

## Message from the AASP President

Linda C. Caterino, PhD, ABPP, FAASP

I am looking forward to a wonderful year serving you as president of the American Academy of School Psychology. I know I will enjoy working with past president Ron Davis, president-elect Fred Schrank, treasurer Irna Wolfe, and secretary Barbara Fischetti.

We have some new things planned for the 2004-2005 year. First, we plan to establish the AASP as a non-profit entity as many of the other academies have already done. We are moving forward on the incorporation and it should be completed within the next month. As soon as we are incorporated we can begin to file with the IRS as a tax-exempt entity. We will then set up a bank account with a national bank so that the funds don't need to be moved each year. Irna will be establishing the account and has done an excellent job researching the matter.

What will we do with our funds? I can think of nothing better than supporting graduate students in the field of school psychology. At our annual meeting at APA, the officers agreed to fund a scholarship for a deserving student. We are planning on awarding the scholarship based on an essay by the student, a transcript, and a letter of recommendation from a faculty member. If you have other suggestions for administering this scholarship award, please let me know.

We are also considering developing a book written and edited by school psychology Diplomates. Fred has developed a survey which he will be sending out to all of our members regarding their interest and involvement in the book. Please respond and help us to focus our efforts and bring this new project to fruition.

As you know, in the past AASP has developed position papers regarding important issues in school psychology. Giselle Esquivel is chairing a committee on



*AASP President Linda C. Caterino*

developing a position paper on diversity. Jonathan Sandoval and Gailyn Garcia have agreed to serve on the committee.

Ron Davis, Fred Schrank, and I will be presenting a workshop at the National Association of School Psychology Convention regarding the ABSP Diplomate in School Psychology. As in the past, the AASP will continue to work with other groups in school psychology including Division 16, NASP, Trainers of School Psychology, and the Synarchy. Jeff Miller is our representative to the school psychology Synarchy group, as well as our representative to the American Board of School Psychology. We are confident he will represent us well.

I look forward to your input regarding further suggestions for AASP projects. Please contact me at [lcaterino@argosyu.edu](mailto:lcaterino@argosyu.edu) with any questions or concerns.

## *Academy Considers Book Project*

AASP Fellows are broadly trained professional psychologists who have demonstrated competence in blending scientific evidence with clinical experience. The AASP maintains a charge to promote the highest professional standards in school psychology practice. One way to promote high standards in the field is by teaching school psychology students how to apply the science of psychology to important issues in school psychology practice. Consequently, the AASP officers are discussing the development of a pre-service textbook that would be authored by AASP Fellows and published under the banner of the AASP. A commercial publisher has expressed interest.

A few types of books have already been suggested and a survey has been developed to solicit the opinions of Fellows about the need for these texts. The survey also assesses whether there is sufficient interest among AASP Fellows who would like to contribute to the project. Please take the time to respond to the AASP book survey included in this mailing and return it along with your annual dues.

**The American Academy of School Psychology is organized for the purpose of contributing to the development and maintenance of school psychology practice at its highest level.**

# Meet Our AASP Officers

The following AASP Fellows are the officers of the AASP for the 2004–2005 term of service:

**Linda C. Caterino (president)** is professor, chair and founder of the school psychology program at Argosy University/Phoenix. She is the author of the *Caterino Attention Deficit Scales* and has served as a reviewer for *The Journal of School Psychology* and *The School Psychology Review*. Dr. Caterino is a member of APA, Division 16, NASP, and is an AASP representative to the School Psychology Leadership Roundtable. Previously, she was treasurer of the American Board of School Psychology (ABSP). She is licensed as a psychologist in Arizona and California and is a certified school psychologist. She was head psychologist of the Kyrene School District in Tempe, Arizona and has also maintained a private practice in school psychology for 27 years. Dr. Caterino earned her doctorate from Arizona State University. Her professional interests include working memory and AD/HD.

**Ronald A. Davis (past president)** is in private practice in Tempe, Arizona providing evaluation, treatment, and consultation services for children, adolescents, families, and schools. His experience includes service in school settings as a practitioner and as a department chair as well as work in hospitals, residential treatment centers, and outpatient clinics. Dr. Davis has served as president of both the Arizona Psychological Association and the Arizona Association of School Psychologists. He served as an oral examiner

for the Arizona Board of Psychologist Examiners and participated in the 2002 Future of School Psychology Conference. Dr. Davis is licensed in Arizona and is a member of the National Register of Health Service Providers in Psychology. He received his PhD from the University of Arizona.

