

# Temple University

*Department of Psychological, Organizational, and  
Leadership Studies*

## School Psychology Doctoral Program Guidelines



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School Psychology Doctoral Program  
College of Education  
Temple University  
1301 Cecil B. Moore Avenue  
Philadelphia, PA 19122-6091  
(215) 204-5513

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## INTRODUCTION

This description of the School Psychology Doctoral Program at Temple University was developed for use by potential applicants and enrolled students. Because this is a comprehensive guideline, applicants will become familiar with every aspect of the program.

Enrolled students should periodically review this material in order to stay within programmatic and bureaucratic guidelines. When you enter the program, be sure you meet with your adviser so that you can plan your program, sign a program agreement, and clarify any matters which you do not understand. If you notice any discrepancies, especially if new situations change the relevance of anything in this guideline, please feel free to discuss them with faculty who are always open to student input.

The School Psychology Doctoral Program awards a Ph.D. degree which currently meets the requirements for certification in Pennsylvania, New Jersey, and most other states in addition to preparing students to become licensed psychologists.

Students who enter the Doctoral Program with a bachelor's degree may earn a 30 credit hour Ed.M. degree during training toward the doctoral degree.

The Doctoral Program in School Psychology has full accreditation by the American Psychological Association (APA) and approval by the National Association of School Psychologists (NASP). Temple University's Doctoral Program in School Psychology was one of the early School Psychology programs in the country to receive APA approval. Additional information about APA-approved programs and approval criteria may be obtained from APA's Program Consultation and Accreditation Office at (202) 336-5979 or at 750 First Street, NE, Washington, DC 20002 or at [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

The Doctoral Program in School Psychology is approved by the Pennsylvania State Department of Education for preparation for State Certification in School Psychology. The Doctoral program is also accepted by the Pennsylvania State Board of Psychology and the National Register of Health Service Providers in Psychology.

## CORE FACULTY

All faculty attempt to emulate the scientist-practitioner model. They have presented papers and/or published articles in recent years. Doctoral students complete a research apprenticeship with faculty. Professors have consulting positions or private practices in order to maintain high levels of practitioner skills. Faculty have also been involved in forensic issues and use examples from these cases to illustrate important points in the practice of school psychology. (See Appendix D.)

## FACILITIES

The University, the College and the Program offer many unique facilities to support and enhance academic quality.

**The University Tech Center**—This center is constantly updated and provides extensive computer facilities to students and faculty. The Tech Center contains a wide variety of computer equipment and online access. Computer time is free to all students and faculty. E-mail accounts are available at no cost. Consultants are available for help with both computer usage and statistical analysis.

**The Educational Computer Center (ECC)**—This facility is housed within the College of Education and contains computers with online access. Consultants are available from 9:00-5:00, Monday through Friday.

**Institute for Survey Research (ISR)**—Temple maintains one of the premier organizations for broadly based survey research in the country. Students and faculty may use this facility for help in developing and implementing survey research.

**Psychoeducational Clinic**—The Psychoeducational Clinic is the program's major delivery system for school psychoeducational assessments. The clinic offers training in the administration of a comprehensive, eclectic assessment which includes behavioral observations in the clinic and school, personality assessments, clinical interviews, cognitive and neuropsychological testing, and academic testing.

**Institute on Disabilities**—The Institute is a University Affiliated Facility; an administrative unit which coordinates a variety of services and research projects for developmentally disabled children and adults. This unit serves as a resource for the School Psychology program through extensive contacts with agencies and school districts in the region as well as graduate externships.

**Accessible Computing and Information Technology Lab (ACIT Lab)**—This specialized computer lab is designed to enhance awareness & knowledge of practical applications of assistive and accessible technologies. In addition to computer lab equipment, the ACIT Lab includes a range of assistive and accessible technologies, both hardware and software, that can be used to explore issues of accessibility and usability in design and application.

**School District of Philadelphia Schools**—Neighborhood schools provide opportunities for practicum placements in urban schools. Relationships have been established with several local schools to enhance student's experience during coursework, practica, internship, and research apprenticeship, but students are also encouraged to seek experiences in schools in which relationships are not already established.

