

School psychology students strive to become competent, socially conscious and reflective professionals.

Fall Cognitive Behavioral Therapy Workshop

By: Kristina Kanaropoulos

On November 15, 2010, guest speaker Dr. Rosemary Mennuti, Professor and Director of School Psychology Programs at the Philadelphia College of Osteopathic Medicine, presented at Seton Hall University on Cognitive-Behavioral Therapy with children and adolescents. Her agenda was to examine a multileveled school-based mental health service delivery model, review the basic tenets of Cognitive-Behavioral Therapy (CBT), and discuss factors that lead to effective interventions. Some important factors that lead to effective interventions include case conceptualization (content), session structure, intervention and process (practice elements), and a good working relationship. There is a better chance the interventions used will be more effective if the therapist incorporates these factors into therapy.

Why do mental health services in schools matter? Seventy-six percent of children with an identified mental health need receive no treatments or services. Approximately 70-80% of children who receive mental health services receive them in the schools. Also, a high percentage of children who need mental health services receive no services at all. What does this imply for school psychologists? "School psychologists need to collaborate with parents, teachers and other professionals to create safe, healthy, and supportive learning environments," (NASP). If children have mental health issues that are not being addressed, that will usually affect them academically, socially and emotionally. It is impossible for school psychologists to singlehandedly spot all children in need of mental health services, therefore professional collaboration is essential. Dr. Mennuti began her wonderful presentation by displaying a picture of a house. She compared the house to a client. When you meet a new client, it is like seeing a house fully built. What we need to learn about them is how they came to be the way they are today. Then she displayed a picture of a foundation of a house, before it was fully built. She said that every person has a foundation from which they stand. (Continued on Page 8)



Advocacy By: Megan Francis

While at the NASP Convention in San Francisco this past month, a few SPLASH members, including myself, had the opportunity to petition to NJ's Members of Congress for positions NASP are advocating by visiting NASP's Advocacy booth. One issue in which NASP is currently advocating is highlighted in an Advocacy article in the *Communiqué* entitled "Promoting the Critical Role of Learning Supports in Policy, Practice, and School Improvement" by Anastasia Kalamaros Skalski. A few key points are important for us to be aware: While much emphasis has focused on how to improve the instructional & organizational components of the educational system, attention to strengthening learning supports has largely been lacking in policy & practice. Without implementing this 3rd component (i.e. learning supports) into policy & practice, schools will fail to accomplish the NCLB goal for every student to learn & succeed in school. School-wide positive behavior supports, RTI & social-emotional learning are a few examples of programs that include this 3rd component; however, they have to compete for highly coveted resources within schools. NASP has requested that the government refocus their attention in the reauthorization process [of NCLB] to forming policies & practices that support a 3-component model. I encourage everyone to remain up-to-date with current advocacy issues, such as this one, that NASP takes a stance on because such policies will dictate our future field!



National Association of School Psychologists Annual Convention February 22-25th 2011, San Francisco California



Seton Hall's School & Community Psychology Students Attend the Annual NASP Convention

By: Dr. Massarelli



This year the School & Community Psychology Program at Seton Hall University was well represented at the 2011 NASP Convention in San Francisco, California. The convention was held at the Hilton Hotel from February 22-25, 2011. Six groups of students (15 students in all) presented their research projects at the Poster Session. The topics included: *Reducing School Violence Through Positive Behavior Supports*, *Addressing Bullying Against Special Education Students*, *Developing a Proactive Intervention to Combat Sexting*, *A Web Based Prevention Program for Girls at Risk for Developing Eating Disorders*, *Examining Restraint and Seclusion in Schools for School Psychologist Practitioners*, and *A Behavior Program for Schools to Reduce Special Education Costs*. All of these topics are receiving local and national attention in the educational community. The students did a wonderful job presenting their research projects and several of them made connections with others that are doing similar research. The students also volunteered to be greeters at workshops and helped out disseminating information to workshop participants. Several of the students attended seminars, symposia, and paper presentations on topics ranging from how to become an effective school psychologist in an urban school district to what are the best intervention practices when working with students that have severe developmental disabilities. The week culminated with a dinner at one of the local restaurants in the Fisherman's Wharf section of the city. All in all, the experience in San Francisco will go down as one to remember.



Students Experience All NASP Has To Offer

While at the Convention, we took advantage of networking by volunteering at various booths and attending conferences related to multiculturalism within the schools as well as preventing school violence and promoting positive peer relationships. We also were fortunate enough to meet a practicing school psychologist who kindly shared her expertise with us. We appreciated having the experience of presenting our research to other students and professionals within the field.

