classes with alacrity and graduate as soon as possible. I was able to transfer 30 of the 45 graduate hours I had previously earned on my MEd and EdS degrees at the University of Louisville, so that left 90 h of coursework, plus internships, that had to be navigated. I zoomed through the program.

While enrolled in the IU school psychology program, I found that there was not much available at the university level or nationally in the way of support for graduate students. Since I was becoming involved in the national psychology organizations, such as the American Psychological Association (APA) and the National Association for School Psychologists (NASP), I looked to them for answers and found none. However, I did find a membership category for the APA Division of School Psychology (D16) called "student affiliates." I contacted the division leadership and discovered that this was a label for student members, but there was no special support or programming for them. To me, this seemed like a missed opportunity for both students and the Division.

Planning ahead for the next APA convention, I asked for time on the Division 16 executive committee agenda and was excited to be given an opportunity to discuss student involvement. Working with student colleagues, I came up with the idea of conducting a national survey of school psychology students to see what interest there was in forming an active organization. I reported on this plan to APA D16 president Irwin Hyman and the executive committee. Gaining their approval and

funds to move forward, the next year I presented the survey results to the Division leadership and received permission to form a new student group (Talley, 1979; Talley, Messerer, Ferencz-Stager, Carlson, & O'Neil, 1979).

Borrowing the name already in place for membership, Student Affiliates in School Psychology (SASP), I inaugurated the organization, developed a chapter charter process, and established a member structure that continues to this day. Today, SASP is the only student affiliation of its kind within this discipline. The current SASP purpose is congruent with what I had originally envisoned in the late 1970s, that is, "to keep graduate students apprised of issues pertaining to school psychology, as well as participating in activities that will further strengthen the discipline in the future" (APA Division of School Psychology, 2020). As its founder, I am so proud of SASP for all they do to enhance the recognition and advancement of school psychology graduate students around the world.

After establishing SASP, completing 2 years of jam-packed coursework, and fulfilling the requirements for four practica, I was ready for my internship. I picked two: the University of California at Riverside and the U.S. Department of Education.

The Internship that Changed My Life: University of California at Riverside

Opportunities don't happen, you create them.

—Chris Grosser

Leap, and the net will appear.

—John Burroughs

Moving away from home to Bloomington, Indiana had been a bold decision for me. I liked to stay close to home and family. In 1977, I made an even bigger move: to California! The precipitator: Dr. Jane Mercer. Best known for her 1973 book *Labeling the Mentally Retarded*, Dr. Mercer's conceptualization of testing for special education challenged traditional methods and called for consideration of a child's background and socioeconomic status when making educational placement decisions. Her ideas were heretical to the testing establishment.

When I first heard Dr. Mercer speak in 1976, it was like a light bulb going off in my mind! Her ideas were fresh and exciting to me, and I wanted to know more. She was a provocateur to the mainstream ideals about education and testing to which I had been introduced earlier in my career. When I discussed my experience of hearing Dr. Mercer's presentation with one of my professors, he encouraged me to contact her. Really? A student who nobody knows contacting a world-known professor in another field at another university—me?? Bold move! Despite my hesitation, I did just that.

First, I wrote Dr. Mercer, telling her about my excitement regarding her ideas. I asked if I could work with her, perhaps for an internship. About 2 weeks after I

posted the letter, she called. We talked, and then decided to meet for breakfast at the upcoming NASP convention in Cincinnati, where she was a keynote speaker.

The story was written at that meeting. We talked about the possibility of a summer internship, but she told me she had no money to pay me. Without knowing how I would do it, I told her it didn't matter; I would find the money if she would let me come to California to study with her. She said she'd give it some thought, and after we left the meeting, I was sky-high with desire to make this happen.

After I had been waiting on pins and needles for about a week, Dr. Mercer called to give me the news: We were going to do it! She said she had found some money to pay me as a research assistant for 8 weeks. Students across my dorm floor could hear me screaming in delight after I put down the phone. Later in my career, I reflected on how those 8 weeks were some of the most influential in my life.

In the summer of 1977, I worked as a research assistant for Dr. Mercer in her ongoing study, PRIME (Research on Integrated Multi-Ethnic Education). My chief goal was to learn about the new assessment paradigm she had developed, the System of Multi-cultural Pluralistic Assessment (SOMPA; Mercer, 1979). During that time, we traveled around the country, training school psychologists and others on its administration, while I developed a proposal on SOMPA for my doctoral dissertation. This work formed the basis of a U.S. Department of Education (DOE), Bureau of Education for the Handicapped (BEH) grant that I was awarded the next year, when I became 1 of the 18 national student research grantees.

The summer ended with my goals fulfilled, a new mentor and friend, and the promise of another exciting professional adventure.

Internship II: The Federal Government/Private Industry

I think the bait for doing something really is always the part.

—Sam Waterston

The purpose of… organizational structure is to clarify relationships, lines of authority, and ways of communicating.

—Patrick Gleeson

My career goal when I graduated from IU was to be an administrator. When I told my IU professors that I wanted to have an administrative internship, they connected me with colleagues in the U.S Department of Education, which had been established by President Jimmy Carter on October 17, 1979. Previously part of the Department of Health, Education, and Welfare, the DOE's Bureau of Education for the Handicapped seemed like a good place to look for options, especially since they had previously funded my student research on the SOMPA.

After several telephone interviews, I visited the BEH staff at their Washington, DC office and had a successful interview. The last question they asked me: "What is

your favorite ice cream flavor?" Taken off guard, I replied, "Mocha almond fudge." They told me I had passed the interview because they only hired people who liked chocolate. It was a very offbeat question, but still, I was hired.

As the hiring paperwork unfolded, I was surprised by one of the stipulations. My office would not be at the BEH headquarters, but at the satellite office of one of their contractors. Naively, I thought they were just short on space and that this was probably a common practice. As I moved through the process, I realized that they were arranging for me to be employed by a contractor, not by the federal government. I should have asked more questions, but not wanting to jeopardize the internship, I held back.

Having already turned down my other internship options, I told myself that this was only a formality and that I would be working with the individuals who interviewed me. I later realized that my assumptions were off base. While I did work *with* them, I didn't work *for* them. I had two sets of bosses: the contracting company supervisor and the BEH project director who oversaw the grant. It was a recipe for conflict, which manifested most strikingly at the project's end. I learned that reporting relationships do matter; they are important; and they place you on a chessboard square where you are either legitimized, or not.

I looked at my options and decided to play it out. It wasn't all bad. I was in DC; I was working with, if not for, the DOE, and I was project director of a major research project to investigate administrative strategies to integrate handicapped students. My team and I traveled five states and interviewed administrative personnel in five school districts in each state to gather data. This part of the project was exciting, and I was learning a great deal. My goals were being partially met, if not in an entirely satisfactory way.

The culminating project activity was the assembly of research findings into a book, which was eventually published by the Council for Exceptional Children. Unfortunately, when the BEH project director, who had done none of the work, told the consulting firm that she would be first editor of the book, that was my breaking point. My position was that, if she wanted to do some of the work or be listed as third editor, I had no problem, but I didn't feel it was ethical to list her name as first editor. A major row ensued.

At the end of the year, before publication of the book, I left the project. I had fulfilled my internship commitment, so I didn't need to stay, which made it an easy decision. The process had been painful. However, from an organizational structure standpoint, I had learned about the importance of supervisors, the lure of power and position, and the political nature of ownership and credit. After some legal haggling, the book was published by the Council for Exception Children (Talley & Burnette, 1982). The words of one of my professors came back to haunt me: "Always establish authorship before you begin writing."

I knocked the dust off my shoes and moved on.

My Years in Public School Education II: The Jefferson County Public Schools

The future belongs to those who believe in the beauty of their dreams.
—First Lady Eleanor Roosevelt

Don't judge each day by the harvest you reap, but by the seeds that you plant.
—Robert Louis Stevenson

In 1979, at age 28, I obtained my doctorate and was looking for my first job as "Dr. Talley." The job market was tight in my hometown, so I decided to work my way back into the school system by teaching for a year. During that year, I applied and was interviewed for the position of director of special education. I didn't get the job. Later that year, I applied for the position of director of school psychological services, the position I really wanted, which reported to the director of special education. I was remembered from my first interview, and this time, the job was mine! Karma was at work!

I now had the perfect position for a leader in school psychology who wanted to practice rather than go into academe: director of a school psychology program in a large district that had the potential for major impact. All my training and experiences led me to this point. I was ready to go!

In addition to directing school psychology initiatives, I had other responsibilities. My duties included supervising all of the district's related services programs, such as physical and occupational therapy, audiology, and recreation, overseeing exceptional child placement services and records, administering support activities for instructional staff and students, including management of a $4.5 M budget, and ensuring implementation of Federal and state due process procedures and policies. As the supervisor of over 85 staff, I had responsibility for direct supervision of 24 central office administrators and 13 secretarial staff with line supervision for approximately 42 instructional staff and additional associated staff. During this period, I inaugurated the first Extended School Year program in Kentucky, established crisis response teams, and brought a focus on social skills to the district's instructional support staff. My professional plate was full, and I enjoyed the challenges and responsibilities of the position.

Now age 29, I was the youngest director and youngest female central office administrator in a school district serving 120,000 children, 14,000 of whom received special services. Also, I was younger than any of the administrative personnel who reported to me. This produced an interesting dynamic. Fresh out of the doctoral program, with two varied internships under my belt, my primary goal was to shape the school psychology program into a national model. I wanted our district to be recognized for innovation in the services it provided to children and teachers. I believed that we should be serving all students, not just those who had been designated as having special needs. My goal was no less than the establishment of a school psychological services program that met best practice guidelines of both the American Psychological Association and National Association for School Psychologists. I realized we had a long way to go.

When I shared my plans with my new supervisor, he told me that he was entirely against the idea. His perspective: If we didn't have students who needed "testing" for special education, we would not employ school psychologists. He said they should be glad they had a job and not complain about wanting to do more. He was firm in his belief, which set us up for conflict almost from the start.

While most of my school psychology staff agreed with the concept of building a world-class program, all did not. This was an unanticipated barrier. Some school psychologists wanted only to test; they didn't want to do counseling, teacher consultation, program evaluation, or engage in any of the other changes that were needed to meet best practice guidelines. These were changes I advocated. In the end, the split came down like this: about a third of the staff wanted to participate in new programmatic initiatives and were ready; about a third were interested, but needed a great deal of support and training to feel that they could do so successfully; and about a third of the staff (the "hell no, I won't go" group) told me that, under no circumstances could I make them do anything other what they wanted to do: test.

With the challenge of gaining staff buy-in for the new program I was envisioning, I started by providing the best professional development training I could find. Dr. Randy Kamphaus came to Louisville and trained school psychologists on the new K-ABC. Dr. Robert Illback offered sessions on school psychologists as program evaluators. Dr. Keith Turner showed us how to set up and evaluate the first Extended School Year program in Kentucky. Drs. Jim Chalfant and Margaret Pysh educated us regarding how to implement the Teacher Assistance Teams model, and Dr. Jane Mercer shared her sociological insight on how to assess and intervene with children based on a multicultural perspective, among many others. Since I was very active in the APA Division of School Psychology at the time and had been elected to be the Vice President for Professional Affairs, I had access to the field's innovators, and I used my connections to bring the best people and ideals to our fledgling program.

The implementation paradigm I started was simple. First, I deployed the innovators in groundbreaking situations. I started with the first third of my staff, the ones who were eager to implement a comprehensives service model, and assigned them to special activities that would allow them to use their consultation and counseling skills. For the second third, I provided necessary training and paired them with individuals who were already innovating. For the last third of the staff, the ones who wanted only to test, I assigned only testing. This last group fulfilled the majority of the program's testing responsibilities, while others did a blend of activities, ranging from no testing at all to a reduced amount of testing compared to their previous workload. We were progressing, however slowly.

Concurrent to this period of program development, I was very active in national and state professional organizations. I had maintained my connection with the APA D16 since my initial work with them to form SASP in 1977, and continued to participate in leadership opportunities. In addition, from 1986 to 1987, I served as President of the Kentucky Association for Psychology in the Schools (KAPS), and was on the Board of Directors of the Kentucky Association for School Administrators (KASA, 1983–1988) and Women in School Administration (WSA, 1985–1990). In 1987, before leaving Kentucky, I was named the KASA School Psychologist of the Year.

When I left the directorship in 1990 to take a position with the American Psychological Association, I was proud of all I had accomplished, but frustrated that I couldn't do more. The time was not right. It was over 10 years later that the district finally agreed to hire more school psychologists and to formally endorse an expanded role for them. I had planted the seeds and saw the tree begin to grow, but I watched while others nurtured it to fruition.

The Best Years of my Professional Career: Working for the American Psychological Association

Be fearless in the pursuit of what sets your soul on fire.

—Jennifer Lee

To find joy in work is to discover the fountain of youth.

—Pearl S. Buck

The happiest and most fulfilling time in my professional life came during my tenure at the APA. While I have held many interesting and challenging positions in my life, I felt that my work at the APA made the best use of my skills, interests, and abilities. I was in psychology nirvana!

The seeds for my interest in the APA were sown when I was just 16. In one of my high school psychology reading assignments, I found a reference to the American Psychological Association that took hold in my mind. I remember thinking then that it must be the ultimate place for a psychologist to work. Now I might have the opportunity to come full circle and make that dream a reality. Anticipation stoked my desire.

Dr. Sylvia Rosenfield and the Division 16 leadership were instrumental in my move to APA. They approached me when they learned that Dr. Jean Ramage, who had been picked to inaugurate the Practice Directorate's Office of Psychology in the Schools, was leaving after an 11-month stint in the position. The Directorate's Executive Director, Dr. Bryant Welch, had indicated that he would like her successor to be someone with a background that was primarily practice. My name was put forward, so I was invited to interview for the position. It went very well! However, there was a small glitch (isn't there always?). The Practice staff member who had done the initial telephone interview with me had not recommended that I be hired. I asked Dr. Welch if that would be a problem; he assured me that it wouldn't. It was.

For the next 6 years, I worked in one of the most vibrant cities in the world for the major national organization that represented my profession. The dream of the 16-year-old high school psychology student was realized. I was honored and optimistic. The story unfolded like this.

In the fall of 1990, I became Director of the Psychology in the Schools Program in the APA Practice Directorate. Leaving the Jefferson County Public Schools, I moved back to Washington, DC, right before my 39th birthday. I found a condo about three blocks from the old APA office on 17th Street so I could walk to work each day and avoid the horrific DC traffic.

My major tasks the first year were to acclimate myself to the APA and Directorate, establish my presence with the major school psychology organizations, and conduct a national survey on the challenges and needs of practicing school psychologists. I also served as a registered lobbyist on issues affecting children and education. One example of my lobbying efforts occurred in 1991, when I delivered APA's testimony on psychology's role in national education reform to the National Education Goals Panel, represented by its Executive Director, Dr. Pat Forgione, and Director of Domestic Policy in the George H. W. Bush White House, Dr. Roger Porter. In 1994, the Institute for Educational Leadership (IEL) selected me as an Education Policy Fellow, a position which enhanced my lobbying skills and increased my interactions with the major education organizations based in DC.

At APA, I met the cream-de-la-crème of the profession as I worked to advance school psychology within the APA structure. In the Practice Directorate, I found that many nonschool psychologists within APA didn't know much about the specialty or the education and skills of our practitioners. One of my primary jobs in those early years was to help them learn about us, understand how we were really "psychologists," and acknowledge that we were an important part of psychology as a whole as well as within APA. One of my first talks to the APA Committee for the Advancement of Professional Practice (CAPP) focused on sharing basic facts about who school psychologists were, what we did, how we were trained, and how we differed from the other practice special areas of clinical, counseling, and industrial/organizational psychology.

To provide an increased focus for school psychology within the organization, in 1994 I also inaugurated the APA Institute for Psychology in Schools and Education, a 1-day preconvention training where psychologists could receive continuing education credit to learn about issues that were critical to the profession. We held institutes on school violence and safety, education reform, services integration, school health, psychological services in schools, and other pertinent topics. The institute ran for 14 years, and was discontinued many years after I left, around the same time the Practice Directorate abolished the Policy and Advocacy in the Schools program.

Working with all organizations that had interests in school psychology and psychology in schools, I was at the apex of the information corridor on these issues.

I saw it as one of my functions to keep all groups connected and up-to-date about what each organization was doing. Much of this information was published in *The School Psychologist,* newsletter of the Division of School Psychology. To promote outreach, I formed a "Knights of the Roundtable" group (Talley, 1997), inviting the presidents of all national school psychology organizations. Our 1995 inaugural meeting site was the Algonquin Hotel in New York City, where a group of writers, artists, and other well-known personalities had started the roundtable tradition in 1919. We met every year at the APA convention. The group has since expanded and morphed into the APA Coalition for Psychology in Schools and Education.