In addition to the above, one of Temple's unique resources is its location. As a metropolitan University, Temple's location provides access to a wealth of institutions for practica, internships and research experiences. There are opportunities to interact with children from culturally diverse backgrounds.

## FINANCIAL AID INFORMATION

School Psychology students have often been employed with student assistantships, graduate externships, and hourly work across the university in academic and research units such as the Institute on Disabilities, the Psychology Department, the Measurement and Research Center, the

College of Education, the School Psychology Program, and elsewhere.

Students registered for an internship are supported on stipends which range from \$8,000 to \$22,000 per academic year from the internship site. We recommend that PhD students apply for APA accredited internships through the APPIC process, although we also have local internships available. (See Appendix A for a listing of past internship sites). Internships must be approved by the program faculty and must provide a stipend. If there is a strike in the school system to which the student has been assigned, reassignment will be made but no stipend can be guaranteed in case of such an event.

### **ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS**

The ethics policy protects the public from unethical and premature practice by students in the School Psychology Program at Temple University. It also protects students from potential litigation. This policy has been adopted by the faculty and approved by student representatives.

No student will obtain part-time or full-time employment nor function as a school psychologist, or any closely related title or job function, until achieving minimum competency in school psychology. Minimum competence is defined as completion of all the University courses, clinics, and practica and receiving the faculty recommendation for state certification as a school psychologist in Pennsylvania or New Jersey.

A student may work as a psychological assistant, researcher, technician, or faculty member in an institution or agency under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency. It is assumed that a research or teaching assistant would not be engaged in clinical practice. Any exception to this policy must be discussed in detail with the graduate student's adviser. The student will not perform any function that exceeds his/her level of training.

A student who is already licensed or certified and working as a psychologist prior to entering the Program may continue in his/her employment. A letter indicating the details of employment and credentials must be presented to the student's graduate adviser.

A student may work as a psychological intern only when the required coursework and clinical practica are completed. All reports and documents must indicate intern status and be approved by a psychologist supervisor. The supervisor of the intern must be approved by the school psychology faculty.

Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for school psychologists. These documents are formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing school psychology programs. In order to receive the program director's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements. All students are to have additionally

demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

### **GRIEVANCE PROCEDURES**

All student behavior at the University is governed by the Student Code of Conduct. Students should become aware of the specific details of this code by obtaining a copy of the Student Code of Conduct online at <[http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.12](http://policies.temple.edu/getdoc.asp?policy_no=03.70.12)>.

Students have the right to appeal negative decisions which affect their ability to complete a program. General information about the appeals process is available on the College of Education webpage <<http://education.temple.edu/services/ombudsperson>>, and detailed procedural information is available from the Ombudsperson in the Dean's Office.

### **STUDENTS' INTERPERSONAL SKILLS**

Programs which train professional psychologists recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Interpersonal skills will be carefully monitored by the faculty and supervisors, and students will be alerted to issues and problems in this area in order to allow development of a remedial plan if necessary. In rare cases, when a student's problems cannot be resolved, faculty reserve the right to dismiss a student from the program. In such cases, due process for the student will include the following steps.

1. Upon initial notice of problematic behavior, the student will have the opportunity to remediate the concern. A written remediation plan will be developed by the student and faculty. Remediation plans may include, but not be limited to, such actions as: increasing supervision, increasing field work experience, completing an additional clinic practicum, requiring specific academic coursework, recommending personal therapy, and/or recommending a leave of absence.
2. If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program.
3. The student will have three weeks to prepare a response to such notification and to ask for a formal review. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation.
4. The faculty committee will then make a final determination, and forward recommendations to the Dean's office.
5. The Dean's office will apprise the student of the outcome and of due process procedures for appealing the decision.