-Megan Francis, Komal Patel, Renee Colangelo & Aimee Schwartz

Over 5,000 school psychologists from all over the country gathered to celebrate our field. It was great to see how student oriented the conference was, with sessions specifically designed for graduate students such as "Passing the Praxis" & "Becoming a NCSP". SHU and SPLASH were well represented with more students in attendance and presenting than ever before. SHU student presentations covered a range of topics from eating disorders to sexting to reducing special education costs. As a student group along with Dr. Massarelli and Dr. O'Halloran, we enjoyed a nice dinner at Cioppino's down near the Fisherman's Wharf to celebrate a successful conference. Thank you Dr. M! The conference was a unique experience all around. Having the opportunity to see school psychologists on a national level was eye opening and educational; the job description differs greatly from state to state! On a personal note, having the opportunity to enjoy exploring a city with the wonderful people I have had the privilege of getting to know during my years at SHU was a priceless experience.

-Kristen Rudiger



A Review of the Behavioral Assessment Application (iBAA): Technological Advances for School Psychologists Conducting Behavioral Assessments in the Schools

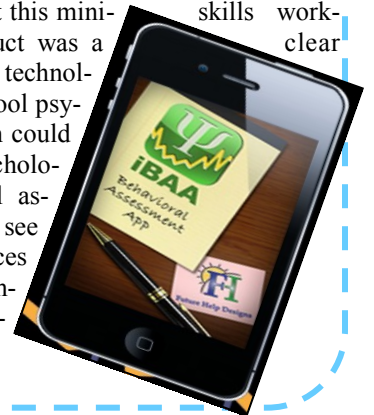
By: Brian M. Yankouski, B.A.

At the National Association of School Psychologists convention in San Francisco, CA, I attended a mini-skills workshop entitled “*Mobile Device Applications for Enhancing Behavioral Assessments and Interventions*” presented by Future Help Designs. This workshop was interesting as it discussed a new product, the Behavior Assessment Application (iBAA) for the iPhone, iPad, and iTouch. This article will provide a brief overview of the product and a synopsis of its benefits for school psychologists.

The iBAA is designed for school psychologists to conduct a variety of behavioral assessments and collect student data on a portable handheld device such as the iPhone, iPad, and iTouch. With this product school psychologists have nine different assessment options including: (1) qualitative observation, (2) cumulative observation, (3) standard interval recording, (4) standard interval recording with peer referencing, (5) enhanced interval recording, (6) enhanced interval recording with peer referencing, (7) Functional Behavioral Assessment, (8) assessment of teacher-student interaction, and (9) assessment of executive functioning cueing. The data collection forms that are used in this application are completely customizable to the student and the specific needs of the school psychologist. Once the school psychologist has completed their observations and assessments on the student, they can have their data that was collected automatically graphed and exported via a secure email. This information can then be easily transferred into the school psychologists’ reports on the student.

Overall this product appears to be a valuable option for school psychologists. With iBAA school psychologists can save time by not collecting data by hand and not having to input the data into computer software for graphing. Furthermore, the application is user-friendly and requires minimal training for its use which makes it simple for school psychologists to pick up the application and begin using it immediately. Also, the product allows the school psychologist to customize their assessments to the needs of their district which is a nice feature as the types of forms used in each school district will vary. Finally, while the product costs \$99.99, school districts can receive an educator’s discount when purchasing the application if they order it in bulk and all software updates for this product are free. More information regarding iBAA can be found on Future Help Designs’ website, <http://futurehelp.org/www/AppIBAA>.

In conclusion, I thought this mini-skills workshop and this company’s product was a clear illustration of the way in which technology is impacting the field of school psychology. I think this application could be a great asset to school psychologists for conducting behavioral assessments. I will be curious to see what other technological advances occur in the future that could impact the way in which we perform assessments in the schools.



Seton Hall Student Presentations



A Web Based Prevention Program for Girls at Risk for Developing Eating Disorders
-Bahar Mansu, Lauren Campanile, Debbie Pulito



Developing a Proactive Intervention to Combat Sexting
-Christina Puzio, LaToya Gaines, Lauren Schaeffer, Ashley Alvernes.