The APA/NASP Interorganizational Committee was among the many groups and task forces I staffed. Task force documents that were published during my time in the Practice Directorate included one that defined school psychology (Jackson, Balinky, Lambert, Oakland, DeMers, Alpert, Reynolds, & Talley, 1993), a second

on comprehensive services delivery (Paavola, Cobb, Illback, Joseph, Torreulla, & Talley, 1995), and a third on schools as health service delivery sites (Bricklin, Carlson, DeMers, Paavola, Talley, & Tharinger, 1995). For 6 years, I represented APA on the National Alliance of Pupil Services Organizations, a collection of 28 Washington-based membership and advocacy groups working on education and related services issues (Talley, 1995). During my 2 years chairing NAPSO, we partnered with the National Education Goals Panel to organize a national conference on safe schools that was telecast by CSPAN.

In 1994, I accepted a promotion to the Education Directorate. There I served as Assistant Executive Director of Education and inaugural Director of the Center for Psychology in Schools and Education (CPSE). The reasons for the move from the Practice Directorate to the Education Directorate were complex. There had been major reorganization in the Practice Directorate's leadership; some changes good and some bad. The climate had deteriorated since I was first hired, and I found the environment not particularly supportive of women leaders. The person who had first interviewed me for a position in the directorate, the one who had not supported my initial application, was made executive director. Added to that, I was still fighting for recognition and programming dollars for school psychology initiatives, even though I believed we had more than made our case for parity with the other specialties. Finally, I came to a point where I felt there was little I could do to grow the program without additional support and funding; I did not believe they would be coming during my tenure.

My idea in moving to the Education Directorate was that I could do all I had been doing, plus more. The Executive Director, Dr. Joanne Callan, was extremely supportive. When Dr. Rick Short joined the Education Directorate as Assistant Executive Director and Director of the Center for Education and Training, we worked together to maximize the benefits for school psychologists.

It was during this period that Rick and I produced some of our best writing. In addition to the quarterly articles we generated for the D16 newsletter, *The School Psychologist*, we wrote extensively in other venues. These included special sections on psychology in the schools for two major APA journals: *Professional Psychology: Research and Practice* (Talley & Short, 1996) and *American Psychologist* (Short & Talley, 1997). In addition, we wrote an APA publication on education reform that was coproduced with the DOE (Short & Talley, 1993), and in collaboration with the CDC, developed companion documents on school health reform (Kolbe, Talley, & Short, 1999; Talley, Short, & Kolbe, 1995).

Other major publications during this period included *Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools* (Talley & Short, 1995), *Making Psychology in Schools Indispensable* (Talley, Kubiszyn, Brassard, & Short, 1996), and *Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined Drug-free Schools Conducive to Learning* (Talley & Waltz, 1996). We were on a roll; however, it was about to come to a grinding halt.

It was at this time that the APA central office decided to make changes in the Education Directorate leadership. Reorganization, *again*! Let me paraphrase the wise words of singer–songwriter Dolly Parton to communicate my reaction: *You may not hear the thunder, but you sure will feel the rain*. I couldn't have anticipated

the slew of organization changes, the hiring, firings, and restructurings that occurred during my tenure at APA, but I sure did feel their effects, first in the Practice Directorate and now in the Education Directorate.

After I had served little more than a year in the Education Directorate, the caring and supportive executive director who had hired me had been asked to leave. Directorate staff were set adrift in the landscape of changes that occurred. When we interviewed candidates for the executive director's replacement, I voted "no" on a candidate who appeared to know nothing about school psychology and showed no interest in learning. Subsequently, when she was hired, I knew the die was cast. Her desire to replace all four of the executive staff hired by her predecessor was clearly communicated. I got a lawyer, negotiated a departure plan, and left the best job I had ever had.

Leaving APA was extraordinarily difficult. I had a dream job in the Valhalla of psychology; at least that's how I thought of it. After six glorious years working with the White House, Congress, various legislative and regulatory organizations, and governmental agencies, leading and participating in issue-based coalitions and advocacy groups, working with APA staff and leadership, supporting all the national and international groups that had stakes in school psychology and education issues, I was not ready to leave. I only wanted more. Ironically, that year I participated in a symposium chaired by Dr. Tom Fagan for the Council of Directors of School Psychology Programs, presenting on "*Hop, skip, and jump: Career moves in school psychology"* (Talley, 1999a). I sure did!

At the end of my APA tenure, I received two awards: the Division 16's Outstanding Service Award for my work to advance school psychology, and the IU School of Education Distinguished Alumni Award for my achievements as a graduate of that institution. In 1998, I was honored with the Division 16 Jack Bardon Distinguished Service Award, one of the most prestigious awards for meritorious contributions to school psychology (Talley, 1999b). I had served school psychology and American psychology well, and my service was acknowledged.

I was proud of the leadership that I had provided and the other many contributions I had been privileged to make during my years at APA. As I departed, I reflected on the fact that I had made a teenager's dream come true. I had reached the apex of my journey inside the world of professional psychology.

Going Back to School II: The Johns Hopkins University Years

I am still learning.

—Michelangelo at age 87

Learning never ends.

—inaugural poster for the U.S. Department of Education, 1979

In 1996, after departing the APA, I decided to once more head to academe. I applied for and was accepted into the #1 School of Public Health program in the nation at Johns Hopkins University in Baltimore, just up the road from my DC resi-

dence. Most MPH programs take 2 years, but the Hopkins program was a 1-year, five-semester intensive program. I was one of three psychologists in a class of 350 of the brightest minds in the world, most of whom were concurrently enrolled in the JHU Medical School, which also held a #1 ranking. After all the education and experience I had garnered, I thought the program would be a breeze. I was in for a surprise: I almost drowned.

My first term was eye-opening, and my life required a major adjustment. At 45, going through menopause, I no longer had the razor-sharp memory that I had in my youth. When I was younger, I had been able to look at a page and remember where the key facts appeared, but not any longer. In addition, memorizing was almost impossible. I felt I was in over my head, but I persevered. I would not be defeated! When I went out to eat, I took a textbook with me. There was no down time, no movies, no other recreation. All I did was study. Still, I flunked Epidemiology and had to take it over the next term. I had never, ever failed a single class in my life. It was a blow.

I picked up the gauntlet and moved forward. I was determined that no matter how hard the program, I was not going to fail. For that year, I completely devoted myself to study. Every morning, I took the 45-min train ride from D.C.'s Union Station to Baltimore's Penn Station for classes, tutoring, and studying, then returned home to DC each evening for more studying. The preponderance of medical terms used in my classes swam before my eyes at night: druids, onchocerciasis, trachomatous trichiasis, dengue fever, dracunculiasis. How could I learn about them all and keep them straight in my mind? After endless hours of study, study, and more study, long into many midnight hours, things finally seemed to come right. I earned my Master's in Public Health degree in 1997, 18 years after my PhD was awarded. What different experiences the two degree programs had been! I was on the road again, ready to leave academe and return to the world of work, excited about what might come next.

The Carter Years: Working with Rosalynn and Jimmy Carter

I feel the capacity to care is the thing which gives life its deepest significance.

—Pablo Casals

We rise by lifting others.

—Robert Ingersoll

During my year at Johns Hopkins University, I had applied for a Fellow position at the Rosalynn Carter Institute for Human Development (RCI) at Georgia Southwestern State University (GSW). Although I had been offered the position, I turned it down. When I graduated from JHU, the GSW university president, remembering me, called and invited me to apply for the executive director position that had just been vacated. Shades of *déjà vu!* This time, I traveled to south Georgia to inter-

view with the Institute's board of directors and meet the board chairperson, former First Lady Rosalynn Carter.

I'll never forget the day I interviewed with Mrs. Carter. Nervous and excited, I drove the 10 miles from Americus, Georgia, where the Institute was located, to the Plains home Mrs. Carter shared with her husband, former President Jimmy Carter, our 39th President. After passing through the Secret Service guard station, I walked to the front door of the house, rang the bell, and waited. Tucked under my arm was a hardback copy of *First Lady from Plains,* Mrs. Carter's 1984 autobiography that had been given to me by my grandmother many years before. I was going to ask Mrs. Carter to sign it. As Mrs. Carter opened the door and invited me to come in, I realized I couldn't move; literally, I could not move. The Carters had a wooden crisscross doormat with little holes between the slats, and the heel of one of my shoes was stuck! As I tried to find a graceful way to extricate myself, I began to talk with Mrs. Carter, did a little jiggle, and then, I was free. Moving into her living room, neither she nor I made any reference to the literal misstep. I got the job!

As the RCI executive director, I once again had the opportunity to advance an issue of major national import: caregiving. The first thing we did was to engage in a strategic planning process. Then we changed the name to reflect the new direction: Rosalynn Carter Institute for *Caregiving*. Looking for increased national impact, we expanded representation on the board and invited more national members to join existing local and state members. Using my previous Washington connections to get space in the APA building, I established a Washington, DC, office for the RCI and our organizational partners, the National Quality Caregiving Coalition (NQCC), which I chaired, and I hired my former APA colleague, Sheila Forsyth, to direct it.

Caregiving, as I had known it, meant caring only for the elderly. Using my school psychology background, at the RCI I advanced a reconceptualization of caregiving to apply the term to people of all ages, birth through end-of-life. This expansion of the term led to a reassessment of the institute's work.

To fund our new vision of caregiving, in 2001 I wrote for and was awarded a grant from the U.S. Administration on Aging to form caregiving coalitions, or CARE-NETs, throughout the state of Georgia (Dodd, Talley, & Elder, 2004). The second part of that funding allowed us to develop my concept of a Community Caregiving Capacity Index (CCCI), an instrument that allowed local agencies around the country to assess how well they were meeting caregivers' needs.

In 2001, Johnson & Johnson's philanthropic arm became one of our corporate partners, forming the Johnson & Johnson/Rosalynn Carter Institute Signature Program in Caregiving. With the $500,000 awarded yearly to the RCI, two activities that I pitched to J&J were initiated. One of these provided seed monies for local entities to establish and evaluate innovative caregiving programs. The second part of the funding allowed us to convene a series of expert panels, asking the brightest minds in the country to answer the questions of "what's known" and "what's needed" in caregiving. Each panel produced an edited book, all of which were published as the CARE Series by Springer (Talley & Crews, 2012; Talley, Chwalisz, & Buckwalter, 2012; Talley, Fricchione, & Druss, 2014; Talley, McCorkle, & Baile, 2012; Talley & Montgomery, 2013; Talley & Travis, 2014;

Toseland, Haigler, & Monahan, 2011; Zarit & Talley, 2013). The Johnson & Johnson funding continues to this day.

One of the most interesting experiences I had with the Carters was when President Carter was awarded the Nobel Peace Prize in 2002. Unlike the other Nobel prizes that are given in Stockholm, Sweden, the Peace Prize is given in Oslo, Norway. I was part of the Carter entourage that traveled to Oslo, where the prize was awarded to President Carter at Oslo's City Hall. While the monetary portion of most Nobel prizes was $1,000,000, that year the yield for the Peace Prize was $1,350,000. To show his pleasure with the advancement of the RCI's mission, President Carter gave $350,000 of the award to the RCI; the remainder went to the Carter Center. It was a remarkable vote of confidence for the work all of us at the RCI were doing on behalf of America's caregivers!

The Carter years formed an enormously satisfying part of my career trajectory. Many other key memories bring a smile to my face: the times I traveled around the country in private planes with Mrs. Carter to make speeches, the opportunities I had to introduce her at caregiving conferences that the RCI sponsored or cosponsored, the dinners and other fundraising events when I helped her prepare, the rough drafts I wrote for her caregiving speeches or book introductions—these are all happy memories.

One of my fondest memories of the Carter years is when we held the RCI Gala Celebration of Caregivers in Atlanta's Symphony Hall. At this 2004 event that I hosted, a new prize, the RCI Caring and Competent Caregiver Award, a medallion struck with Mrs. Carter's image, was inaugurated. Along with a cash award, the medallion was presented by Mrs. Carter and me to four professional caregivers who were not typically recognized for their heroic efforts. During the presentations, videos were shown of each of the caregivers at work. Clay Aiken performed, and a silent auction, "Stars Over Georgia," was held to raise funds for the RCI. Many people volunteered their skills and time to make the gala a success, and it was a night when the RCI shined!

I left the RCI at the end of 2004 after 5 years of heartfelt service. At the RCI, I had the time of my life. But life was changing. I wanted to go home. I needed to be with my Mother, and we needed to take care of my Dad. He was dying.

My Years at the Centers for Disease Control and Prevention

Politics is as fine as a hair and as sharp as a sword.

—Murat Garibagaoglu as Sadeddin Köpek in Diriliş: Ertuğrul

Trying to make things work in government is sometimes like trying to sew a button on a custard pie.

—Hyman Rickover

Sometimes life is going to hit you in the head with a brick. Don't lose faith.

—Steve Jobs

After I left the RCI in December 2004, I had 2 months with my Mom and Dad. We three were together again. After my father's death in February 2005, I took some time to be home with Mom. We needed some time together to grieve, and I needed to consider what I wanted to do with the rest of my life. There is nothing like a death to bring you face-to-face with the importance of living every day to its fullest, not putting things off, and prioritizing what you want to do with the rest of your life in the time you have left, however long or short that may be. I spent some time writing and catching up on neglected tasks. Then one day I received a call from a colleague at the Centers for Disease Control and Prevention (CDC), Dr. John Crews, asking me if I'd be interested in helping him develop a caregiving agenda for the center. We talked. I interviewed, and in fall 2005, I moved to Atlanta to work in CDC's National Institute for Birth Defects and Developmental Disabilities.

On my first day at work, I took the Oath of Allegiance to the United States. It was a formal ceremony and brought home the importance of the work I would be doing. During the first 2 years, working with my CDC colleagues, we brought together representatives from various federal agencies to discuss what each group was doing to support caregivers and to consider what still needed to be done.

During this time, I was awarded a heavily competed interagency grant to fund several exciting caregiver initiatives. Dr. Crews and I worked on these activities together, and hired an outside expert, Dr. Bill Benson, former U.S. assistant secretary for aging, to assist us. John and I wrote extensively on caregiving issues. Caregiving was not really thought of as a public health issue at that time, so I coined the term "the public health of caregiving" to reflect the fact that caregiving should be considered as a critical public health issue facing the nation's citizens. Later, John and I collaborated on a seminal article on "The Public Health of Caregiving" that was published in the *American Journal of Public Health* (Talley & Crews, 2007a), and offered a response to comments on it (Talley & Crews, 2007b).

Unfortunately, the story of organizational capriciousness repeated itself. As John and I were winding down the major strategic planning initiative for our section, the center administration made a change in leadership. John's immediate superior was moved to a different position. The new person, known for his bullying behavior, threw out the strategic plan that John and I had worked on for over a year, saying it was no longer relevant. Seeing the writing on the wall, John transferred to another unit.

When I met with the new supervisor to give a status report on the ongoing caregiving activities, he bluntly stated that he had no interest in the issue. I closed my portfolio and just listened. He asked me if I had it in writing that I had been recruited to work on caregiving issues; I told him I didn't, but that it had been the reason for my recruitment. He didn't care. He shut down all caregiving initiatives for our section.

Seeing no future at CDC working in the unit to which I had been recruited, I started planning a move. Once again, fate had intervened. A place that had held great promise for the advancement of an issue near to my heart became a place I no longer wanted to be. The power of the position to affect needed change had been compromised. After 5 years working at CDC, I left. The momentum John and I had laboriously nudged forward was eradicated; the CDC's focus on advancing caregiving as a national public health issue was lost.

Coming Home: Becoming a Professor at WKU

I alone cannot change the world, but I can cast a stone across the waters to create many ripples.

—Mother Teresa

Our job is obvious: We need to get out of the way, shine a light, and empower a new generation to teach itself and to go further and faster than any generation ever has.

—Seth Godin

Shall I tell you a secret of a true scholar? It is this: Every man I meet is my master in some point, and in that, I learn from him.

—Ralph Waldo Emerson

In 2010, I departed the CDC to return to my home state of Kentucky. I had been looking for an opportunity to return home in order to add to my years in the Kentucky Teachers Retirement System. I found an opening when I learned of a new executive director position that had been created at the WKU Vitale Clinical Education Complex. I applied for and was awarded the position.

The center's mission was unclear. No one seemed to know what they wanted it to be: a practice facility or a research institute. The indecision of key constituents, combined with the directorship being new in the university hierarchy, led to a great deal of political jockeying to control its agenda. The provost to whom I reported felt that he had too many programs reporting to him, and the vice president for research, who felt he had too few, was trolling for programs to add to his portfolio. Both administrators had been hired a mere 3 months prior to me and were out to make their reputations. During my interview, they had argued about to whom I would report even though the job description indicated a direct line to the provost.

After about 6 months of being caught in the crossfire between these alpha males, it was clear that whatever I would do to develop the center would satisfy neither of them. No one was happy. Under constant stress, caught between their fighting and maneuvering, it became apparent that the doors were closing: no one was listening. In a no-win situation, I stepped down. It was not my choice, but it was the best decision for me. The combatting administrative twins hired a second executive director and within the year, she left the position. Later, both men were fired from their administrative posts.