## PERSONAL DIFFICULTIES

In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;
- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither the student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's adviser will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a written remediation plan will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

## REQUIRED BACKGROUND CHECKS

**\*\*\*The Commonwealth of Pennsylvania requires all school volunteers and employees to pass an FBI fingerprint records check, child abuse clearance, and annual Pennsylvania criminal records checks and TB tests. Students in the program must pass these checks prior to their first school practicum experience, and annually for the PA criminal records checks and TB tests.\*\*\***

## ADVISING, REGISTRATION, AND EVALUATION

Each student accepted into the program is initially assigned an adviser based on their declared interests during the application and interview process. Within the first year of the graduate program, students will be exposed to the research activities and interests of all faculty within the School Psychology program, and will be given the opportunity to change their faculty adviser if they identify another who shares more similar research interests and activities. After the first year, students are expected to complete research apprenticeship with their adviser for a minimum of 10 hours per week for the remainder of their program (until the internship year). This experience is intended to assist students in developing their research interests and experiences, and expectations for this apprenticeship should be formally established through an agreement between the student and adviser at the beginning of each semester. Students may only take on research assistantship

activities with a faculty member who is not their adviser when the faculty member is outside of the School Psychology program, **and** they have received formal approval from their chosen adviser.

In the first year, advisers will meet with new students and set up course requirements based on a careful review of previous courses for the determination of equivalency and transfer of credits. Proficiency exams are available when considered necessary.

When there is a question of whether a course taken at another institution is equivalent to one at Temple, the student will review the description of the course with the faculty member who teaches the equivalent course, who will make a determination about the acceptability of the course.

When requesting transfer of credits from other universities, students are required to complete the appropriate forms which may be obtained from the Graduate School website.

Student progress is assessed in didactic courses by papers, presentations, projects, and course examinations. Observations are followed by regular feedback sessions in all practica and internships. In addition, report and research writing skills are closely monitored. At weekly faculty meetings, students are discussed in order to keep track of any problems that are apparent or developing. Faculty also meet annually to formally evaluate the progress of every student in the program.

Students generally meet with advisers prior to registration and as requested. In addition, students meet with faculty once per year for formal monitoring of their progress in the program. Formal monitoring will occur in the context of a portfolio review and, when appropriate, a dissertation progress review. A file is maintained on each student to monitor his/her progress, which includes the program agreements, portfolios, and dissertation information.

Students must make appropriate academic progress to continue in the program. A student who receives more than two grades below B- or more than one F will be dismissed from the program. Students must maintain continuous enrollment (fall and spring semesters) to remain in good standing.

### **STUDENT PARTICIPATION IN GOVERNANCE**

Students are invited to provide formal program feedback to the faculty at least yearly, prior to the annual faculty retreat. During the retreat, the faculty meets to review program evaluation data and student input, and decides on changes in the program. Students also participate in admissions, interviewing candidates and providing their perspective prior to the faculty making final admissions decisions. A representative from TASP, the Temple Association of School Psychologists, the student group, is invited to attend a portion of the faculty retreat in order to provide input.

Students are also encouraged to become involved in state and national organizations and to participate in lobbying and testifying about issues relevant to education and psychology.

### **ELECTRONIC COMMUNICATIONS AND DEVICES**

Students are responsible for maintaining security of confidential information. Identifiable client information is NEVER to be transmitted by email, text message, or other non-secure means.

Client information should always be encrypted when stored on laptops, netbooks, tablets, flash drives, and other portable devices. Likewise, client information should be password protected or encrypted on any computer to which another person has access.

Emails, texts, and other electronic communications should be treated as FORMAL, PROFESSIONAL written communications whenever you contact a teacher, parent, client, supervisor, potential supervisor or employer, or other person related to your professional role. Informal abbreviations, “textspeak,” and emoticons should be reserved for informal communication with your peers.

You are responsible for any and all information transmitted to you via your Temple email and the email address you provided to the program. Vital information about deadlines, requirements, payments due, etc., will be sent to you from the program, College, and University. If we sent it to your email, we told you! It is your responsibility to check your email regularly.