Addressing Bullying Against Special Education Students
-Kristen Rudiger, Kristen Scully, Sarah Goldman

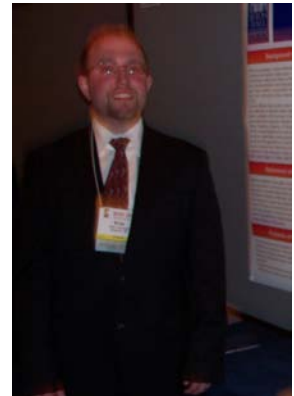
Student Presentations Continued



A Program for Reducing School Violence Through Positive Behavioral Supports.
-Aimee Schwartz, Megan Francis, Renee Colangelo, Silvia Moran, Dr. Massarelli



A Behavior Program for Schools to Reduce Special Education Costs
-Brian Yankouski, Komal Patel, Megan Francis



Examining Restraint and Seclusion in Schools for School Psychologist Practitioners
-Brian Yankouski

A View of NASP From the Eyes of Seton Hall Students

By: Lauren Campanile, Bahar Mansur, and Debra Pulito

As first time NASP attendees and presenters, we felt both eager and anxious to make a good impression among our colleagues. By attending workshops targeted at young professionals emerging into the field, we gained insight into strategies on getting and keeping our first job, as well as becoming NCSP certified after graduating from a non-NASP accredited program. The information received throughout this conference was very helpful for us as we hope to soon be out in the field as working professionals.

The conference was not all work, as we had the opportunity to explore the beautiful and eclectic city of San Francisco. This experience was educational as well as a great bonding experience amongst many within the program.

The culminating event was our poster presentation to our colleagues at the convention. Our presentation entitled, "Generation SELF: A Web-based Prevention Program for Girls at Risk for Eating Disorders," was very well received by all at the conference. Wanting to gain feedback to improve our program, our goal was accomplished. We compiled a list of several names of individuals around the world, who are interested in our program. With this feedback we have decided to continue to make improvements and better our program for future hopes of implementing it within the schools.

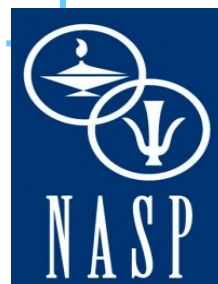
Upcoming Conferences

New Jersey Association of School Psychologists Spring Conference
May 13, 2011 • Crowne Plaza Hotel • Elizabeth, NJ

Fordham Assessment Conference
May 13, 2011
Fordham University

American Psychological Association Convention
August 4-7 2011 • Washington, DC

National Association of School Psychologists
Summer Conferences
July 11-13, 2011 • Indianapolis, IN
July 25-27, 2011 • Atlantic City, NJ



School Psychology Students Take the Plunge for the Special Olympics!



“Whether you were supporting another family member or friend in the plunge or even plunging yourself it felt good to know you were there to make a difference.”



Marlody Noda at the Polar Plunge

On Saturday, February 26th, students from the School & Community Psychology Program at Seton Hall University dove into the icy waters of the North Atlantic to help raise money for the Children’s Special Olympics. This event is held every year at Seaside Heights, New Jersey. The school psychology students belong to a student organization called SPLASH (School Psychology Leadership Association of Seton Hall), which promotes school psychology in the schools and is involved in various fund raising activities and events. This year the SPLASH organization raised 1,274 dollars for the

Special Olympics to help children with disabilities compete in athletic events throughout the country.

The school psychology students have been participating in this event for the past five years. This year, the director of the program, Dr. Tom Massarelli, also plunged for the cause. He commented that as a beach person, going into the water in February is an experience to behold. The exhilaration of the people on the beach ready to hit the water propels you to make the dash

knowing that when you come out you will require lots of towels and sweat-shirts to keep warm. On the day of the plunge the air temperature was a balmy 38 degrees while the water temperature was a frigid 35 degrees.

The police department from Seaside Heights, as well as police departments from surrounding communities, helped out with the Polar Plunge offering free hot chocolate and food. It is an experience that you will never forget!

Tiffany Sloan, Brad Harris & Kathleen Cash at the Polar Plunge



This year's 2011 Polar Plunge at Seaside Heights, NJ was a success! Over 5,000 people plunged into the icy waters. As for me, this was my second year plunging and always an excitement! I was accompanied by my family and boyfriend and they cheered me on and watched as I plunged from the boardwalk. Eating pizza and fries is always a delight for me to do during the summer, but it's always better when you can do it in the winter on the Jersey boardwalk. Everyone that was there went for one reason: The Special Olympics. Whether you were supporting another family member or friend in the plunge or even plunging yourself it felt good to know you were there to make a difference. Though I know plunging is not on everyone's "To Do" list in the cold month of February, this year it was different for me. My boyfriend was in a motorcycle accident in October of 2010. The accident left him paralyzed from chest down. We were suppose to plunge together this year, and due to his accident he obviously couldn't. So this year's reason for me to plunge was for him, and everyone who has had to deal with a tragic event in their life. Though paralysis is not an intellectual disability it is still a disability that affects everyone. I am proud to say that Team SPLASH raised over \$1200 for a great cause and I hope to see more people involved in next year's plunge!