I joined the Department of Psychology as a full Professor. While I had taught at many universities, I had done so as a visiting or adjunct professor or a guest lecturer. I was a novice at being a full-time professor. I found there was a lot I didn't know. While I was a good teacher, the other functions that I was expected to fulfill were not roles I was trained in, and frankly, had little interest in doing.

I liked talking with students, but advising? Not having been raised in academe, there were many technical aspects of the advising process of which I was ignorant. I often had to go to peers to ask questions about the rules and regulations such as course transfer, equivalency, and other topics. I found this to be the same with committee work involving issues such as curriculum. The last of the four functions I was

asked to fulfill was research. I had not engaged in a concentrated line of research for many years. Nothing that I was assigned to do, except teaching, used the skills and abilities I brought to the position. It was not my world.

I stepped up to the plate and found my footing. I was determined to find a way to use my psychological knowledge, my leadership skills, and my need to give something special to the students I taught. Considering what I had to offer that some other professors might not, I decided to teach students what I wished someone had taught me at their age. I wanted to engage the whole student, not just give a lecture, then test, and send them on their way. I wanted to use the 14 weeks in each semester to make a real difference in their lives.

One of the ways I did this was by developing a teaching process called the Learning Partners Model© (LPM; Talley, 2013). The LPM is a discipline-, age-, and culturally neutral process-oriented approach to teaching with three student-directed goals: (1) to enhance learning, (2) to build relationships, and (3) to promote personal and organizational skills. It may be used as an adjunct or alternative to traditional lecture-based teaching and can be adapted to any subject or curriculum.

The Learning Partners Model© is based on research that cites the critical nature of teacher–student interaction in maintaining student attendance and engagement. It also borrows from the literature citing the importance of the teacher as an instructional leader, or guide, in the learning process. Within the LPM©, the role of professor is transformed from one who engages in transmitting information primarily through lecture to one who challenges students to learn using their strengths, and acquire new knowledge through a combination of teacher-guided, but student-directed activities.

The LPM's active approach departs from the general lecture format used by many instructors at the university level and puts responsibility for learning on the student with teacher guidance. It reconfigures the traditional teacher-down paradigm to one where students assume greater personal responsibility for their own learning and establishes an interdependent learning relationship between two students, the Learning Partners, who serve as academic mentors and collaborators while providing social and emotional support to each other.

By the end of 2019, the LPM had been used successfully with over 1200 students at three institutions of higher education in four disciplines on two continents, the United States and Brazil (Groth & Talley, 2016; Talley, 2013, 2019a, 2019b; Talley & Groth, 2019; Talley, Groth, & Carter, 2014; Talley, Prickett, Lisembee, & West, 2015; Talley & Salyer-Funk, 2018). It has also been used in educational enrichment opportunities for gifted students, specifically the Kentucky Governor's Scholars Program.

By developing the LPM, I found a stimulating way to engage students, a satisfying and creative way to reframe teaching and learning, and a means of addressing the university's requirements for my position. The first two reasons had real meaning for me; the third appeased the hierarchy. However, I really did it for the students. Every semester, they rated the LPM as the most valued aspect of my classes.

By using my creativity and knowledge as a psychologist, I was not defeated. I took the lemons I had been given and made lemonade! More importantly, I touched

the lives of my students and made learning a personal, and shared, experience that would have a lifetime impact for them, and for me.

After 8 years as a full-time professor, when I began to make plans for a 5-year transitional retirement, I reflected back on my student evaluations. Did I see anything of the thoughts and values I tried so hard to give my students reflected in them? I was struck by one adjective that students overwhelmingly used to describe me: sweet. Sweet? At first, I was nonplused. It's not the first adjective that came to mind when I thought of myself or my old professors. I was expecting "intelligent," "organized," "inspiring," or many of the other adjectives associated with a valued scholar … but sweet? What does it mean when a student calls a professor "sweet?" Before I became too out of sorts with the characterization, I decided to investigate further and found this definition.

> *Kind, gracious and endearing as opposed to bitter, hard, and harsh. Sweetness in a person indicates that their heart is tender and understanding. Sweetness probably also indicates that a person has been and is forgiving. Sweetness is cultivated by choosing to love in the midst of a harsh and many times hateful world.* (Urban Dictionary, 2020)

Not too bad. I had certainly experienced many harsh times and had chosen to use them as opportunities to learn, grow, and evolve. If students left my classroom thinking these characteristics were worth emulating, then I felt satisfied: I had left a legacy of value.

Life Issues

> *The greater the obstacle, the more glory in overcoming it.*
>
> —Molière

> *Although the world is full of suffering, it is also full of the overcoming of it.*
>
> —Helen Keller

There are some issues that had an overarching impact on my life. These could not be addressed in sections centered around a single job or experience. I chose to acknowledge their importance and pervasive impact on my life by focusing a section on each one.

The Women's Movement

> *I'm not afraid of storms, for I'm learning to sail my ship.*
>
> —Louisa May Alcott in Little Women

> *It took me quite a long time to develop a voice, and now that I have it, I am not going to be silent.*
>
> —Madeleine Albright

I would be remiss to offer this chapter without some attention to the importance of the women's movement throughout my life. Strong and fiercely independent, I believe in the equality of men and women and equal treatment under the law. Students today seem to have little information on how women's lives, and the career opportunities they enjoy, have changed during the last century.

In 1920, just 100 years ago, the 19th Amendment to the U.S. Constitution: Women's Right to Vote Act was passed, finally giving American women the right to vote. Hard-fought-for and long overdue, the Act put women on parity with men in terms of voicing and acting on decisions that impacted their lives. This year is the 100th anniversary of the Act. A second major advancement for women occurred on May 9, 1960, when the birth control pill was approved by the U.S. Food and Drug Administration, giving women options regarding whether to get pregnant and how to time their pregnancies. These actions advanced women's options in two important ways: We got the right to vote and the means to control our body's reproduction.

Fortunately, my career began at a time when women's professional trajectories changed dramatically. More women were being accepted into college and they were choosing fields that were traditionally considered appropriate only for men. Unequal salary and sex discrimination/bias issues, problems that persist today, were recognized and began to be addressed. The times and issues for which women, due to their sex, were treated unfairly or differently were lessening. All these factors made it possible for me to live a very different life, both personally and professionally, than I would have if I had been born even 20 years earlier. Even so, the glass ceiling still remains an obstacle to women in leadership positions.

Getting Personal

How do I love thee? Let me count the ways.

—Elizabeth Barrett Browning

The greatest happiness of life is the conviction that we are loved; loved for ourselves, or rather, loved in spite of ourselves.

—Victor Hugo

One period each semester in my developmental psychology classes, I offer my students what I call "the open mike" session where they can ask me anything they want. Most students are between the ages of 18 and 21, so they have no idea what the future will be like for them and they are quite curious. Why I have not married or had children always come up in the questions they put forward. I give them a rough outline of issues, enough for them to get the broad strokes without getting too personal. The last class this fall when I offered the open mike and discussed these topics, one student blurted out, "Dr. Talley, your life is like a soap opera!" Enough said.

The Ones I Loved and Lost

Love never fails.

—1 Corinthians 13:4

When love is lost, do not bow your head in sadness; instead keep your head up high and gaze into heaven for that is where your broken heart has been sent to heal.

—Unknown Author

A mother is a person who seeing there are only four pieces of pie for five people, promptly announces she never did care for pie.

—Tenneva Jordan

My parents, Ronda May McCoy Talley and Jack Howard Talley, were a beautiful couple inside and out. They are what we would call "true loves" because their abiding love and devotion to each other were open and visible for all to see throughout their lives. Both physically beautiful, Mom could make heads turn and Dad could make jaws drop. Together, they were a stunning pair. Their real beauty came from what was inside each of them. They were kind and generous, loving, and devoted to each other and me. Even when they traveled as an older couple, people would approach them to ask if they were newlyweds, because Dad would be holding Mom's hand and show consideration for her preferences and welfare. Their love story was so beautiful; I've never seen another that compares, even a little. Dad nicknamed us "The Three Ts" and that was so true. Everything good I am today I owe to them.

I lost my grandmother to heart disease in 1991, right after I started working at the APA. It was the first big loss of my life. I spoke at her funeral. My grandfather lived many years after her, dying of a long life at the age of 99 years, 11 months, 19 days, just 11 days shy of turning 100. I spoke at his funeral. My father died in 2005 of a very preventable disease, colon cancer, which made his death all the more tragic. I spoke at his funeral. Diagnosed with Parkinson's disease, my beautiful Mother died in 2018 at the age of 86. I spoke at her funeral and read a poem I wrote just for her, "Out of the Darkness, Into the Light" (Talley, 2018). At all four funerals, in tribute to how each of these unforgettable individuals had loved me and shaped my life, I had the song "You Raised Me Up" sung. After these four deaths, the foundation of my life was shattered. I was never more alone.

The Only Child: Alone

I celebrate myself, and sing myself.

—Walt Whitman

Our language has wisely sensed the two sides of being alone. It has created the word loneliness to express the pain of being alone. And it has created the word solitude to express the glory of being alone.

—Paul Tillich

With these deaths, all the columns of my world's foundation were gone. Each person had been central to my life. However, it was with the death of my Mother that I felt truly alone. There is a saying that we come into this world alone and we go out alone. I don't believe that is true. We do have someone there for us when we are born. We come into the world with our Mother, who nurtured and loved us for 9 months before we became a separate being outside of her body. My Mother was my beginning, and I had never lived a single moment of my life without her. Holding her in my arms after her death, I knew life would never be the same. I found out what aloneness really meant.

It has taken me over a year to start to see the light again. Fortunately, with each death, I grieved, learned, and grew. As these four people would have wished, I am beginning to retake the reins of my life and consider the blank palette left before me to fill in what remains of my time on earth. Right before Mother died, I gave my Last Lecture at the university on "Commitment, Passion, and the Enduring Power of Love" (Talley, 2017). Although Mother couldn't attend, she knew what I said. She wrote it all in my heart during the 68 years of my life. Carrying forth her gift to me, I wish to finish my life by drawing with bold strokes of vibrant colors to leave a legacy to those who have passionate wishes and dreams for their own futures.

One of the things that is hardest for me to do, but which I love to do once started, is writing, the action that I believe fuels my final gifts, establishing my place in the firmament of professional life. These are the two books on which I am now working. One, *Voices from the Field: Leaders in School Psychology*, is designed to chart the lives of major historical and current figures in the field. The second, which I believe will be my final magnum opus, is an edited volume entitled *Organizational School Psychology*. In this publication, all major organizations worldwide that have an interest in school psychology have a section, often with multiple chapters, to outline their historical roots, current activities, and future directions. I am in the process of establishing a structure for the ongoing publication of this volume so that it will be updated every 10 years, with profits from the second and subsequent editions to be divided among the major contributing organizations.

As I have approached these projects, I had an epiphany: I may be alone, but I am no longer lonely. I continue to move forward, painting bold strokes with the vibrant hues that were meant to color my life.

Mentors, Role Models, Partners, and Colleagues

> *Gratitude is a currency that we can mint for ourselves, and spend without fear of bankruptcy.*
>
> —Fred de Witt Van Amburgh

> *You can't do it alone. Be open to collaboration. Find a group of people who challenge and inspire you. Spend a lot of time with them and it will change your life.*
>
> —Amy Poehler

Throughout my career, there have been and still are, important people who populate my professional and personal life. I have been blessed with a plethora of mentors, role models, partners, and colleagues who have touched me in different ways at different times.

My mentors touched my life at pivotal points and guided me forward, often providing insights that changed my way of thinking and focus. The role models I cite are people who I desired to emulate, professionals with accomplishments or personal characteristics that I greatly admired and upon which I wanted to frame my life. My partners were my closest collaborators, individuals with whom I shared a mind-meld of thoughts, concepts, ideas, and ideals that were central to my professional and personal identity. These are the individuals with whom I spent the most time throughout my career and with whom I produced work that I consider my most important contributions. The colleagues I list were germane to my professional growth over long periods of time and represent critical allies and friends with whom I worked to advance the profession of psychology and the school psychology specialization.

Mentors

The greatest good you can do for another is not just to share your riches but to reveal to him his own.

—Benjamin Disraeli

Mr. Robert Weenolsen, my high school psychology teacher, inspired me to achieve to my highest level. He provided assignments that challenged me, and information that made me think differently about myself. Mr. Weenolsen offered recognition, both private and public, for the excellence of my work. He was the first person who connected me with psychology to inspire my thoughts about entering the field**.**

Dr. Joseph Cangemi, was my freshman year, Introduction of Psychology, professor. When I was 17, he told me I was special, and that I could do great things. When I returned to WKU in 2010, he also became an esteemed colleague who provided caring support as I faced a difficult period in my life. Dr. Cangemi still guides me around the pockets of professional intrigue inherent in university life. For his long-term contribution to my development, which spans 51 years, I offer my love and respect for the special individual he is.

Dr. Sylvia Rosenfield, Professor Emeritus of School Psychology, University of Maryland at College Park, took me under her wing when I was a fledging newcomer to the APA Division of School Psychology. She mentored me, showed me how APA and the division worked, and helped me find a place for myself in the leadership hierarchy. Sylvia also was instrumental in advancing me for the positions I held on the APA staff. She is a special person who genuinely cares for others and has a knack of helping people find their calling.

Dr. Jane Mercer, Professor of Sociology at the University of California, became my mentor and friend during the summer of 1977, when I worked for her doing research on multicultural assessment and education. Jane gave me one of the biggest breaks of my professional career when she allowed a wet-behind-the-ears IU doctoral student to work with her just because I told her that I wanted to learn from her. She opened the door wide and changed my professional life. Jane's parting quote to me: "I wish you the best of everything in life: love and rewarding work."

Role Models

Lives of great men all remind us we can make our lives sublime; and, departing, leave behind us, footprints on the sands of time.

–Henry Wadsworth Longfellow

Dr. Sue Eklund and Dr. Myrtle Scott, both Professor Emeritus, IU Department of Counseling and Educational Psychology, were influential in my admission to the IU school psychology program. As strong women with great minds, who took no flack from anyone, they stand alone when I think about women in higher education at IU who influenced my professional development.

Dr. Mike Tracy, Associate Professor Emeritus, IU Department of Counseling and Educational Psychology, chaired my doctoral committee and gave me a great gift that I believe few others at the university had the ability to offer: He took me, with all my strengths and weaknesses, recognized and valued the education and experiences I had already had, *listened* to what I wanted to do with my life, and let me design a doctoral program unlike any other. Given the professional training and accreditation constraints now facing universities, I doubt a university professor in today's regulated academic environment would be allowed to do what Dr. Tracy did for me then. I thank him from the bottom of my heart for not making me fit a prescribed mold, for allowing me to break it and create a program that assisted me in becoming the professional and person I was meant to be. Mike's best advice for me: "Find good teachers. It doesn't matter what they teach. Take a class from them. You'll learn what you didn't know you needed to learn."

Dr. Sam Guskin, Professor Emeritus, Department of Special Education, chaired my doctoral dissertation. I was one of 18 graduate students in the nation (two of whom were from IU) to win a U.S. Department of Education, Bureau of Education for the Handicapped, grant to conduct my doctoral research. Much as Dr. Tracy did with my doctoral coursework and internships, Dr. Guskin supported my work on a new assessment technique being used by school psychologists that was developed by Dr. Jane Mercer, sociologist. I became the first school psychologist in the nation to offer data regarding the effectiveness of the assessment, so the standards were high in terms of the research I produced. At my defense on a hot August day, I still remember that I was sweating (most unladylike) bullets in my proper black and white suit. Dr. Guskin "invited" me over to his house after the successful defense so that we could make a few minor changes to the dissertation. He wouldn't let me

leave! Despite my repeated requests, citing that my parents and boyfriend were awaiting me 2 h away in Louisville for a celebratory dinner, he wouldn't let me go until we completed the changes. When he finally told me we were finished, I drove so fast that just outside of Louisville, the engine to the car (my Mom's) blew and my parents had to drive to southern Indiana to pick me up. So much for the dinner, but I was still in ecstasy. I was a PhD!!

Dr. Donald N. Bersoff, J.D., Ph.D., former APA President, Professor Emeritus, School of Law and Department of Psychology, is a school psychologist and lawyer. If you have ever had the privilege of hearing Don give a speech, you know that he can explain issues so clearly and vividly that he keeps an audience on the edge of their seats. It was always my desire to be able to speak with the compelling conviction and knowledge of Don Bersoff, combined with the expertise and relatability of Jane Mercer. I met Don at the 1977 APA convention in San Francisco, which was my first. I admire him greatly. We have remained colleagues and friends to this day.