## **DOCTORAL PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES**

The philosophy of the Program is to prepare students for functioning as high-level scientist-practitioners who are child advocates. The Program’s four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

### **1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.**

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by a grade of B or higher in School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment (based on examinations and written papers) and School Psychology 5674: Assessment of Personality and Behavior. Competency will also be demonstrated by passing Area III of the Comprehensive Examinations.

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 5674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 8621: Academic Assessment and Intervention (based on administration of

formal and informal educational assessment techniques), School Psychology 9687/9688: Psychoeducational Clinic, and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports of educational evaluations), School Psychology 9687/9688: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written exams and papers). Competency will also be demonstrated by passing Area II of the Comprehensive Examinations.

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written intervention plans and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on case-completion reports, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in School Psychology 5676: Applied Behavior Analysis (based on examination and classroom discussions) and School

Psychology 8777: Psychotherapeutic Strategies (based on papers and class discussion). Competency will also be demonstrated by passing Area III of the Comprehensive Examinations.

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports and supervision of interventions), School Psychology 5676: Applied Behavior Analysis (based on conducting a change project, quizzes and exams, and classroom discussions), and School Psychology 8777: Psychotherapeutic Strategies (based on design and implementation of psychotherapeutic interventions in class practicum experiences, evaluated class activities, papers, and class discussion). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

## **2. To prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research.**

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5667: Introduction to Cognitive Assessment; School Psychology 8772: Role and Function of the School Psychologist (based on literature reviews), Educational Psychology 8627: Introduction to Research Design; Educational Psychology 8825: Advanced Data Analysis (based on oral presentations, written papers, and examinations), and School Psychology 9587: School Consultation Seminar and Practicum (based on written reviews of journal articles). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams.

Objective 2: Students will demonstrate the ability to design and conduct research to answer basic and applied questions to contribute to the expansion of scientific knowledge in general and School Psychology in particular. Within this objective is the ability to apply research design skills, apply statistical techniques appropriately and interpret the results, design the methodology for a research project, write a research proposal, including an introduction and rationale, hypotheses, a review of the literature, and methodology, and finally conduct a full research project.

Competency for Objective 2 will be demonstrated by a grade of B or above in Educational Psychology 8627: Introduction to Research Design; Ed Psy 9991: Research Apprenticeship; Educational Psychology 8825: Advanced Data Analysis (based on papers and examinations), and passing Education 9998: Dissertation Proposal Design (based on a written proposal and class discussion). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams which includes a mandatory question focusing on the design of a research study. Competency will also be demonstrated by a rating of 3 or above on the research objective on the annual student portfolio. Finally, a student's competency will be demonstrated by the completion of an approved dissertation proposal, approved Institutional Review Board (IRB) application, a successful dissertation defense and the submission of a final approved dissertation

project to the Graduate School and the School Psychology Program.

Objective 3: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular. Within this objective is the ability to present information on a relevant topic in a training format.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 8772: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and feedback on presentations and in seminars), and School Psychology 9687: School Consultation Seminar and Practicum, School Psychology 9687/9688: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

### **3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.**

Objective 1: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5671: Advanced Cognitive Assessment, School Psychology 5674: Assessment of Personality and Behavior, School Psychology 8777: Psychotherapeutic Strategies, School Psychology 8771: Social Psychology, and AOD 5524: Socio-cultural Dynamics (based on contributions to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objectives on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning, and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

### **4. To prepare students to function at the highest level of professional, ethical, and legal standards.**

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of

ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 8775: Ethical and Legal Problems in Pupil Services and passing Area IV of the School Psychology Comprehensive Exams.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit video) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities. In addition, competency will be demonstrated by a grade of B or higher (based on supervision during role play) in School Psychology 8777: Psychotherapeutic Strategies.

## **COURSE SEQUENCING**

The course sequence is designed to indicate how full-time students would proceed through the program. Students enter the program with a base of core courses in the theoretical and scientific foundations of psychology. The program begins with basic courses in school psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs both in the introductory clinical courses and in the development of research projects. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities which include involvement in research that is relevant to the field. Throughout this structured program students are provided options to pursue individual projects, in addition to taking part in the research activities of their chosen adviser.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, psychotherapy, integrating of psychological data in reports, classroom observation, behavior assessment and functional analysis, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psychoeducational clinics, a clinic for children with low incidence disabilities, an academic remediation practicum, a practicum in school consultation, a practicum for psychotherapeutic strategies, advanced practicum, and the full-time, year-long internship in field settings.