By: Marlody Noda



School Psychology Awareness Week Bake Sale
Pictured: Christina Puzio, Jackie Karlsson, Kristina Kanaropoulous, Abena Douglas

SPLASH

The School Psychology Leadership Association of Seton Hall (SPLASH) represents the interests of graduate school psychology students engaged in the enhancement of Seton Hall University's School and Community Psychology Program. The mission of SPLASH is to heighten the awareness of and advocate for issues relevant to the professional field of school psychology. Members of SPLASH intend to accomplish this through building a strong network of colleagues, remaining informed about current issues that affect our profession and encouraging others to enter the school psychology profession. It is our goal as future school psychologists to become competent, socially conscious and reflective professional leaders who advocate for the needs of a diverse society of students, families and commu-

The Children's Depression Inventory 2 Workshop

by: Ashley Alvernes

On March 29, 2011 Danielle M. Politi, Education and Clinical Assessment Consultant for Multi-Health Systems (MHS), presented on the Children's Depression Inventory 2nd Edition (CDI 2). The CDI 2 is the most recent revision of the Children's Depression Inventory. The CDI 2 can be used in both clinical and educational settings to evaluate youth ages 7 to 17 for depressive symptoms. Self-Report, parent, and teacher forms are all tools used in the CDI 2 to assess presence and severity of depressive symptoms. Results of the CDI 2 can be used for screening purposes and treatment monitoring.

Danielle Politi provided a comprehensive overview of the recently published CDI 2. The new and improved items and scales, which are used within the CDI 2, are grounded in re-standardized normative samples. The scale structure, psychometric properties, administrative, and scoring procedures were also covered. The presentation was a very informative and useful overview of the benefits of the CDI2 and how it can be used most effectively in practice.



Danielle Politi of
Multi-Health Systems

Congratulations to Our December 2010 Graduates!



Back Row - Serena Rekdal, Giselle Farrell, Tara Porto, Brad Harris, Michael Appelgren, Shannon Burke,
Front Row - Alyssa Dretchen, Kathleen Cash, Brooke Spadaro, Tiffany Sloan, Tara Wisiak, Meghan Foster, Melissa Hutnyan

Graduates Share Their Words of Wisdom

“No one knows everything; choose one thing and learn it really well.” –Brad Harris

“My best experience in the program is the Polar Bear Plunge. Get involved and do it!” –Michael Appelgren

“Get to know your Cohort. They will help keep you sane for 4 ½ years.” -Tiffany Sloan

“No matter how stressed you are, remember- you always end up getting everything done.” –Kat Cash

Fall Cognitive Behavioral Therapy Workshop Continued



(Continued from page 1) Each person's foundation is built differently and it is our job to dig deep and find out what their foundation is made of. The foundation each individual stands on shapes the way we think, behave and feel.

Dr. Mennuti went on to discuss that the therapeutic relationship is growth fostering when there is vitality and energy, desire for more relationships, sense of worth, clarity and empowerment. Therefore, a good working relationship is desired in order for therapy to be most effective. Strengthened relationships result when the injured is able to represent his/her feelings and the other responds empathetically. Disconnection is inevitable and part of being in a relationship. Disconnections are often caused by empathic failure.

Dr. Mennuti did an excellent job presenting on Cognitive-Behavioral Therapy. She is very knowledgeable and we greatly appreciate the time and effort she put into the presentation. We give many thanks to Dr. Mennuti for bringing her expertise here to Seton Hall University!

What we think affects our behaviors and emotions. If we can teach children to think more positively, they will learn to view the world in a positive way!

Lazy Summer Days? I Don't Think So! By: Lauren Schaeffer

As summer approaches everyone is looking for a summer job. Well, here's the GOOD NEWS! There are many employment postings online for camps that service special needs children.

- HI-STEP Summer Program (Helping Improve Social -Skills Through Evidence Based Practices) Day Camp - Pennington, NJ <http://www.behaviortherapyassociates.com/summersocialskills.html>
- Camp Quality New Jersey Resident Camp - Adelphia, NJ <http://www.campqualitynj.org/>
- Elks Camp Moore Resident Camp - Pompton Lakes, NJ <http://www.njelks.org/index.php/committees-mainmenu-121/special-childrensprograms/-elks-camp-moore-mainmenu-83>
- Camp Walden Summer Camp Day Camp - Edison, NJ <http://hybridgelearning.com/hlg/SummerProgram.html>
- The Explorer's Club Summer Camp Day Camp - Cinnaminson, NJ http://nbnautismprogram.com/summer_camp.php

This is a great way to gain experience working with children with special needs. You can also google "Special Needs Summer Camps in New Jersey" to find more. Good Luck....and if you get the position, give us the GOOD NEWS!

COLLEGE OF EDUCATION AND HUMAN SERVICES



SCHOOL AND COMMUNITY PSYCHOLOGY PROGRAM

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