Dr. Arnold P. Goldstein, Professor Emeritus, Department of Special Education, Syracuse University, and I met when I was working for the Jefferson County Public Schools and I attended a workshop he was offering on social skills training. Throughout our association, he offered insight and guidance in my career and life choices. The best piece of advice Arnie offered me in his own droll way: "It's not over until you're dead."

Partners

> *When you find your passion, it's great. You go up a mountain with partners, and you have a wonderful opportunity to connect and achieve a goal together. You are not trying to be better than other humans. You are supporting each other.*
>
> —Conrad Anker

Dr. Robert Illback, President, Chief Executive Officer, & Senior Evaluation Researcher REACH, Inc. of Louisville, and I started our professional careers in Kentucky around the same time. At that point, I was director of school psychological services for the Jefferson County Public Schools and Bob was an assistant professor of school psychology at Eastern Kentucky University. An exceptional conceptualist and organizational planner, Bob's ideals and foresight about what school psychology should embody singled him out as a futurist in a state that was, at that time, behind the national curve in providing innovative psychological services in schools and to students of all ages. For a time, Bob and I worked together in private practice until I moved to the APA in Washington, DC. I treasure the many stimulating discussions we had about advancing school psychology in our state.

Dr. Rick Short, Dean, College of Human Sciences and Humanities, University of Houston at Clear Lake (TX), also was an assistant professor of school psychology at Eastern Kentucky University when we met. We formed a friendship that remains to this day. Rick and I collaborated most closely when he joined the APA staff in the Education Directorate, first as a consultant, then later as Assistant Executive Director of Education and Training when I was Assistant Executive

Director of Psychology in the Schools. Conceptual skills were Rick's strong point and practice issues were mine, so this made a nice marriage when it came to our professional advocacy and organization development at APA. Our writing followed suit. Some of the best writing I produced on psychological issues was coauthored with Rick, including articles in the *American Psychologist* and *Professional Psychology: Research and Practice*. He drew me kicking and screaming to the writing table, but once there, we sizzled.

Dr. John Crews, retired Research Scientist at the Center for Disease Control & Prevention, Atlanta, GA, recruited me to work with him at the CDC's National Center on Birth Defects and Development Disabilities. With a brilliant mind and a sensitive, caring heart, John is noted for his writing and research on caregiving and on visual impairment. As the father of two children with severe disabilities, he knew all about the difficulties of providing care. During my tenure at the CDC, John and I literally wrote the book on the topic: *The Multiple Dimensions of Caregiving and Disabilities.* Later, at the request of the American Public Health Association, we wrote *Framing the Public Health of Caregiving* for the American Journal of Public Health, an article that has been cited over 346 times. John and I shared great conceptual skills on the issue and a deep, personal understanding of all that caregiving requires, its rewards, and its challenges. John and I worked many, many hours together, but with his Nordic coloring, I saw him blush on only one occasion: when I referred to him as my "work husband." An incredible friend and thinker, John Crews was an exceptional and responsible professional partner, and is someone I admire greatly.

Dr. Terrie R. Groth, Professor of Political Science, Institute of Political Science, University of Brasilia, Brazil, and I met in 1977 at the University of California at Riverside when he was a doctoral student in political science, and I was attending the university for the summer as an intern with Dr. Jane Mercer. We remained in touch over many years and, when I went into full-time academic mode, Dr. Groth was one of the first to offer guidance on life and survivorship in my new professorial role. I shared with him that I was developing a new teaching paradigm, the Learning Partners Model. We worked together to strategize ways of delivering the model in Brazil as well as the United States, and have enjoyed a stimulating exchange of ideals as the model has been implemented on both continents. We continue as professional collaborators and friends. For his input and support as I have tackled the most difficult times in my life, I am deeply grateful. Through Terrie's creative input and brilliant contributions to our professional work, I have been joyfully enriched.

Colleagues

Alone we can do so little; together we can do so much.

—Helen Keller

Sheila Forsyth, Director of Government Relations, Practice and Education Directorates, American Psychological Association, is an individual to whom I will

always owe a debt of gratitude for the guidance she provided when I was first employed in the APA Practice Directorate. Sheila's office was next to mine; proximity helped with our acquaintanceship, which grew into a friendship that has stood the test of time. Sheila knew everything there was to know about the alphabet soup of the APA governance structure: the boards, committees, working groups, special task forces, and commissions as well as the people who populated their structures. She taught me how to navigate the APA political waters and when times get rough, she stood up for her values and stepped out of APA to form her own consulting company. I admire her knowledge and the courage she demonstrated to follow her convictions. She, like the others I have listed in this section, is remarkable.

Outstanding leaders of the APA Division of School Psychology

In the 6 years I worked at the American Psychological Association, I had the privilege of serving as a staff person to the presidents of the Division of School Psychology (Division 16) and their executive committees. I did everything in my power to make their work easier and as effective as it could possibly be both within and outside APA. Presidents I had the pleasure of working with included: Sylvia A. Rosenfield, Ph.D. (1989–1990); Roy Paul Martin, Ph.D. (1990–1991); Jonathan H. Sandoval, Ph.D. (1991–1992); Stephen T. DeMers, Ed.D. (1992–1993); Cindy I. Carlson, Ph.D. (1993–1994); Randy W. Kamphaus, Ph.D. (1994–1995); Jan N. Hughes, Ph.D. (1995–1996); and James C. Paavola, Ph.D. (1996–1997). All were outstanding leaders who employed their unique skill sets to advance the Division's interests through challenging times and issues. I admire their many known and unknown professional contributions and count them all as friends as well as colleagues.

Governance, committee members, and staff of the American Psychological Association

It was rare to work at APA and rub elbows and exchange ideas with psychologists of international repute who served on the multitude of APA organizational units, both within the staff structure and on the member-populated groups. I was privileged to meet individuals who wrote the history of American psychology and charted its future. I learned from them and built upon what I learned, applying it to future work throughout my career. I thank them whole-heartedly for generously sharing their knowledge and expertise.

Conclusions

I'm not here to be average, I'm here to be awesome.

—Unknown

The question isn't who's going to let me; it's who's going to stop me.

—Ayn Rand

I never lose. I either win or learn.

—Nelson Mandela

My career has not been a linear one. There were safer paths I could have chosen that, no doubt, would have led to an earlier retirement and, in some ways, a happier life. Choices I made about the kind of education I received and where, the kinds of professional and personal challenges I tackled, the amount of money I wanted to earn and how I spent it, all factored in to the broad and deep professional experiences I had during the course of my life.

My guiding values centered on the overarching importance of family, the necessity of self-worth and respect, the enduring power of love and friendship, and abiding role of spirituality in self-understanding and expectations for living. All of these played a major part in the decisions I made about who I loved and didn't love, who loved me and didn't, and what I want to leave behind as my legacy in both my professional and personal dimensions.

I met and overcame the challenges faced by every professional transition: leaving a career in the public schools, stepping away from APA, going back into academe as a student in middle age, departing Rosalynn Carter Institute and the CDC. I have gone full circle, coming back home to my undergraduate university for the last phase of my career.

I progressed through these transitions with some degrees of both pain and anticipation. On most of these occasions, I didn't know what the next step was to be. I was looking into the abyss, wondering where I would apply my professional talents next. Sometimes I was channeled in unplanned directions. It was both anxiety-producing and exhilarating. Thankfully, as I look back at my life and career, I am able to connect the dots that created the road upon which I traveled.

As I moved forward in my life, each turn was punctuated by a period of time with my family when I could experience their love and rest in their arms. With their support, when needed, I made the best of every situation. With their belief in me, we shared each triumphal moment. Always, I gave every ounce of my passion to the person or work before me.

In my lifetime, I have been blessed with an abundance of opportunities for fulfillment. I have chosen to sample a potpourri of adventures and new horizons that came my way. Perhaps my life could have been easier, but would it have been as satisfying, would it have been more fun, had I chosen a more linear path? In my career as an entrepreneurial school psychologist, I chose the harder route, but one

that, ultimately, was right for me. I chose to be memorable, to be awesome. As Robert Frost so eloquently wrote in *The Road Less Taken*:

> I took the one less traveled by,
> And that has made all the difference.

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Books in Progress

Talley, R. C. *Organizational school psychology.*

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On Becoming a Culturally Competent School Psychologist

Dyana H. Vukovich

Date of Birth: October 28, 1956
Place of Birth: Glendale, CA

Back Story

Everyone who enters the profession of school psychology has a different tale to tell and many of us (even now, I'm afraid) did not even know the profession existed until we were exploring graduate schools. If you are looking for a crash course at the intersection of culture, language, and school psychology, this is your chapter. Pay special heed to the footnotes!

My story begins when I won the parent lottery. I'm not saying this because my parents are still of sound mind (albeit "senior seniors") and might read this one day. I say this because I believe it has everything to do with the trajectory of my professional life. I am the oldest of three daughters. Many women born in the 50s in the

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United States felt tremendous pressure from their families and society at large to marry, have children, and "settle down," with or without meaningful employment. Remarkably, especially in a family with no sons, I felt no pressure to take on any of the traditional roles. Not once did my happily-married parents talk to me about the importance of marriage, or ask me when they could expect a grandchild, or express a strong opinion about the various partners I have had over the years. They maintained an almost strident neutrality. I sometimes wonder if my mother's continual admonishment "if you can't say something nice, don't say it at all," meant that they didn't have much that was nice to say about some of these men. I suppose I could ask.

My father, Dushan Vukovich, is the child of immigrants from the former Yugoslavia (now Montenegro) who made the journey to Arizona to be near other Serbs in the early twentieth century. His father and mother went to school through the third and sixth grades, respectively. His father was a driven, self-made man who was a chef, small-business owner, and landlord to several buildings in the greater Globe/Bisbee area. Both of my father's parents had depressive tendencies, and my grandfather received electroconvulsive therapy in the 1950s, which was standard treatment at the time.

Serbian was the primary language of my father, and he spoke Serbian exclusively until he started school in first grade, where he was forbidden to speak Serbian. He was what we would now call an English Learner. Although he spoke Serbian at home, by about the fourth grade he began to respond to his parents in English only and spoke English with his siblings. Over time, his entire family became more assimilated, spoke mostly English, and the inexorable process of *subtractive bilingualism*[1] continued until he no longer remembered Serbian. He was the first in his family to graduate from college (in business and accounting), and he settled into a long and satisfying career as a CPA and director of international taxes at Cyprus Mines and U.S. Borax.

My mother, Nancy Field Vukovich, was born in Chicago to parents whose distant relatives had arrived in the United States in the seventeenth and eighteenth centuries, from England, France, and the Netherlands. Her father was an ambulance driver and litter-bearer during World War I in the highly decorated Rainbow Division, and after the war went on to complete college and a master's degree in political science. The family moved frequently due to job terminations related to his alcoholism. It is suspected that untreated PTSD and survivor's guilt, resulting from his horrific experiences during the war, made his road to recovery especially hard. I never met him. My maternal grandmother divorced him when she was 50 years old, and often proclaimed, "My life began at 50." In fact, she lived for another 50 years, dying just a few weeks shy of her 100th birthday. We believe she was able to divorce because she came into a small inheritance that gave her a tiny bit of economic freedom. In the ensuing years, she lived and worked internationally, in such countries as Brazil, South Africa, and Australia, always traveling by freighter to save money. By

[1] When the learning of the second language actually hinders (and sometimes stops) the development of the first language, often because the native language is not valued by society nor is literacy in that language promoted at home or at school.

the time I reached my teens, she had settled in Laguna Beach, working in a bookstore until age 70, and swimming beyond the breakers in the Pacific Ocean as often as possible. Her influence on my life was tremendous, as she was a strong, independent woman who made her own way, and always thought that I should do the same. My hunger for traveling and befriending individuals outside the dominant culture was definitely stoked by her.

My mother graduated from college with a degree in sociology and worked for the YWCA before marrying my father. Her relentless optimism, love of learning, and curiosity about others are traits she passed on to her children. This is in sharp contrast to my father's stoic personality and pragmatic approach to life. They complement each other immensely. My mother settled into the traditional roles of wife and mother, encouraging each of her daughters in our various pursuits, but neither of my parents were heavy-handed in their approach and the only post-high school expectation was that we at least attend community college. One of my sisters married young, had two children, and is now retired from a career in banking. The other sister is resolutely unmarried, and works as an investor relations manager for a real estate company. Our family is extremely close, in spite of living hundreds of miles apart, and we have never taken this bond for granted. Gratitude is frequently expressed, as we are keenly aware that our experience has been different from that of many families. My family continues to be the wind beneath my wings. Like I said, I won the parent lottery.

K–12 School Years

I was raised in Glendale, California, and had a slight brush with what would now be called special education when I was in the first grade. Apparently my /ch/ sound was not developing properly. I was only five at the time and we now know that this sound might not develop until age six, but nevertheless, I experienced a "drill and kill" sort of therapy for a few months until I sorted it out. In the third grade, I became enamored of Nancy Drew, as many girls of my generation did, and would often sneak-read her books (and consume bits of Oreos) during class. I thought being a detective would be the most fulfilling job in the world, and I believe I eventually landed in a profession that prizes the same sort of detail-oriented investigative skills, yet is less hazardous to one's health.

I attended Crescenta Valley High School, a predominantly White, middle-class, suburban school in the Los Angeles area and was one of several valedictorians upon graduation. I chose not to give a valedictorian speech as I had already delivered a startlingly evangelical speech at my junior high graduation (as salutatorian) and my religious views were in flux by the end of high school. One speech was enough. I believe my strong memory (alas, not anymore!) contributed to my academic success, as I could easily memorize information required for exams. In those days, critical thinking skills were not as valued in school, and I feel that my early education was very weak in that regard. To her credit, my high school counselor advised

me to take advanced math classes instead of advanced Spanish, and I believe that she was bucking the typical recommendation for girls at the time.

The field of psychology was of great interest to me due to an engrossing psych class I had taken in high school. The biggest takeaway from that class was how easily individuals could be manipulated in their thinking (through propaganda, subliminal persuasion, etc.) and the importance of critically evaluating the "messages" to which I was exposed on a daily basis. Around this same time, Watergate was in the news, the Vietnam War was in full swing, and the young men in my church group were declaring themselves conscientious objectors. I was very fortunate to be involved as a young person in a large Presbyterian church, as this was where my social justice seeds were sown. We actually studied Marx in our youth group (!) and I campaigned for McGovern with other church members, even though I was too young to vote in that election. The ideals of liberation theology took hold in my mind and I began to believe that I had some sort of responsibility to help those who were not as fortunate as I, although I soon moved away from a faith-based orientation. I decided that I should major in psychology and minor in Spanish when I went to college. Notably, the youth director at my church tried to discourage me from a psychology major.

I attended California State University, Northridge as an undergraduate, with a stint at the University of Bath in England to study psychology. I also attended the Center for Cross-Cultural Study in Seville, Spain, to try to develop my conversational Spanish skills in a more immersive environment. It didn't work. I roomed with other Americans and found that while my literacy and auditory comprehension were improving, I still lacked confidence in my speaking ability and would not attempt to verbalize in Spanish unless the situation required it.

My parents subsidized most of my college education, and I paid for my semester abroad by managing the women's underwear department at the local J. C. Penney. When I returned to the United States for my senior year, I actively pursued a job that was more connected to a "helping profession." I became a tutor in a group home for juvenile delinquents (Boys Republic, Silver Lake), and spent five nights a week assisting them with their homework and improvising the role of substitute counselor that was often thrust upon me.

I realized I would have to continue on to graduate school for a career in psychology. I knew I did *not* want to pursue clinical psychology as the idea of a "therapeutic relationship" felt too much like playing God with someone else's life. I settled on school counseling, as it involved helping students and seemed closer to "applied psychology" than "clinical psychology." It also fell within that small box of careers that were deemed "appropriate" for women at the time. Nowhere in my life up to this point had I even heard of a school psychologist.

In any event, I wanted to be closer to my then boyfriend, who was attending UC Berkeley, and so I looked into universities in the Bay Area. My parents had told me that I would need to pay for my graduate education, which was not a daunting proposition in those days, but I did feel a PhD would be out of reach. UC Berkeley offered only doctoral studies, but UC Davis had something called a "school psychology program," which offered a master's in Education (a 3-year degree) and it

meant that I would be working in schools. That seemed like what I wanted, and so I interviewed for a slot in the program. In those days, the UC Davis campus was what was known as a "crunchy granola" place, and when I walked into the office of Jonathan Sandoval, the coordinator of the program, the first thing I noticed was his Birkenstock sandals and the second thing was the general dishevelment of the office itself, with stacks of books on the floor and piles of paper on his desk. I immediately felt comfortable, and made sure I modeled my future work spaces on his office (as if I could help it!). I must have seemed very naive as I had no clue as to what school psychology was, but he explained the nature of the program (in its second year at the time) and patiently answered my questions. We mutually agreed that I should enroll, and I signed up on the spot. It was a fortuitous choice as a national survey conducted by Hector Ochoa in 1997 revealed that the graduates from this program were the *only* students in the country who felt they had received better than adequate training in the areas of bilingual psychoeducational assessment, the second-language acquisition process, and the interpretation of results from bilingual psychoeducational assessments.