Interspersed throughout the program is the expectation to participate in research and project activities with individual professors. This is organized through the ongoing research apprenticeship for 10 hours per week each semester between the first and internship years.

Doctoral students must complete a residency year, which consists of full-time course work on campus. The residency year normally falls in the second or third year of study and includes the ongoing research apprenticeship.

Doctoral students are required to complete a fourth year on campus after all required coursework is completed. During this year, they will complete a year-long advanced practicum of two days per week, and are expected to complete their comprehensive exams and defend their dissertation proposals. In addition, the student may pursue additional specialization coursework (e.g., certified behavior analyst program), and work on dissertation research.

### Doctoral Students Suggested Course Sequence 1<sup>st</sup> Year

#### Fall Semester

Sch Psych 5676	Applied Behavior Analysis
Sch Psych 5672	Personality & Psychotherapy
Sch Psych 5667	Introduction to Cognitive Assessment
Sch Psych 8772	Seminar: Role & Function of the School Psychologist

#### Spring Semester

Ed Psych 5529	Tests and Measurements
Ed Psych 8621	Academic Assessment & Intervention
Sch Psych 5674	Assessment of Personality & Behavior
Sch Psych 6671	Advanced Cognitive Assessment

#### 1<sup>st</sup> Summer Session

Ed Psych 8741	Seminar in Human Development
Sch Psych 8771	Social Psychology of Schools

#### 2<sup>nd</sup> Summer Session

Sch Psych 8770	Physiological Psych
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### 2<sup>nd</sup> Year

#### Fall semester

Sch Psych 8777	Psychotherapeutic Strategies
AOD 5524	Sociocultural Dynamics
Sch Psych 8775	Ethical & Legal Problems Pupil Services
Ed Psych 8627	Introduction to Research Design
Ed Psych 9991	Research Apprenticeship (1 unit)

#### Spring semester

<u>Elective</u> (Course must be approved by Adviser)	
<u>Elective</u> (Course must be approved by Adviser)	
Ed Psych 8825	Advanced Data Analysis
Ed Psych 8735	Proseminar in Learning



that you will take the internship. You cannot accept more than one internship offer.

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skill. The internship is the culminating training experience in doctoral study and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.
2. The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation, and other services to a greater extent than less experienced interns.
3. The internship agency employs a clearly designated actively licensed and certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below.)
4. Internship supervision should be provided by a doctoral, licensed psychologist who is also a certified school psychologist. However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services that is acceptable to the preparing institution, they may have supervision provided by any professional psychologist (doctoral, licensed psychologist). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).
5. Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been “reviewed and approved by” the responsible (supervising) psychologist.
6. The internship includes an average of at least four hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of two hours a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.
8. Supervision and education as described in 6 and 7 above will account for at least 10% (150 hours) of

the intern's time. Some of the activities may occur at times other than the "regular" workday.

9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #'s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.

10. At least 25% (375 hours) of the intern's time is in direct client contact.

11. The intern may spend up to 25% (375 hours) of the time in research activity. If the dissertation topic is not in keeping with the program of the internship agency, the research activities should not impinge on or diminish the learning activities in the intern's other hours or the activities of the agency and its staff.

12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

14. Trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.

15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursement, travel, holidays, etc.

There are multiple standards for the accreditation of internships in School Psychology. Because of changing, and sometimes contradictory, guidelines by various professional and state accrediting groups, the School Psychology Program at Temple University has attempted to maintain flexible standards, which will allow our students to work in varied settings. Beginning with applications accepted in for admission in Fall 2004, all students will be required to meet the revised requirements. This revision will provide students with a full range of employment possibilities.