**Fredrick A. Schrank (president-elect)** is executive director of the Woodcock-Muñoz Foundation, a private operating foundation, and associate director of Measurement Learning Consultants, a test development organization. He is a licensed psychologist in Washington. He is finishing a term of service on the American Board of School Psychology (ABSP) and is a representative of the AASP on the inter-association School Psychology Leadership Roundtable. Dr. Schrank is an author of the *Report Writer for the WJ III, Essentials of WJ III Cognitive Abilities Assessment*, the *Diagnostic Supplement to the WJ III Tests of Cognitive Abilities*, and the *WJ III Diagnostic Reading Battery*. He is the senior editor of *WJ III Clinical Use and Interpretation: Scientist-Practitioner Perspectives*. Dr. Schrank earned his PhD from the University of Wisconsin–Madison. His professional interests include cognitive abilities assessment and test interpretation.

**Barbara A. Fischetti (secretary)** is the coordinator of psychological services and a school psychologist for the Westport (Connecticut) Public Schools. Dr. Fischetti is an adjunct faculty member at Fairfield University. She is licensed in the state of Connecticut and is a certified school

administrator, school psychologist, school counselor, and registered play therapist supervisor. Dr. Fischetti has held leadership positions in NASP and CASP, including serving as a state delegate to NASP and as president, vice president, and ethics and professional standards chair of CASP. Her research interests include supervision, play therapy, giftedness, and psychological type.

**Irna L. Wolf (treasurer)** is a cognitive psychologist in private practice in Phoenix, Arizona with a focus on neuropsychological and psychoeducational evaluations and educational consultation. She received her PhD in cognitive systems and behavioral neuroscience from the experimental psychology program at Arizona State University in 1991. Dr. Wolf subsequently completed a doctoral-level respecialization program in school psychology at Arizona State University in 1997 and a two-year post-doctoral level training course in clinical neuropsychology with an emphasis on child neuropsychology. Her research interests have focused on developing models to quantify aspects of brain/behavior relationships. Her current efforts are directed at reading and mathematics disabilities and at developing more effective methods for treating individuals diagnosed with AD/HD and learning disabilities. Dr. Wolf is actively serving on the American Board of School Psychology (ABSP) and presently is director of mentoring for candidates pursuing the Diplomate in school psychology.

## AASP Develops Position Papers to Promote Highest Standards

The AASP has developed two position papers in the last year. The first position paper was developed by an ad hoc committee of AASP Fellows in response to the Report of the President's Commission on Excellence in Special Education (see <http://espse.ed.psu.edu/spsy/aasp/AASP-IDEA-C.pdf>). The committee was concerned with certain suggestions made in the president's commission report that the special education identification process should be drastically changed. To this end, the position paper describes the common belief of the committee members: that norm-referenced cognitive measures are important sources of information that can be used for determining the presence, nature, and severity of a learning disability (LD).

A second paper with a similar theme (<http://espse.ed.psu.edu/spsy/aasp/AASPstateLD.pdf>) was based on a recent survey of all AASP Fellows that indicated an overwhelmingly agreement that any proposed criteria for diagnosing LD should require a comprehensive evaluation. Further, the Fellows asserted that using a response-to-intervention model as a sole criterion for diagnosing LD would not be an improvement over current professional practices. The Fellows believe that less reliance on comprehensive, norm-referenced assessment procedures will lead to less specificity in regard to the nature of a learning problem and greater inequities in service delivery for children with specific learning disabilities.

The development of position papers by the AASP represents a significant contribution to

the debate on important issues in the field. Our goal is to promote the highest standards in school psychology practice by presenting a balanced professional voice to practitioners as well as policy makers. One or both of these first two position papers have been published in the NASP Communiqué, the TSP Trainer's Forum, and Division 16's School Psychologist. Several state associations have run one or both of the position papers in their newsletters. The papers have also served as a point of discussion with one or more members of Congress.

It is likely that if the AASP proceeds with the development of a textbook (see related article, this issue), a number of surveys will be conducted that could serve as the basis for future AASP position papers.