Davis/Lodi Years

So I moved to Davis and lived in a vegetarian household, where I met a man, Jan Abramovitz, who became my partner for a decade. I stayed in Davis for seven years, and this was really where I cut my teeth on all things related to what at that time was called "multicultural" or "nondiscriminatory" assessment. The late 1970s was an exhilarating yet scary time to be a school psychologist-in-training in California. The decisions in two court cases, *Larry P. v. Wilson Riles* (prohibiting the use of intelligence tests with African American students in California) and *Diana v. California State Board of Education* (mandating the assessment of children in their native language) were fresh on everybody's mind. Our two major professors, Jonathan Sandoval and Richard Figueroa, were on a mission to try to prevent school psychologists from inflicting more harm on the populations these lawsuits addressed. To that end, our coursework and graduate seminars were infused with the latest thinking on how to best assess these students.

Jon played good cop to Richard's bad cop, and both rose to the top of our profession in terms of their influence and contributions. Through their mentorship, I not only learned how to be a school psychologist but I also learned about conducting research and how to be less biased in my approach to assessing culturally and linguistically diverse students, working with their families, and consulting with their teachers.

After taking a mandated course on projective techniques, which required giving and interpreting Rorschachs and TATs, I became highly skeptical of the utility of this approach for school psychologists. My master's thesis explored the use of projective assessment by school psychologists in California. Much to my surprise, I discovered that most veteran school psychologists felt as I did. These instruments

were considered less useful in psychoeducational evaluations, and direct approaches (such as interview, observation, rating scales, etc.) were seen as preferable. I was awarded the "Thesis of the Year" by NASP in 1982, which came with a $50 cash prize (it seemed like more money then). More importantly, it resulted in my first (and only) professional research publication in 1983 in the *School Psychology Review*.

I discovered I had a love of research and was able to participate in several research projects during graduate school and beyond, chief of which was the validation of Jane Mercer's *System of Multicultural Pluralistic Assessment (SOMPA)*, for which Richard Figueroa was the principal investigator and I was the project director. This was a federally funded project that took several years to complete and involved the reassessment of scores of children and interviews with their parents, up and down California. I became quite comfortable with home visits because of this experience. The project began with several sit-down meetings with Jane, near the UC Riverside campus where she taught sociology. Aside from Richard and Jon, I consider her ideas to be the most influential in my early thinking about how to fairly assess students from diverse backgrounds and what educational programs would be most appropriate. It was Jane who introduced the *social system perspective*[2] to our lexicon, in stark contrast to the very Western medical model that most school psychologists were using (and still use, to some degree). She coined the phrase "6-h retarded child." This referred to the many children (typically from culturally and linguistically diverse families) who were labeled retarded at school, assigned to special education classes, but at home and in their communities were seen as typically developing and fulfilled the expected societal roles (e.g., taking care of younger siblings, translating for their parents, shopping in the neighborhood, etc.).

Most important, Jane Mercer developed an idea that was central to the *SOMPA*—that it was critical to look at the sociocultural space a child inhabited (parent education, occupation, English language proficiency, etc.) and evaluate their performance with that in mind. The farther they were from the "mainstream," the less likely it was that test norms would apply to them. Thus came the notion of "Estimated Learning Potential," the idea that you could adjust an IQ score by comparing the child's performance to that of children with the same sociocultural background. It was a revolutionary idea at the time and the importance of comparing apples to apples became the foundation for much of my later work in evaluating English Learners. I was also deeply impressed by Jane's success as one of the principal witnesses for the plaintiffs in the *Larry P.* case (1979). She had gone head to head with such luminaries in the profession as Jerome Sattler and Robert Thorndike, helping to convince the court that IQ tests were leading to discriminatory practices with African American students, which often led to dead-end special education placements. The woman had brains and *cojones*.

During this same period, I became convinced that I had to translate my literacy skills in Spanish into the actual ability to speak the language if I was going to be

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[2] The meaning of disability is socially constructed by the community in which the child resides, as opposed to the medical model that presupposes observable biological symptoms (not always the case with the disabilities defined in *IDEA*).

able to put my graduate school training into practice. Much easier said than done. Then, the summer after my internship year (1981), Richard Figueroa encouraged me to participate, free of charge, in an effort funded by the California Department of Education. Called Se Sabe II, it was a language training institute run by the Bay Area Bilingual Education League (BABEL) in Guadalajara, Mexico, and Richard was one of the professors on staff.

Imagine dozens of California special educators, including speech and language specialists, resource specialists, and school psychologists, living with families in Guadalajara, taking classes through the Universidad Autónoma de Guadalajara with North American professors, and actually working in public schools in the afternoon. It was a five-week training, free of charge to all participants (including room and board)! Those were the days. The emphasis was on language and cultural training as well as learning how to assess Spanish-speaking students. But this program was different from other language immersion programs in a crucial respect—we had to sign a contract that we would not speak ANY English during the five weeks, upon pain of death (or something like that … we all took the injunction very seriously). Lo and behold, by the end of the five weeks, I was actually conversing, for hours at a time, in Spanish. *¡Un milagro!* My choice to learn Spanish was the single most important decision of my professional life. It provided me with ongoing and enriching experiences working with English Learners which, in turn, gave me credibility and opened countless doors in the ensuing years.

Sadly, we learned the hard way about the importance of *comprehensible input.*[3] Two individuals admitted to Se Sabe II had very limited Spanish skills, and they did not last long in the program, one of them experiencing a nervous breakdown. There was no one with whom they could communicate, and they were isolated in a foreign country. There was no comprehensible input, from anyone, and it took a psychological toll as well as severely limiting their ability to learn any Spanish at all. It was not lost on us that newcomer English Learners might have a similar experience unless they were supported in their primary language. I returned to California invigorated, excited to begin the long journey of becoming competent speaking Spanish in schools.

I had completed my internship in Lodi Unified School District, in the Central Valley, under the excellent tutelage of three very different supervisors, all male. In the early 1980s, there were many more men in the profession than now. It was certainly more than 50% in Lodi. Never once was I made to feel inadequate because I was a woman.

In Lodi, it seemed that there was always enough time to actually "do" the job. We dictated our reports onto tiny tapes that were then transcribed by our secretary. Assessment was relatively brief, with just a *WISC-R, Bender,* and *WRAT* administered, and shockingly, diagnoses were made on the basis of that scanty information. It is embarrassing to remember that during the Lodi years, a number of the psychologists would meet at the McDonald's near the district office and talk shop or

[3] According to Steve Krashen, this is the necessary prerequisite for acquiring a second language—the listener must hear messages that are understood, typically in a low-stress environment with many visual clues.

gossip for up to an hour, several times a week. This was in 1980, just as the Education for All Handicapped Children Act was coming into full swing, but before the onslaught of parent-driven litigation and assessment requests. "Leisurely school psychology."

I was hired as a school psychologist in Lodi, which had a large population of Spanish-speaking students, as well as children from many other language groups, including Hmong. It was understood that I would begin to get my feet wet with what were then called "bilingual assessments." In those days, there were very few standardized instruments normed in Spanish, but we had something called the WISC-R, *Mexican Version,* which was normed on children from Mexico City. I was responsible for three schools and tried to incorporate home visits whenever possible into my assessments, as I knew that I would derive the most valid sociocultural information by visiting the home, and these families were more comfortable at home. I had many memorable visits in trailers where migrant families lived, and I was often offered delicious *comida Mexicana* as an added bonus. The evaluations themselves typically took place at school, but due to the lack of office space for these newly-created school psych jobs, I had some unconventional offices, including closets and bathrooms (with a curtain drawn to hide the stalls).

I was mentored by many wonderful educators in Lodi, but one individual stands out. Irene Ishida was a program specialist with whom I worked closely. She chaired the "heavy" IEPs. A tiny, unassuming woman, with a sharp mind and great attention to detail, she spoke in measured tones and her voice was always quieter than everyone else's. Yet she commanded attention and respect because she was fair, thoughtful, and rational. She never let her emotions take over, and was quietly persuasive, even in the most challenging situations. I learned that if I came over-prepared to an IEP meeting and was respectful and calm in my approach, that good things happened, and the desired outcome was usually achieved.

It was in Lodi that I had my first experience mentoring others, in the form of supervising interns. This was the beginning of one of the most satisfying aspects of my career, and a role that I continue to take on, even in retirement! I regularly receive texts from former interns or "fieldworkers," and I welcome their questions and the opportunity to apply my detective skills to new cases. My first intern was Steve Brock, a young man who eventually went on to become NASP President and now coordinates the school psychology program at Sacramento State University. He claims that he was motivated by my passion, my interest in providing support to underserved populations as a bilingual psychologist, and my desire to apply empirically supported practices. Of course, as is often the case, Steve has become an important mentor to me over the last two decades, particularly in the area of crisis intervention.

One of the low points of my career, that revealed a stunning lack of personal *cross-cultural competency*,[4] was the time we had a group of newcomer Hmong

[4] Having the skills necessary to sensitively support culturally diverse populations and ensure equitable treatment.

students arrive at school with massive welts on their necks. These were students who had just begun learning English, and several of them had already been referred for assessment as there were suspicions of intellectual disability. They did not know how to hold a pencil, write their name, etc. Of course, most had never attended school, so this was understandable, and we held the referrals at bay. When asked by school staff what had happened to their necks, they indicated their parents had caused the welts. It took many days to find a Hmong interpreter to visit the homes with police officers (due to suspected child abuse). During that time, rumors were rampant among school staff regarding the barbarism of this immigrant community and the cruelty with which they had disciplined their children. I regret to say that I took part in that rhetoric and was quick to judge a situation about which I had not yet gathered the requisite data. As you may guess, we learned that pinching the neck was a remedy used to help heal a sore throat. Nothing sinister about it. What was sorely needed was a *cultural broker*[5] and the working assumption that most parents are doing the best that they can. Sadly, the damage was done and it took a long time for those families to develop trust in the educational system. Lesson learned.

In 1982, Richard Figueroa and I journeyed back to UC Riverside to take part in a weeklong workshop, entitled "Assessing Potential for Learning," taught by Reuven Feuerstein, an Israeli cognitive psychologist. California was desperate for appropriate ways to assess culturally and linguistically diverse students (due to mandates from both the *Diana* and *Larry P.* cases), and dynamic assessment held promise. It was a fascinating training experience, and I came back armed with tools to get me started. I integrated the test–teach–test paradigm into some of my assessments and found aspects of the approach useful. But in the end, I felt I didn't have enough clinical experience with children (I was just beginning my career) or in-depth knowledge of the *Learning Potential Assessment Device (LPAD)* to ensure that I was making the proper decisions on their behalf. It felt too subjective. Other school districts, including nearby San Francisco, used the *LPAD* for many years, but eventually abandoned it in favor of more standardized instruments, due to continuing concerns with overrepresentation of African Americans in special education. (I'm sure that Carol Lidz, the editor of this volume, may want to enlighten me regarding more recent innovations with dynamic assessment, one of her passions.)

Philadelphia Years

I moved to Philadelphia in 1985 when my partner's dance company relocated there. It was an advantageous move, as I had not lived in such a gritty, urban environment before, and there was so much to explore and to learn. I knew I wanted to get back to more serious piano study and singing, and sorted out those details first. Then I began looking for work in earnest. The School District of Philadelphia did not have

[5] An individual who facilitates understanding between persons of different cultural backgrounds.

positions available that year. But fortuitously, a chance encounter led me in a new direction. While looking for a place to live, Jan and I got lost in the Mt. Airy neighborhood. A couple in their car stopped to help us out. That was when I met Harvey Davis, the director of Manna Head Start in Philadelphia. He inquired about our backgrounds (as we clearly looked out of place!). When he heard I needed work in school psychology, he recommended that I check out the United Cerebral Palsy Association and ask for Carol Lidz. I will never forget the kindness he showed me, which also led to a long and fruitful friendship with Carol.

I was hired to work on the multidisciplinary "Clinic Team," assessing and providing consultation to preschool children, their parents, and preschool staff. Many of the children were in Head Start preschools sprinkled throughout Philadelphia. Although I was not hired as a "bilingual" psychologist, I was often given bilingual cases that required the use of English and Spanish. I had never worked with preschoolers before, but under Carol's helpful supervision, I learned that it was a bit more of an art than a science, as many of our standardized instruments were not as useful. My clinical observations became more important, and I learned about play-based assessment, employing tools such as the *Symbolic Play Test* and the *Goodman Lock Box.*

I also learned the importance of clinical judgment when interpreting and scoring a child's response to a test question. A memorable example of this was shortly after the tragic Space Shuttle explosion in 1986. I was administering the Riddles subtest from the *KABC* to a four-year-old who had articulation difficulties. He was experiencing learning problems and the Clinic Team wondered about his learning potential. When I asked him, "What is blown up, can be popped, and floats in the air?" he responded, "*Pace tuddle.*" This stopped me in my tracks and I realized in an instant that he was learning more from his environment than we had thought.

My job with the Clinic Team was only part time and I needed supplemental work. I found a position with Remedial Education and Diagnostic Services in Levittown. This agency supported Catholic schools in the area, and I conducted "learning screenings" as well as provided consultation to school staff and counseling to children referred by the nuns. I worked in a trailer on the perimeter of the schools I served and that was where I stayed most of the time, as I was not allowed to speak with children in the school itself. It must have been stigmatizing for the children to venture out to the trailer. I greatly enjoyed working with the students, but left after one year due to pressure I felt to betray my professional and ethical obligations as a child advocate. On one occasion, a grade-school girl was referred because school staff felt that she was a "tomboy" and needed guidance in how to behave in a more feminine way. Another time, I was asked to give a talk to teenage girls on the importance of abstinence and the "sin" of abortion. I was able to wiggle out of these requests but they left a sour taste in my mouth. I knew I was a better fit in the public school setting, where there was clear separation between church and state.

When the School District of Philadelphia advertised a need for school psychologists in 1987, I interviewed for a bilingual position. That extensive process, which included a reading and writing assessment in Spanish, as well as a simulated parent interview with a Spanish-speaking parent, was the only time I ever felt my bilingual

skills were evaluated in an expert manner by a school district. (Many employers simply assume that a person who states that they are bilingual on their resume is truly bilingual in the ways that matter for this profession.) I was delighted to be offered a full-time position.

The days of "leisurely school psychology" continued, with a work schedule that was quite relaxed by California standards. In Philly, school psychologists were part of the teachers' union, and my day started around 8:45 am and ended by 3:30 pm. We worked 188 days a year (compared to 194 minimum in California) and the district was closed for both Christian and Jewish holidays. The idea of taking work home seemed foreign to my colleagues.

The district invested time in "training" me by having me shadow veteran school psychologists, which included watching them administer intelligence tests. I will never forget observing someone administer the *WISC-R* in the most non-standardized way! Rewording the questions, not querying appropriately, etc. The importance of standardization had been drilled into me by Jon Sandoval, so this was quite concerning. In the interest of professional harmony, I said nothing. I also was informed of differences in what constitutes a disabling condition. I was shocked to learn that what is now referred to as an intellectual disability could be diagnosed in Pennsylvania for children with an IQ of 80 or below (not now, however), well above the "two standard deviations below the mean" (an IQ of 70) that was the requirement in California. Jane Mercer was right, with her social systems model. Even the way disability is defined can be socially constructed. *Larry P.* had not yet come to Pennsylvania, so it was very possible for many low-achieving students to be eligible for special education, which was often the only real educational "intervention" available.

Quite honestly, my work in Philadelphia prepared me for any situation I might encounter when I returned to California, and I was fortunate to work with dedicated professionals everywhere I went. My schools were located in North Philadelphia, an area known for crime and impoverishment. Two of my schools, McClure Elementary and Roberto Clemente Middle School, had a largely Latino population, and I learned that Spanish truly has significant dialect differences when I interviewed Cuban and Puerto Rican parents for the first time. At Julia Ward Howe Elementary, however, I was the only non-African American individual, and that included everybody from the principal to the maintenance staff and all of the students. Yet, I was embraced by all and entrusted with the occasional odd task, such as the time when a third grader approached my office to let me know that the sub in her class was "drunk." The counselor and I entered the class and saw the bottle of gin sticking out of her bag. She was escorted out. There was the day I arrived at Roberto Clemente to learn that there were human feces spread all over the railings on the stairs. This school was a six-story converted nylon factory and there were a lot of stairs! The saddest case for me was when I discovered that the caring father who attended the IEP for his daughter with Down syndrome had been arrested for the murder of his wife the following day. You can't make this stuff up. The work of a school psychologist in any district requires the ability to be flexible, adaptable, and quick thinking.