**Note:** Both internship options must include a minimum of 600 hours in a school setting. This school setting should provide experience with both regular and special education. This setting must include delivering services to children with disabilities who are placed in general (regular) education settings. In some cases, the internship may occur over two years by working 1/2 time. All one-year internships are to be paid experiences. All internships must be approved by the School Psychology Program.

Internship sites used by the program are generally well established. However, new sites can be approved. This process should be completed well in advance of the beginning date of the proposed internship.

### **Internship approval process**

The following are rules for the approval of each non-APPIC internship site:

1. Collect resume of intern supervisor, which will indicate proof of each of the following:
  - a. Doctoral degree (Ph.D., Psy.D., or Ed.D.) in School Psychology, or Clinical/Child Clinical Psychology
  - b. Licensed in state where internship site is located
  - c. Certified in school psychology in state where internship site is located
  - d. Supervisory experience of at least three years
2. The Program sends copies of the program internship guidelines (which meet CDSPP standards for internships) if the site is not APPIC- or APA-approved. The supervisor is asked to submit an internship plan that meets these guidelines.
3. The Program faculty reviews the plan to ensure that all criteria for the internship site are met and notifies the intern and the supervisor of their approval.

Overall supervision must be performed by a licensed doctoral level psychologist who is also certified in school psychology. A complete description of internship sites is available from the department. Appendix A offers a partial list of recent sites.

**Option 1:** This option meets NASP standards at the doctoral level. This option also meets APA standards at the doctoral level if the supervisor holds an earned doctorate in psychology and is licensed psychologist. Option 1 requires that the student perform the total 1,500 hours (approximately 40 hours a week/44 weeks/school year) in a public school setting. All interns must be paid a stipend.

**Option 2:** This option meets NASP standards at the doctoral level. This option also meets APA standards at the doctoral level. This option is for students who, in addition to working in the schools, would like to pursue employment in other settings that serve children. In addition to the public school component, the student must perform an additional 1,500 to 2,000 hours, depending on the requirement of the site. This requirement is usually met by working 40 hours a week.

Option 2 requires that the student perform the minimally required 600 hours (approximately 40 hours week/15 weeks) in a public school setting. The stipend should be negotiated with the school district. Supervision must be performed by a nationally certified school psychologist or a psychologist holding an earned doctorate in School Psychology or related area who is certified in school psychology.

## **HOW TO APPLY TO THE DOCTORAL PROGRAM**

**Please note that the deadline for submission of materials was changed to DECEMBER 1 this year. Applications that are complete by that date will be given priority**

**for admissions, and applications received after that date will only be considered on a space-available basis.**

Fill out the necessary application forms for the Ph.D. You may apply on line, or print out and submit paper copies. All application materials should be sent to the Shimada Resource Center, College of Education. It is the student's responsibility to see that everything is completed by the deadline date.

The School Psychology Program is not informed of the status of an application until it is completed and processed. We strongly urge that applicants apply early and periodically check online as to the status of their materials.

**All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials.** Our students have a voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

General rules and requirements for doctoral programs and requirements for admission to the School Psychology Program can be found at the Graduate School Website <<http://www.temple.edu/grad/>>.

Applicants are required to submit the following materials prior to the deadline:

1. Application form and fee
2. Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic/Analytic Writing (official report from ETS)
3. Two (2) letters of recommendation; three preferred
4. Official transcripts from all universities attended
5. A personal statement of goals
6. A sample of scholarly writing
7. A resume or CV

In addition, an interview with program faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

### **Prerequisites**

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development, and learning theory. The requirement may be met by taking general psychology, basic statistics, learning theory, and human development at Temple University.

## Criteria for Admission

Applicants are reviewed on seven major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (Verbal, Quantitative, and Analytic Writing), (d) letters of recommendation, (e) writing ability, (f) personality, maturity, interpersonal skills and life experiences which are examined as part of the interview, and (g) research ability. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. The program takes pride on the quality and diversity of its student body, a quality which reflects our ability to choose from a large pool of applicants. (See Appendix B for demographic information on the student population.)

## Master's Degree

Students in the Ph.D. program will ordinarily earn an M.Ed. after the first 30 semester hours of coursework. A student pursuing a master's degree must demonstrate competencies associated with the earning of a master's degree in addition to course requirements. Two options are available for demonstrating such competency.

1. A cumulative grade point average of 3.5 for 30 credits meet the requirements for awarding of the M.Ed. No rounding off of numbers is accepted. If this average drops below 3.5 the last semester of course work, the student must take a comprehensive examination the following semester. The student may apply for the master's degree during the semester he/she will accumulate 30 hours, provided that course requirements have been met.
2. Students with lower than 3.5 have the option to pass the Master's Comprehensive Examination, after taking 30 hours of acceptable coursework. If a student elects this option and fails the examination on the first attempt he or she must stay with this option. A student will be permitted to take the comprehensive examinations only twice.

NOTE: Apply for graduation at the Graduate School during the first week of the semester in which you plan to graduate. *The Master's degree does not confer certification in school psychology.*

**\*Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.\***

**\*Students must complete the PAPA exam demonstrating adequate reading, writing, and math skills, and the PRAXIS II exam in School Psychology in order to be recommended for certification in Pennsylvania.\***

**\*There are additional requirements for licensure as a psychologist, including an additional year of post-doctoral supervised practice and examinations. Students are encouraged to review the State Board of Psychology requirements.\***

**APPENDIX A****Affiliated Programs, Centers and Agencies**

Abington School District, PA  
Alfred I. DuPont Hospital, Wilmington, DE  
Avon Grove School District, PA  
Bancroft NeuroHealth, NJ  
Berks County I.U., PA  
Bucks County I.U., PA  
Carbon/Lehigh I.U., PA  
Centennial School District, PA  
Cheltenham School District, Cheltenham, PA  
Cherry Hill School District, NJ  
Chester County I.U., PA  
Children's Hospital of Philadelphia, PA  
Collingswood School District, NJ  
Colonial School District, DE  
Colonial School District, PA  
Counseling or Referral Assistance (CORA), PA  
Delaware County I.U., Media, PA  
Devereux Foundation, Devon, PA  
Eden School, Princeton, NJ  
Elwyn Institute, Phila., PA  
Horsham Psychiatric Hospital, Horsham, PA  
Joseph J. Peters Institute, Philadelphia, PA  
Maple Shade School District, Maple Shade, NJ  
Mercer County Schools, NJ  
Merion Schools, Merion, PA  
Overbrook School for the Blind, Phila., PA  
PA School for the Deaf, Phila., PA  
Pemberton School District, Pemberton, NJ  
Pennington Preparatory School, Pennington, NJ  
School District of Philadelphia, PA  
St. Christopher's Hospital, Phila., PA  
St. Joe's Prep, Philadelphia, PA  
St. Francis Xavier Elementary School, Phila., PA  
Wordsworth Academy, Fort Washington, PA

## APPENDIX B

### Student Admissions, Outcomes, and Other Data 2014

#### Distribution of Doctoral Students

##### *Gender Distribution*

Male	18%
Female	82%

##### *Ethnicity*

African-American	12%
Asian-American	24%
European-American	65%
Latino/a	0%

<i>Median GRE Scores</i>	<i>Verbal</i>	555	(156 new score equivalent) 147
	<i>Quantitative</i>	645	(151 new score equivalent) 148
	<i>Psychology</i>	640	

<i>Median UG GPA</i>	3.48
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<i>Median GPA</i>	3.90 (upon entrance)
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	<i>Last 5 Years</i>		<i>Last Year</i>
<i>Applicants/year</i>	M = 27.4	Md = 27	33
<i>Acceptance Rate</i>	M = 9.8	Md = 10 (34%)	10 (30%)
<i>Enrolled</i>	M = 6.6	Md = 6 (22%)	6 (18%)

Last 7 Years (2007-2014) Total Grads = 53

#### Licensure

8 YEARS	total grads	75
LICENSURE		
2004-2012	licensed at doctoral level	20 27%

## Attrition

Information about retention and graduation rates

Year enrolled	# enrolled	# graduated	# still enrolled	# no longer enrolled
2007	5	3	1	1
2008	7	6	0	1
2009	5	2	3	0
2010	10	1	9	0
2011	7	0	5	2
2012	6	0	4	2
2013	6	0	6	0