The school district job was primarily assessment oriented, although there was some consultation involved. I typed my own reports with a typewriter on a form provided by the school district (typically three to five pages). Notably, "parent information" was not one of the headings, although "background information" was, and I was not expected to routinely interview the parents. Nevertheless, I would always attempt to interview every parent. Unfortunately, at the middle school, parent attendance at IEP reevaluation meetings was not routine. We would schedule 20 meetings during a day, in 15-min increments. If, miraculously, the parents did arrive, we would accommodate them with a longer meeting, knowing that we could complete the IEP documents for a parentless meeting in about seven min. This was obviously before the paperwork requirements became the onerous task they are today.

In 1988, Alicia Scribner (an outstanding bilingual colleague) and I were given the monumental task of training a cadre of Asian interpreters in how to support the school psychologists in their assessments, and then training the 80-plus psychologists in how best to utilize their services. This is the work I am most proud of when I reflect on my time in Philadelphia. Of course, it sprang from a class action suit against the district filed on behalf of Asian-language-speaking students and their parents. It was essentially the same case as *Diana* in California, except that the language was Cambodian instead of Spanish. English Learners were placed in classes for students with intellectual disabilities on the basis of English verbal tests, and their parents were not meaningfully included in the evaluation process or in IEP meetings. The District consented to an "interim remedial agreement," and our training was part of this agreement.

An incredible amount of planning went into these trainings, with consultation provided by Richard Figueroa and Jon Sandoval, among others. To our knowledge, this was the first large-scale school district interpreter training conducted in the United States. More important, since neither Alicia nor I were culturally competent when it came to working with Asian families, we relied heavily on cultural brokers, including Dr. Thai Nguyen and the various interpreters who attended our trainings. They educated us on cultural practices and concepts to help us better work with these families and dispel any misconceptions we might have.

Our interpreters spoke Laotian, Thai, Vietnamese, Cambodian, Cantonese, and Mandarin. We began our three training days by learning more about their backgrounds, experience in Philadelphia schools (many of them were teacher assistants), and how disabled students were educated in their countries of origin. We then introduced them to current special education law, the court case leading up to the training, and the special education process from start to finish in Philadelphia. We discussed the proper way to conduct parent interviews, issues around evaluation (such as confidentiality, neutrality, the importance of a strict translation, etc.), and provided formal training in the test battery to be used with these English Learners. They were encouraged to bring in informal reading or math materials that might be used to help measure a student's academic proficiency in their primary language. They learned how to use the *Student Oral Language Observation Matrix (SOLOM)* to determine a child's language proficiency in their primary language. We also wanted to eliminate cognitive testing that primarily measured English proficiency,

and decided that they would spend part of the training translating the Performance section of the *WISC-R* into Mandarin, Cantonese, Vietnamese, and Cambodian. This resulted in a standard (but not standardized) translation for the directions of all of the Performance subtests. The interpreters then practiced how to assist school psychologists in administering all of the measures. In an ideal world, we would have then developed local norms using these new translations, but our funding was limited.

Alicia and I gave a full-day training to the entire staff of school psychologists, preparing them to work with these interpreters in order to provide less discriminatory and more legally defensible assessments for the Asian English Learners in Philadelphia. The training was very well received, and it was gratifying to know that the parents of these students would now have a true voice in the education of their children.

After five years in Philadelphia, and the uncoupling of my relationship with Jan, it seemed time to return to California. I had always fantasized that I would live in the Bay Area, and I found a little cottage in Berkeley where I could play the piano at any time of day or night and not disturb someone. I ended up spending more and more time with my landlord, Chuck Small, and this is one of the relationships that continues to sustain and encourage me close to 30 years later. My partner is a sculptor, not an educator, although he taught a one-period crash course in birth control at Berkeley High a few times a year for many years. He was known there as the "diaphragm man," due to the large clay diaphragm he had made as a prop.

Vallejo Years

As luck would have it, a former colleague from UC Davis, Peneé Hughes, was looking for school psychologists to round out her team in Vallejo, California, and I eagerly accepted the position she offered. In 1979–1980, I had helped gather data by assessing students for the "Non-promotion Project" that she coordinated, with Jon Sandoval as the principal investigator. Peneé influenced my leadership style more than anyone else. She was relationship-oriented and truly valued our individual welfare. Decisions were often collaborative, and we felt that we had control over how we operated individually. Peneé was transparent with our team about district matters and she never sugar-coated anything, although she readily used humor to lighten the mood during the darkest of times.

I remained in Vallejo for 23 years, and it was the place that "brought me up" as a school psychologist. A New York Times feature article in 2001 ("A Diverse City Exists Equal but Separate") reported that Vallejo was one of the most racially balanced cities in the United States, with large numbers of African Americans, non-Hispanic Whites, Asians (mostly Filipino), and Hispanics living in relative harmony. Most of the families were low-to-middle-income and there were many "Title 1" schools in this medium-sized district. It was an exciting place to be and progressive in its approach (a

preponderance of UC Berkeley graduates had made their mark). This was the first time I was part of "management" as I was considered an administrator.

I soon learned that I had entered the world of "frenetic school psychology," and one of the first things I was taught was how to use a computer to write reports (a monstrous 1990 Mac that I lugged around in a suitcase from school to school). Caseloads were heavy and there was a never-ending stream of trainings to help me develop the tools I now needed in my job:

- Coping with student suicide.
- Addressing self-injurious behaviors.
- Writing behavior intervention plans.
- Conducting manifestation determinations.
- Diagnosing autism.
- Differentiating conduct disorders from emotional disturbance.
- How to testify in a due process hearing.

And the list went on and on. The learning curve was steep and the knowledge base of a school psychologist had truly exploded. Nothing in my training had prepared me for this, and I felt that I was especially lacking in my counseling skills, a situation that is much improved in current training institutions. All of us were learning by the seat of our pants, often through real-life situations. Gone were the morning coffee breaks. I established a routine early on that I maintained until I retired—working through lunch. I also began to take report-writing home on a regular basis. In addition to my elementary school, junior high school, and bilingual assessment responsibilities, I eventually became the primary preschool psychologist for the district.

In spite of the hectic nature of the job, I loved the work and felt so fortunate to be a part of a progressive district with such a committed group of educators. It felt like one big family. That changed abruptly in 1992, as a consequence of a two-day teacher strike. As management, we were expected to assist our principals in opening the schools, keeping students safe, supporting the substitutes who were brought in, etc. This caused many of us great consternation, and none of us were comfortable crossing a picket line. We also felt a responsibility to the students, first and foremost, and it was not a district where most parents could afford to keep their children home from school. So I made the decision to show up at dawn's early light with my principal at our junior high school. I helped get substitutes to their classrooms, distribute materials they could use, reassure concerned students and parents, etc. Day 1 there was a report of a gun in a student's backpack. The principal asked me to join her in collecting the boy from his seventh-grade classroom. Back in her office, we searched the boy's backpack but found nothing. I guarded the office door while she patted him down, and there was the gun, strapped to his calf. He said that he was concerned for his safety.

The strike was short-lived, and the psychologists were fortunate in that we were not perceived as the "enemy." But trust was lost between administration (including principals) and teachers, and some relationships were broken that would never be

repaired. The sad legacy of the strike was still apparent when I left Vallejo, some 20 years later. Moral of the story: strikes should be avoided at all costs.

My interest in research continued throughout my career. In 1995, I was introduced to Keith Beery, principal author of the *Beery Buktenica Developmental Test of Visual–Motor Integration.* He asked if I would help him pilot the new version of the test (with the supplemental measures) in Vallejo, and we were able to secure district permission and the cooperation of the psychologists to participate. He rewarded us by developing local Vallejo norms for the test as well as allowing us to reprint, for free (!), the *Beery VMI* until the year 2000, which resulted in tremendous savings for the district. Keith and I became lifelong friends, and I edited the Spanish version of the *VMI* (through Manual Moderno) that was normed in Mexico a few years later. Another "research" endeavor involved shadowing and interviewing a school psychologist in Quito, Ecuador, and giving Block Design to about ten boys (whose native language was Quechua) in the orphanage where Chuck and I volunteered for six months. I later gathered data with a bilingual colleague (and former stellar intern), Mary Champion, comparing various methods of measuring phonological processing in Spanish. I regret that I never found the time to seriously analyze the results of these small projects (perhaps it is not too late!). But I did participate in data collection for numerous tests normed in Spanish, including the *WISC-IV* and *TAPS 3: Spanish Bilingual Edition,* and helped develop the Spanish instructions for the *DAS-II Early Years Spanish Supplement* with the Northern California Bilingual Roundtable.

Another regrettable time in my career occurred over the course of my first six years in Vallejo. I was tasked with traveling down to Santa Barbara to reevaluate a girl with "serious emotional disturbance" who had been placed residentially in the local Devereux facility. I assessed her twice, the final evaluation occurring right before her 22nd birthday, when she would no longer be the responsibility of the school district. Her parents were Portuguese immigrants, but spoke fluent English. They were considered to be too indulgent with their daughter, and they did not know how to manage her behaviors. They allowed the district to place her residentially. During the years that I was involved in the case, and as we moved closer to transition time, it became clear that the parents wanted her to come back home to live with them, and to be under their care. They did not want her to work, become independent, or live outside the home, all values which are implicitly embedded in *IDEA*. I later learned, through a deep dive into the work of Anna Kalyanpur and Beth Harry, that cultural values, such as independence and work, are firmly rooted in the core of our special education practice. There are many families with cultural values that are in opposition to this, who would want to do exactly as this young woman's parents wanted to do. Unfortunately, I again got caught up in the district's point of view, which meant that I tried to persuade the parents to essentially change their value system and agree to the district's goals. There was much eye-rolling and gnashing of teeth at these IEPs, and not once did we attempt to really see things from the viewpoint of the parents. I learned about the *Posture of Cultural Reciprocity*[6]

[6] A step-by-step approach for IEP teams working with culturally and linguistically different fami-

much later. Had I understood at the time that *IDEA* is actually a "cultural statement," I would have worked to reach a sort of compromise with the parents that took their cultural values into account.

My mentor, Peneé Hughes, left the district in 1998, asking me to take her place in leading our team of school psychologists. I felt woefully inadequate for the job of "head psychologist," but her confidence in me was encouraging, and I had an exceptional team of dedicated, smart, and "all-in" school psychologists to work with, which made a huge difference. One of the first issues I knew we had to address was the way we assessed the cognitive abilities of our African American students. We were precariously close to overidentifying African Americans for special education. I believed that one of the problems was that we were using instruments that measured "learning ability" through a couple of subtests (such as the *WRAML* and *TOMAL*) and essentially substituting those, along with scores on adaptive behavior measures, for cognitive ability. More African Americans than other groups were identified as learning disabled as a result, and placed in special education classes, which was considered a discriminatory outcome. I called the staff together and we ended up having several "robust" discussions about how to address this issue. All voices were heard and there were differing points of view shared, including the very legitimate fear that if we used an instrument that was not on the "prohibited list," but was considered a measure of intelligence, we might be engaging in an illegal activity. In the end, we decided to use the *Differential Ability Scales (DAS)* to measure intelligence as it was not on the banned list, and African American children performed higher on this instrument than on the *WISC-III* (which was on the banned list). Yes, dear reader, the *DAS* is an intelligence test in my humble opinion, but it appeared to be a better choice than the alternatives. Interestingly, years later, I was trained on the revision of the test by Colin Elliot, the principal author. He told us, that the *DAS* was not a measure of intelligence (!). We were not sanctioned by the state for our use of the *DAS*, and our overrepresentation disappeared.

My life moved into hyperspeed. On the personal front, my former partner, Jan, was thinking about adopting a child as a single man, and he asked if I would be willing to make a life commitment to that (as yet unknown) child. I was not planning to have children, but having a significant relationship with a godchild seemed very appealing to me. When I asked Chuck for his opinion, he immediately responded, "This is perfect for you!" Before Arión was born, his Mexican birthmother chose Jan to be the adoptive father, and she was aware that I spoke Spanish. This was important to her, and I later made her a promise that Arión would learn to speak Spanish, which he did. By this time, Jan was an educator in the Portland area, so I began to make regular trips to Oregon in order to develop a close connection to Arión. Needless to say, this was a wondrous, life-changing event, but it required time and travel.

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lies that involves making the cultural values explicit on both sides and then, through compromise, adapting the professional recommendations to the value system of the family (Beth Harry and Maya Kalyanpur).

At work, things were also ramping up. We were grossly understaffed (with a ratio of 1 psychologist for every 2200 children), and our workloads increased. We were all taking work home, and it was not uncommon for a psychologist to have 100 evaluations a year. Moreover, Vallejo was a year-round school district, and schools were always in session, so I never felt that I completely had a break. We had regular crises, some of them quite stressful, requiring the efforts of most of our team, such as the time an elementary school burned down, or when Xiana Fairchild was kidnapped on her way home from school and later murdered, or a student or teacher died by suicide, or there was a gang shooting. Vallejo families frequently dealt with trauma, and we were the primary mental health professionals available to provide support.

With the encouragement of my psychologists, I began a serious advocacy effort to get the district to acquire more psychologists. Together, we developed a detailed slide show, entitled “A Day in the Life of a School Psychologist,” which described a typical crazy work day, complete with photos of each of us engaged in our work, clever cartoons by Herm Zielinski, and a graph comparing our psych–student ratio to that of neighboring, similar districts. Our ratio was by far the worst. We shared our slide show at a school board meeting, and the district agreed to hire two additional psychologists, which was cause for jubilation among my staff. (And that slideshow went on to be presented for many years to school psychologists-in-training in nearby universities, as it painted a very real picture of the demanding nature of the work.)

About two years into my tenure as head psychologist, at the ripe age of 44, I developed very concerning cognitive symptoms. I had word-finding difficulties when I was chairing staff meetings. I couldn’t always process important information being shared with me. It seemed like “brain freeze” at the time, a sort of fuzziness. I felt like an imposter, just going through the motions. Scary behaviors were evident at home as well, such as forgetting the burner was on or placing milk in the cupboard instead of the refrigerator. The day I drove to work and handed the bridge toll-taker my cup of coffee instead of my money, I knew I had to do something. I was convinced I had early-onset Alzheimer’s. My doctor immediately referred me to a neuropsychologist who conducted an extensive intake (after which he stated I did not have Alzheimer’s) and ran an MRI. He referred me to a clinical psychologist who put me through a battery of various cognitive tests (mostly memory-based), some of which were familiar to me in their school-age version. She also interviewed me about my life and self-perceptions. During the assessment, she would periodically ask how successful I felt on the various tests, and I stated that I felt I was failing. She later shared that my actual performance was much better than I thought. No cognitive deficits were apparent in the evaluation, much to my relief. Her conclusion was that my brain was suffering from “input overload,” and that I was like other “high-achieving Berkeley women” whom she had treated. My word-finding difficulties and brain fuzziness were actually due to temporary cognitive overload, and her solution was that I reduce my work stressors. She also alerted me to something called the “imposter phenomenon,” which tends to strike women who doubt their accomplishments and feel like a fraud. The shoe seemed to fit. In retrospect, I believe that my

symptoms were fully consistent with the cognitive changes common in perimenopausal women, but nobody talked about this at that time.

I can't overemphasize the relief I felt when the cognitive assessment indicated that all was intact. It validated for me that our psychological testing, which sometimes contributes to tragic outcomes (e.g., the *Larry P.* and *Diana* cases), is also used in meaningful, reassuring ways that can change lives. I suddenly felt liberated and resolved to "cut back." I made the difficult decision to reduce my work time/income by 20% for the following school year. I continued working "part time" for the next 13 years, until I left Vallejo. The positive effects were immediate. Not only did it allow me to visit Arión every month until he graduated from high school (and volunteer in his classrooms two days a month through middle school), but it gave me time to pursue other interests that did not involve report-writing, which had become the bane of my life. Since we had been able to hire more psychologists, I now had more administrative time. I still continued with bilingual assessments, preschool work, and at my favorite elementary school, Pennycook, where I had the great fortune to work for 21 years with two amazing principals, Polly McCall and Pat Jennings. My work–life balance was greatly improved.

The next 10 years were probably the most productive of my career. Without the need to take home reports, I had time to pursue efforts that I was passionate about. First and foremost was my commitment to building a psych staff that was representative of the community in which we worked. This meant actively reaching out to nearby universities to recruit interns from underrepresented groups, including people of color and bilingual psychologists, as well as men. It concerned me that the majority of the students on our caseloads were male, and yet these students rarely worked with a male psychologist. The feminization of education had reached even school psychology, for reasons I don't completely understand.

I found that interns were interested in coming to Vallejo because they knew of the needs of our population and the reputation we had for truly mentoring interns and not exploiting them. I went the extra mile for these interns, driving them to and from work when they didn't have transportation, lending money when they were short on rent, etc. What I gained from those efforts was intense loyalty and a desire to continue working in Vallejo. We built up our internship program until we typically had four a year. At one point, I had a staff of 19, including interns, and our ratio had been reduced to one psychologist for 1500 students, which was the statewide average at the time. I am proud to say that we had one of the most diverse psych staffs in California, with individuals from all major ethnic groups and languages represented. During this time, I was asked by the California Association of School Psychologists (CASP) to chair the statewide "Multicultural Ambassadors" program, a National Association of School Psychologists (NASP) initiative. I recruited and coordinated psychologists from all over the state to give presentations to their local colleges about the field of school psychology. The goal was to create an awareness of the profession and particularly to encourage individuals from underrepresented groups to pursue a school psychology career.

A sea change occurred in the late 1990s with the understanding that the assessment of phonological processing was the necessary lynchpin for diagnosing the presence of a reading disability. These evaluations were the bread and butter of the profession, representing the majority of our assessments. What a relief to finally have research-based evidence as to the cause of most reading disabilities! In the 1980s, we had used poor performance on the *Bender* as the causal explanation for a reading deficit, but that never made sense. Now we had sound instruments, such as the *Comprehensive Test of Phonological Processing,* which could pinpoint specific phonological processing deficits in a child. I brought in Nancy Mather, a nationally known expert on dyslexia, to in-service our entire special education staff. Our assessments vastly improved, and we all developed more confidence in our diagnostic abilities.

The bulk of my energies during "the aughts" was directed toward educating school psychologists in how to fairly assess English Learners and supporting bilingual school psychologists. I was a founding member (and current chair) of the Northern California Bilingual Roundtable, a group of bilingual school psychologists who meet up to five times a year to discuss cases, advocate for English Learners, provide trainings, help publishers translate tests into Spanish, etc. I have taught a graduate course ("Assessment of English Learners") at Cal State East Bay since 2003 and have trained psychologists in nearby districts in how to appropriately assess English Learners and write legally defensible reports (including topics such as how to assess language proficiency in order to determine *native language*[7] or how to decide on the impact of *exclusionary criteria*,[8] etc.). CASP recruited me to chair the statewide team that developed the *English Learners Certification of Advanced Training and Specialization*. This coursework made it possible for monolingual English-speaking school psychologists to document that they were able to appropriately assess English Learners with an interpreter.

During this time, Sam Ortiz, Professor of Psychology at St. John's University, reached out to me to obtain a subset of the *SOMPA* data. He was in the process of developing the Culture–Language Interpretive Matrix (C-LIM), along with Dawn Flanagan and Vincent Alfonso, and was aware that our data on Hispanic students would be helpful. The C-LIM was a new, data-based approach that would help psychologists determine whether test results with English Learners were measuring what they purported to measure (e.g., cognitive ability), or instead, measured factors related to developmental language proficiency or acculturative learning opportunity, both of which might be exclusionary factors for special education. The C-LIM appears to be a major step forward in our understanding of how to evaluate English Learners in a nondiscriminatory manner. Sam's deep thinking about the challenges

[7] IDEA states that native language is the "language normally used by the child in the home or learning environment." Due to the influence of subtractive bilingualism, Spanish might be a child's primary (first) language, but their "native language" might be English.

[8] These are factors (such as environmental, economic, or cultural disadvantage) that, if they are considered the primary reason for a child's delays, should *exclude* them from Special Education eligibility.

related to assessing this population has profoundly influenced my own. I am grateful for his continued friendship and the way he freely gives of his time to help mentor our Bilingual Roundtable group, including Skyping in from New York to California to participate in informative Q & As.

Perhaps it is immodest of me to mention that I received various awards during this decade, as I could not have accomplished what I did without the cooperation and vision of all of my colleagues—locally, statewide, and nationally. Their support was critical to my success. But it was gratifying to be honored with the Nadine Lambert Outstanding School Psychologist Award for Region X in 2004, and I was the CASP nominee for the 2005 NASP School Psychologist of the Year award. My imposter days were finally over.

Sadly, all good things must come to an end, and the halcyon days in Vallejo were no different. There was a budget crunch as well as new leadership in the school district and they couldn't comprehend what a "full-service" school psychologist did (provide a full range of psychological services to *all* students, not just those with special needs). The superintendent told me that when she had been a teacher, she only encountered a school psychologist when a reevaluation was necessary for one of her students. The writing was on the wall. I truly worked like a dog my last year in Vallejo, after two members of my staff were let go, and I was back to writing reports at home. At the end, I was serving four schools in addition to my administrative duties and I still conducted the bilingual assessments for the district. As a final kick out the door, during that year, we had to cope with two serious bomb threats and three lockdowns due to a possible active shooter at my beloved Pennycook Elementary School.

Shelley Million, a good friend and colleague in the district next door to Vallejo (but a million miles away!), told me of an opening in Benicia over the summer, and I made the difficult decision to leave. (As a sad postscript, Vallejo is currently using online "remote" services, as they have lost so many school psychologists.)

Benicia Years

Compared to my final year in Vallejo, Benicia seemed like paradise. I was no longer "in charge" of a team of psychologists, and I could settle into the practitioner role that I had actually trained for, in a smaller district with greater resources than Vallejo. My able special education director, Carolyn Patton, was a former school psychologist, and she "got it." She understood the broad skill set that we possessed and entrusted us with making important decisions about <u>all</u> students under our care, not solely those in special education. Psychologists were also part of management in Benicia, and we often functioned as program specialists in addition to the usual roles. There was a wonderful camaraderie in our small group of six or so psychologists, and we often texted or called one another if we needed advice or support.

In spite of Benicia's small size (about 5000 students), I experienced the most unusual cases of my career during these last six years. The most tragic example occurred in the fall of 2015, when 16-year-old Nolen Buchanan, a student at our

high school, murdered his younger brother and parents in El Dorado County and then set the family cabin on fire with their bodies inside. His third-grade brother, Gavin, was a student at my elementary school. Our crisis team worked with entire classrooms in the aftermath of the tragedy, and I met with Gavin's teacher and the impacted students from his classroom for weeks afterwards. In a bizarre twist, another district psychologist was assigned the task of meeting with Nolen for an hour each day after the death of his family (and before he was arrested for murder) to "help him with the grieving process." Until the county sheriff arrested him at school, he had a daily caramel macchiato in the office of my colleague, who earnestly attempted to support him in his reentry to school.

A bilingual case with an intriguing back story concerned a 13-year-old Latina student whose mother had been born and raised in Benicia. The mother learned English as a second language and after two years of kindergarten was assessed and found to be "mildly mentally retarded." She received intensive special education all the way through school. She then moved to Mexico, got married as a young adult, and gave birth to her daughter. Her daughter did not learn to speak until after kindergarten and attended both *una escuela especial* and *una escuela regular.* Mother and daughter returned to Benicia when the daughter was 13 to live with the grandmother. The daughter had significant struggles in middle school and she knew no English. My intern and I completed an evaluation, which included extensive parent and grandparent interviews in the home, and were able to document that she actually had average nonverbal ability and some strong academic skills in Spanish. But she had a significant language and articulation delay, including dysfluency, in her native tongue. She was *not* intellectually disabled as had been suspected. And, because Benicia uses an inclusive special education model, this student was able to spend at least half of her day being educated alongside typically developing peers and has made wonderful academic and social progress these last few years.

That was one of the eye-opening experiences of going to Benicia. Most students with severe autism, Down syndrome, and other disabilities were educated in general education classrooms for the majority of their day and were fully participatory in all school activities. No more dead-end tracking in "Special Day Classes." Although the jury is still out regarding the long-term academic impacts of inclusion, no one can doubt the social and psychological benefits to these students. To see a young, nonverbal boy with Down syndrome use his communication device to talk to a friend is truly heartwarming.

When I look back on my 40-year career, it is remarkable to think that the pinnacle may have occurred during the final two years, when I was assigned to ONE elementary school, Robert Semple, with additional responsibilities including preschool assessment (our special ed preschool program operated out of the same school) and the occasional district bilingual assessment. <u>And</u>, since I had been able to bring an intern program to Benicia, I also had an intern three days a week and a first-year school psych graduate student two days a week. The school had more mental health support than ever before. My psych/student ratio was 1:500!

The staff at Robert Semple were extremely grateful and supportive of my work. I was fully embedded in the school, playing the piano for assemblies when needed, serving as the judge for our spelling bee, interpreting for Spanish-speaking parents

at report card conferences, etc. I was able to see all students for counseling on an as-needed basis, with parent permission. Some of the more atypical cases included a fifth grader who was openly masturbating in class up to 30 times a day (while seated in her chair), a fifth-grade girl with an emotional disturbance who sometimes exploded in rage (throwing shoes at me at one point and requiring physical restraint, for which I had been trained), and the third-grade girl with separation anxiety whom I met every morning at 8:10 and rewarded with a candy kiss if she got out of the car without a fuss. My solutions to problems were pragmatic and tended to be behaviorally oriented.

My preschool team was committed to furthering best practice, and we refined our "integrative report," a document I coordinated that integrated the evaluations of the speech and language specialist, the occupational therapist, the special education teacher, and my data. This last year, we started producing these multidisciplinary reports for our school-age children.

I worked with another outstanding principal during my time at Robert Semple, Christina Moore. She sometimes referred to me as her "wingman," and together we launched PBIS (Positive Behavioral Interventions and Supports) at the school as a way to encourage positive behavior from all students. It was a huge effort, and we had a remarkable group of dedicated teachers on our team. Chuck contributed by making highly coveted ceramic dragon dollars and dragon ingots as rewards for particularly exceptional behaviors (our mascot was the dragon). I was the "team lead," and we were able to make a radical shift in the culture of our school over a four-year span, even garnering a statewide award. My final year I chaired the "Tier 2" team, where we focused on a smaller group of students with greater needs. This was deeply gratifying work, as 500 students were impacted positively every day by what we were able to accomplish.

So I was able to go out on a high note and am so grateful that I ended my career in Benicia. "Zen school psychology." My last years were a powerful reminder of the tremendous good that our profession can accomplish when practitioners are given the time and support to actually use all of the tools in our tool chest. It is distressing to learn of newly-minted school psychologists leaving the profession after just a few years due to stress and heavy workloads. There is already a shortage of school psychologists and this will only exacerbate it.

If I had not learned Spanish, the trajectory of my career would have been completely different. That one decision privileged me to enter the world of so many inspiring families, many of them immigrants. They were uniformly appreciative of my efforts on their behalf, and I would like to believe that their children had better educational outcomes because of my involvement. I know that my life has been immeasurably richer because of them.

I hope to spend some of my retirement actively recruiting people into the profession, and making myself available to support the current crop of school psychologists. As this book goes to press, the COVID-19 pandemic is ravaging the country, and school psychologists have been called upon to provide crisis support. This has included helping students and district staff with stress reduction, working with administration to create ways to provide specialized instruction to disabled youth

who need to rely on "distance learning," and helping schools plan meaningful "remote" graduation activities for the class of 2020. Learning how to "virtually" counsel students in a competent, compassionate way has presented unique challenges. I am honored to be a member of a profession that is caring and responsive during times such as these. I look forward to a future when I can pursue my other interests (music, volleyball, astronomy, travel, etc.) and spend time with Arión and the rest of my family. I will continue to chair the Bilingual Roundtable (we just "Zoomed" our first meeting because of the pandemic) and serve on various professional boards and will attend the conferences that interest me. I will maintain my small private practice as a bilingual assessor and will continue to teach graduate students. And I will continue to judge the spelling bee!

Publications

Vukovich, D. (1983). The use of projective assessment by school psychologists. *School Psychology Review, 12*, 358–364.

All Roads Led Me to School Psychology

Paula Sachs Wise

Birthdate: August 29, 1948
Birth place: Cleveland, OH

Educational History

Graduated from Cleveland Heights High School (1966)
University of Cincinnati (B.A. Psychology 1970)
Ohio State University (M.A. 1971, Ph.D. 1978)
My Ph.D. was in Developmental Psychology with an emphasis in School Psychology

Personal History

I grew up in a middle-class Jewish family in Cleveland, Ohio. My father was a railway mail clerk, which means that he sorted mail on the trains between Cleveland and Chicago. My mother stayed home with my older brother and me until I was in sixth grade. She then got a part-time job working as a secretary for an interior decorator who had been asked to design and decorate a dollhouse for the local historical museum. I loved hearing about the fabrics and colors involved in that project.

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My mother always told the story that I said to her, “Mama, you are so much more interesting since you started working!” I guess I was destined from an early age to be a working mother!

My grandparents had all immigrated to the United States in the late 1800s and early 1900s from Eastern Europe. My mother’s family lived in Akron, Ohio and my father’s family lived in Cleveland, Ohio. Although we settled in Cleveland because of my father’s job, we often spent Sundays in Akron (about an hour’s drive from Cleveland).

As a baby boomer, I was educated in very full classrooms—30 students per class. I remember a lot about what it was like to be in school and I shared many of these memories with practicum students. In my elementary school, there was no cafeteria so we all were expected to walk home for lunch everyday and walk back to school. (I believe I lived somewhere between ¼ mile and ½ mile from school.) Since this was Cleveland, girls were allowed to wear long pants or leggings under their skirts on cold days but we could not wear slacks in the classroom.

I remember always sitting in straight rows in school. Discipline was expected!! Talking seemed to be the biggest disciplinary problem (although maybe it’s just the one that I was most guilty of). I remember many times in which we graded each other’s papers. You passed your paper to the person behind you. The last person in the row got up to bring his/her paper to the first person.

I remember learning to read the first day of first grade. My teacher wrote the words Girls and Boys on the board and I understood what those meant right away. I remember other kids struggling to learn to read and I couldn’t quite understand why. The same with arithmetic—I was always good at math and I couldn’t understand why other kids were struggling. It seemed so logical. (I began to understand strengths and weaknesses better when we started gym class and let’s just say I was nowhere near the head of the class!!) I found it fascinating that there was a boy in my kindergarten class whose mother sat in on the class all year because he cried so much when she tried to leave. I remember the boy in my class who announced he was going to see the “Peach” teacher and the boy in my brother’s class who stuttered. I had the same teacher for second and fourth grade. She was my favorite because her classroom was quiet—she wouldn’t speak until we were quiet and she spoke softly so we had to really listen! I loved this and it sure beat the yelling that my first grade teacher was famous for.

I should also mention that the Cleveland Public Schools had an early gifted program—the Major Work program. In order to qualify for that program, I had to take a Stanford Binet—I’m sure it was administered by a School Psychologist in the mid to late 1950s. I still remember one question—If you lose your wallet in a large field, how would you go about finding it? (I learned, after studying the Stanford Binet in my first assessment class, that they were simply looking for you to show any reasonable plan of action.) I guess I did okay on the test because I was placed in the Major Work Class.

In the eighth grade, we moved to a Cleveland suburb that was a bit wealthier (middle to upper middle class). It was also a lot “snootier.” I felt as though my eighth and ninth grade years were the most unpleasant school years for me. It was difficult for me to fit in, and I experienced some verbal bullying. You might find it interesting to know that my first psychology experiment I conducted in college was

a very primitive survey in which I asked the girls in my dorm one question "What was your least favorite year in school?" Every single subject responded "eighth grade." At least it wasn't just me!!!

Most of my job history growing up involved children. I babysat a lot from age 12 on for a number of families on my street. I was also a day camp counselor for a couple of years in my mid to late teens.

One unusual part of my background is that I attended Hebrew School 2 days per week after regular school. This continued from third grade through 12th grade. During the summers following ninth and tenth grades I received partial scholarships to attend Camp Ramah, a Hebrew-speaking camp. Although there were several such camps, the one I attended was in northern Wisconsin. The camp was 8 weeks long each summer. We took Hebrew classes each morning and put on musicals in Hebrew—My Fair Lady 1 year and West Side Story the second year. We also did normal camp stuff like swimming, tennis, campfires, sing-alongs, etc. I loved it!!

Employment History

School Psychology Internship, Columbus, Ohio Public Schools 1972–1973.
School Psychologist Reynoldsburg, Ohio Public Schools 1975–1977.
Assistant, Associate, Full Professor Western Illinois University 1977–2008.
Coordinator of School Psychology Graduate Program at Western Illinois University 1978–2008.
Happily Retired 2008–Present.

A Chronological Journey Through My Career

I feel very fortunate to have grown up when I did. I attended college from 1966 to 1970. My freshman year was spent at Kent State University. Girls had very restricted hours (you had to be back in your dorm by 10:00 on weekdays and 12:00 on weekends). Boys were only allowed in girls' dorm rooms once a semester on a Sunday afternoon, and you were required to leave your door open. In the lobby of the dorm, you were not allowed to wear slacks—you had to wear a skirt. Girls were expected to dress up for football games—skirts, dresses, hose, and heels. There were rules for everything and demerits if you violated those rules. I was not happy at Kent State—I did not like small town life and I was not interested in drinking at the bars on Friday nights and returning to the dorm to throw up! (Both of my roommates enjoyed this activity!) Also I felt as though my classes were less challenging than those at my high school! I transferred for my sophomore year to the University of Cincinnati and found it much more to my liking, although there were similar rules of conduct for those of us in the dorms!

However, the times they were a changing! Between my sophomore year and my junior year, we no longer had to be in by certain hours. There were no more dress codes. We could wear jeans and t-shirts to class and of course to football games. What a remarkable transition to live through!!

I started college as a math major. Algebra and Trigonometry were my favorite subjects in high school—I loved solving tough problems!! Unfortunately, I did not feel the same about Calculus or Differential Equations, so it was time to change majors. My roommate at the time said "You should take Psychology classes—They think like you do!!" So, I changed majors right before my junior year and began with Introduction to Psychology, Child Development, Abnormal Psychology, and so on. I loved them all! In the spring of my senior year (1970), there was much political unrest on campuses in Ohio. Think Kent State, May, 1970!! The administration at the University of Cincinnati was concerned that our peaceful marches and protests (anti-Viet Nam war, anti-racism, etc.) would escalate into the more violent riots that other schools were experiencing, so they closed school early in Spring and sent us all home. As long as we were passing our classes at the time, we were given S for satisfactory and graduated as scheduled. The good news for me was that we were just about ready to be assigned a rat in our experimental psychology class—something I had been dreading. I never have to touch a rat!! Yea!! Who cares if I don't get to go through the graduation ceremony?

My Discovery of School Psychology

Late in my junior year or early in my senior year of college (I don't recall which), my advisor asked me what I wanted to do after I graduated. I said I wanted to go to grad school and continue to study psychology. Eventually I wanted to work with children. (I had read *Dibs in Search of Self* and *Flowers for Algernon* and loved them both!!) My advisor suggested I make an appointment with Dr. Venus Bluestein who was active in a new field called School Psychology. I don't remember much about the meeting or Dr. Bluestein, but I do remember feeling that School Psychology sounded perfect for my interests. The one thing I do recall about talking to Dr. Bluestein was that she told me about the organizational meeting that had just taken place to create a brand new organization—NASP!

I applied to three graduate programs: Ohio State, University of Massachusetts, and Rutgers. I heard from Ohio State first. Not only was it the closest to home, but they had just received an EPDA grant to train school psychologists to work in urban areas. I was offered a 4-year fellowship, and. I quickly accepted the offer!! (One of the other schools accepted me, but did not offer me funding, and I never completed the application for the third school.) My first year of grad school was amazing! I can honestly say that I thrived on being a graduate student!! I learned about Behavior Modification and its applications to school settings. Of course, I learned the Stanford Binet LM and the original WISC! I was assigned to a school in Columbus, Ohio for practicum and was required to complete a Behavior Modification program for a student. The principal gave me a challenging case—a kindergarten girl with very serious behavior problems from a very impoverished home. The girl's teacher

refused to talk to me (I found out later she was not actually a certified teacher and she was afraid I would report her.) The parents were nonresponsive to anything school-related. I met with the girl and asked her about possible rewards she would like. She finally admitted that she would be willing to behave if she could take a bath and wash her hair more frequently. Apparently, the family did not have access to a bathtub or a shower and had to pay to use one, so they only went about once a month. This was an eye-opening finding for a middle class kid like me. I shared my findings with the principal who promised to share them with the teacher and parents. I don't know what happened to the little girl who must be about 55 years old now.

My Training and Major Sources of Influence Throughout My Career

As I mentioned above, the School Psychology Program at Ohio State received a large EPDA grant just before my class started in 1970. At that time, Ohio State had two different School Psychology Programs—one to train School Psychology Practitioners in the College of Education (a master's program) and one to train Trainers of School Psychologists in the Department of Psychology (a doctoral program). I was in the latter program. You might not be surprised to learn that there were major conflicts between the faculty and administrators of the two programs. Toward the end of my first year of training, these conflicts came to a head. Our (doctoral) program was more or less disbanded on the grounds of fiscal mismanagement of the grant. The faculty left for other positions, and the students were left floundering. Times like these are always stressful for the students. (Just as an aside, I always kept in mind as a faculty member how poorly the students were treated by the administration. It was as though we were just collateral damage after our program fell apart. I vowed that I would never treat students so poorly.) We were told that any of the ten of us in our class would be able to continue seeking doctoral degrees in School Psychology. We would be expected to complete the requirements of the masters' program; however, I believe that I was the only one of the ten students who eventually completed a doctorate in psychology. (The phrase "Nevertheless She Persisted" came to mind as I wrote this section.) Some of the others completed requirements and received a master's degree and certification in school psychology as did I, but I was invited back after my internship and was offered an assistantship to be a practicum supervisor while completing my own coursework at the doctoral level in developmental psychology. I gratefully accepted. I loved the combination of helping students learn to administer assessment instruments while taking advanced classes in child psychology, adolescent psychology, organizational development, and so on. I had wonderful colleagues in both the school psychology program and in my developmental psychology classes.

My Developmental Course During my Career

In the late summer of 1975, I started working as a school psychologist in Reynoldsburg, Ohio. I also got married at about the same time. My husband was completing doctoral work in Meteorology at Ohio State, and I was trying to finish my dissertation. My major professor was Charles Huelsman. Unfortunately, Dr. Huelsman, who had supervised my progress on my dissertation to that time, passed away during surgery in 1975. This was a very difficult time for me emotionally. Not only had I lost an advisor and friend, but I had to find another professor who would be willing to take on another student working on a dissertation. I am pretty stoic generally, but there were many days when I cried to my husband believing that I would never finish my degree. Finally, a Developmental Psychology Professor, Fred Damarin, agreed to work with me. There were a few obstacles along the way—for example, Dr. Damarin knew nothing about School Psychology or about my consultation-themed research—but I completed and defended my dissertation! By this time, I had already been hired to teach at Western Illinois University.

As with many women in marriages or other committed relationships, my husband and I struggled with what to do and where to go next. I enjoyed my work as a school psychologist, but my husband was seeking an academic position, which meant we would likely have to move to another location. I considered myself lucky that I had options. I could work as a school psychologist or I could teach at a university. We started looking at jobs around the country. To make a long story short, Western Illinois University had job openings for both of us in our exact fields of study. We flew in for a double interview and were both offered jobs. We have lived in Macomb, Illinois since 1977!

The Highlights and Peak Moments of My Career

The textbook I coauthored with Tom Fagan was definitely a highlight. I had been looking for a textbook to use in my Introduction to School Psychology class, but could not find one. There were books with sections addressing important issues (e.g., *Best Practices in School Psychology*) but I was looking for a text that would be appropriate for first-year students who knew little if anything about School Psychology. It seemed to me that such a book should be more unified or coherent and show how various issues evolved. I asked Tom Fagan, my predecessor at Western Illinois University, if he would be interested in writing such a textbook with me, and he was extremely enthusiastic. We had very similar ideas of what the book would cover and of course his depth of knowledge of the history of School Psychology was a tremendous asset. We both wanted a book that was a kind of "Best Lectures in School Psychology." I believe that our book, *School Psychology: Past, Present, and Future* is still the only School Psychology textbook that has had three editions!

I am also so proud of the students I have taught and guided over the years as a Professor and as Coordinator of the Program. In working with so many young adults (we have had some wonderful nontraditional students as well), there have been lots of smiles and laughs, and more than a few tears, but it has always made me so proud to see the professional and personal growth over the course of the students' time in our program. I am still in contact with many of my former students and love to hear their stories. Facebook has been quite a boon in enabling me to keep in touch.

I appreciated the fact from the time my son, Ben, was born in 1982, that the life of a college professor was more flexible than the life I might have had in many other professions. Although he was in daycare prior to kindergarten, the daycare center was on campus, so I could walk over during the day and visit. Also, I had summers and vacations off when he did (in a small town in which the University is the largest employer, vacation schedules are coordinated between the university and the public schools), so during his school years, I was able to be home with him as much as possible. It was as close to a perfect arrangement as I can imagine. Don't forget that this was before the days of telecommuting!

Some Disappointments and Frustrations Along the Way

I feel as though I have been so fortunate to have pursued a career (school psychology) and a setting (university) that perfectly suited my interests (and my attention span!) I have never been a particularly ambitious person in terms of wanting to advance in the field or at the university. Although I was encouraged at times to apply for administrative positions at my university and for academic positions at doctoral-level institutions, I have been content with what I had. My colleagues in School Psychology and in other areas of focus in the Psychology Department have been great for the most part. The other retirees and I continue to get together at least on a monthly basis and still share important life events with one another.

I will say that I have had a few frustrations with the evolution of the field of School Psychology. When I began my studies, the effort was made for us to serve all of the students, not just those with special needs. I worked in my school district with teachers who wanted to start a program for gifted and talented students as well as with new teachers who needed some assistance with classroom management or with classroom management, and with setting up parent groups. We also did more group counseling. I'm sure this changed because of the important legislation in the mid-1970s and beyond and an increased effort to identify and serve all students with disabilities, but I really enjoyed being able to share a larger repertoire of my skills. I was also treated more as a member of the school staff than as an outsider. (One of my schools even decided to hold its monthly pot lucks on the day of the week that I was at that school!) On a School Psychology discussion group on Facebook that I joined, many of the School Psychologists feel unappreciated and even invisible in their schools. I can't help but feel that those feelings are based on how their roles have been structured.

I also became increasingly frustrated by the process of accreditation of School Psychology Training Programs. Over the years, the time spent gathering data to prove that you are providing a meaningful training experience to your students, took time away from actually providing a meaningful training experience. To my way of thinking, if you provide a narrative about your program along with copies of course requirements, syllabi, and faculty resumes, if your students all pass the required tests and other credentialing requirements in the state and nation, and if your students receive good reviews in their internships and in subsequent jobs, your program should be accredited.

What I Could Have Done Differently

I have never been one to enjoy conventions very much—I am more of a "bloom where you are planted" person. I could have been more active in ISPA, NASP, and APA but honestly, especially in the years when my son was growing up, I enjoyed staying home. I also prefer writing to presenting.

As mentioned above, I was invited to apply for various administrative positions (assistant dean, head of university assessment) at the university and for faculty positions at other institutions. After arriving at Western Illinois University, I never applied for another position. I did allow myself to be persuaded to Chair our Faculty Senate for a year (one of only two women to hold this role in the Senate's 50-year history). I did not particularly enjoy the job, and did not run for a second term.

Early on, I did some contract work with our local Special Education cooperative to help to provide a second opinion on some complicated cases. After my son came along, I felt as though I had enough on my plate, with juggling a full-time job and motherhood, and I no longer kept up my skills in assessment. Instead, I devoted more time to writing books and participating in service activities on campus and in the community.

I don't think my career was that unusual except for its timing. When I started as an undergrad psych major, there were 80% males in psychology and only 20% females. Although school psychology practitioners were about evenly divided between males and females, those going on for PhDs were usually males. Most of those applying for university teaching jobs when I was on the market in the mid-1970s were male. When I was hired in the Psychology Department at Western Illinois University, there were only 2 female tenure track faculty members and, I believe, 21 males. I served as the "token" female on every faculty search committee for 15 or more years. So, I guess you could say the only thing unusual is that, as a professional woman, I was slightly ahead of my time at each stage.

What I Wish I had Known When I Began

My first impulse is that I wish I had known how much fun retirement is! I am a very busy retiree, combining friendships with travel and many volunteer activities. I am an active member of the Macomb Centennial Morning Rotary Club (we meet at 7 am!! every Thursday, the President of the Friends of the Macomb Public Library Board, the Chair of the Creative Elder Options group that publishes a Senior Services Directory for our county, cochair of the Curriculum Committee for the Learning is ForEver (LIFE) Adult Education Program, and a reader for the Radio Information Service (reading newspapers on the air for those with visual impairments). I also am an occasional volunteer reader for our local elementary school.

As I look back on my early years, I wish I had felt more self-confident to get involved in extracurricular activities in high school. I was in the glee club, and I did some work for the school newspaper, but I was more active at my synagogue than I was in school. I became increasingly confident in college and beyond.

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Epilogue

Carol S. Lidz

Closing Thoughts

The School Psychologists who have contributed to this book are not your average School Psychologist. These are among the movers and shakers, the ones who have created the profession during its 'thoroughbred' years. Most have found a home in academia, where they became trainers of the next generation. They functioned in the profession when it matured into the ability to take responsibility for itself and to create its own image. This ability continues to be under the pressure of the educational system and its needs, which reflects the culture and its needs. The legal system has also played an important role. The journeys have been shaped by these pressures, which created opportunities and restraints. We have all had to remind ourselves that we are ultimately in the business of helping children learn and to contribute to the ability of the parents, teachers, and administrators who support this learning. Ultimately, we are all in the business of helping children participate in our culture and society. There have been many itineraries on the path to this realization.

School psychology has been a special place where women can realize their potential, almost to a fault. I am always happy to see women thrive, but I am never happy when a profession becomes identified with one gender. We need male nurses; we need male social workers; we need female scientists and architects, and we certainly need male school psychologists, in the trenches as well as in the academy. We hope this book will help to celebrate the success of women in this profession and their increased representation in academia. We do not hope that it will contribute to the further overtaking of the field by women. Just as women need to overcome their reluctance to take on roles traditionally held by men, men also need to overcome

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their reluctance to enter a field dominated by women (usually associated with lower salaries, and, therefore, lower status). There is nothing inherently male or female about being a school psychologist. But we, the women who have lived our lives within this tent, have found challenge and fulfillment, and hope that our journeys will inspire the next generation, male or female, to climb on board. The profession profits from diversity of all kinds: gender, race, experiential background, etc. We invite you to hop on board, but only if you seek challenge and, at times, adventure. Dip your toe in; the water, although not static, is just fine.

What is unique in this book is that the women have told their own stories in their own voices, and, wow, what great tales they have told! They have been very open and generous with their sharing of personal thoughts and experiences, and very focused on their desire to be helpful to the next generation. I venture to say that the writing experience has been cathartic to them as well. Despite the generalization that so many found their way to academia, their backgrounds and paths were so different. As editor and co-woman school psychologist, I must say that, after reading their contributions, I feel a bond of friendship and sisterhood, even though I have not personally met many of them (however, I was certainly aware of their professional contributions). I complete this project wishing we had been collaborators on many projects.

The extent to which gender has played a role in their careers varied a great deal. In most cases, it did not seem at the forefront, with the clear exception of those who chose to balance their careers with motherhood. The world of academia was neither kind nor mature in dealing with the one area claimed clearly and solely by the female sex. Only they could get pregnant, and, clearly, this fact both bothered and challenged some of the males they encountered. Happily, the situation seems to have improved, though not entirely resolved. These issues are not the exclusive domain of school psychology, though we would hope that the field would be at the forefront of positive change. With so many women now at the helm, we seem to be on the path.

One last thought. I do have one serious career-related regret, and that is my limited involvement with professional organizations. Oh, I went to my share of conferences, conventions, and workshops, and made numerous presentations, especially when I was program chair, as I wanted us to have representation and presence at these events. However, I never really became actively involved with the organizations themselves. It is clear that most of the contributors to this book have been at the forefront of active involvement, and through their efforts, they have helped school psychology become the thoroughbred profession of today. Active involvement is what transforms complaint into change. School psychologists do indulge in a good deal of complaining at these meetings, but only a few grab the reins to try to exert some control to induce meaningful progress. Involvement also creates fabulous networks of colleagues, and opportunities for collaborative work. I would add my recommendation to that of Sylvia Rosenfield, whose response to the student's question of how to become more involved was: show up and volunteer. I should have done more of that.

We hope that there is much to learn and savor in these contributions for those considering school psychology as a career, for those who have made the choice but who need to learn more of the details, and for those already on their way who are and will experience transitions and deviations in their own paths. There are many untold stories out there and in the making. We wish you a worthwhile journey.

Appendix: Interview for Women in School Psychology Book, From Carol S. Lidz, Psy.D.

Please provide the following information as comprehensively as possible, and feel free to make any additions or extensions that you wish. Anecdotal information is especially welcome. Just paste these questions onto your own pages and use all of the space you need. Please return this as an attachment to carollidz@gmail.com by:

____

Thanks so much!

Name (as you wish it to be published): ______________________________

Birthdate: ____

Birth place: ____

Educational history:

Any relevant personal history you would like to share?

Employment history: (include dates and duties) (you may attach your CV)

Take us on a chronological journey through your career. Include relevant anecdotes, and name names when relevant (please avoid libel).

When and how did you first find out about School Psychology?

Who and what were your major sources of influence throughout your career?

Where did you get your School Psychology training, informally and formally?

What was your developmental course during your career? What changed? How?

What were the highlights and peak moments of your career?

What were your disappointments and frustrations? (Would you do it again?)

What would you have done differently?

In what way(s), if any, do you see your career as special and/or deviant from whatever the "usual" seems to be?

Include any interesting anecdotes in all of the above.

What do you wish you had known when you began?

Has your gender ever been a factor in your career? If so, in what way?

Please attach a list of your publications.

Anything else you would like to share? (What should I have asked you but did not?)

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