## Time to Program Completion

*Mean*            6.4 years  
*Median*          6 years

Time to Completion	Number	Percentage
<5 yrs.	9	17
5 yrs.	14	26
6 yrs.	8	15
7 yrs.	7	13
>7 yrs.	15	28

## Program Costs

Tuition costs are priced per credit hour. The costs listed here apply for Fall, Spring, and Summer I and II, 2014–2015 academic year.

<i>Graduate Tuition per Credit Hour</i>	<i>In State</i>	<i>Out of State</i>
	\$805	\$1103

Note: Students who move to Pennsylvania to attend school will be considered out of state students for the duration of their program.

Other Fees total \$345 per semester for full-time students for technology, activities, health, and recreation. Some courses carry additional materials fees.

Additional information about tuition and fees can be found on the bursar's web page

<http://www.temple.edu/bursar/about/tuitionrates.htm>

Information about financial assistance is available at

<http://www.temple.edu/grad/finances/index.htm>

### Internships

Requirements for the completion of the PhD program include a one-year, 1650 hour internship experience. You must complete at least 600 hours in schools unless you have previously completed a school internship at the specialist level. **If you are already employed as a certified school psychologist, the internship cannot be completed in the same district where you work.** Internships can be completed over two years, half time.

Internship Applicants	2013	2012	2011	2010	2009	2008	2007
Number of applicants	8	6	3	3	8	7	11
N who obtained:							
An internship	8	6	3	3	8	7	11
A paid internship	8	6	3	3	8	6*	11
An APPIC member internship							
An APA-accredited internship	4	2	0	1	2 (one did not complete)	0	1
Met CDSPP guidelines	4	4	3	2	6	6	10
A two-year, half-time internship	0	0	1	0	0	1	0

\*One unpaid internship allowed due to medical needs

### Other Information:

**Facilities for Students with Disabilities:** Temple University maintains a Disabilities Resource Center for students requiring special help. The buildings are equipped with wheelchair ramps. Braille books are available as well as student readers. The program has had one blind student graduate.

**Personal counseling** is available through the University Counseling Center and the Student Health Service as well as through Temple University Hospital.

**Housing** is available privately in Philadelphia. The University maintains dormitories and apartments. Information is available through the Office of Student Housing. Philadelphia is a large metropolitan city offering diversity in housing and cultural activities. Public transportation to the University is readily available.

## APPENDIX C

### Graduates of the Doctoral Program

Gerald Celebre	1971	Consulting Psychologist, Health American (HMO), Havertown PA
Libby J. Falk	1971	Coordinator, Child Study Team, Cherry Hill Board of Education, NJ
H. Lee Brubaker	1972	Director of Pupil Personnel, Marple-Newtown Schools, PA: Retired Private Practice
Paul Goode	1972	Director of Special Education, Bucks County Intermediate Unit, PA, Retired; Private Practice; Part-time Faculty, Temple University.
Stanley Halpern	1972	Coordinator of Child Study Team, Delran, NJ.
Arthur Jaffe	1972	Director, Haddonfield Tutoring & Testing, Consulting Psychologist, Vineland Training School.
Emanuel Mason	1972	Professor/Chair of the Educational Psych. Dept., Northeastern University.
Lillian Scheiner	1972	Private Practice, Cherry Hill, NJ.
Robert J. Stewart	1972	School Psychologist.
Peter J. Finley	1973	Superintendent, Humbold Special Education Center, Humbold, NJ; Retired, Private Practice.
Alfred Lintner	1973	Child Study Team-Coordinator, Stratford Public Schools, NJ.
Herbert Machowsky	1973	Private Practice, Upper Dublin, PA.
Earl Miller	1973	Director of Special Education, Lehigh-Carbon County Intermediate Unit, Allentown, PA.
Michael Parnes	1973	Clinical Psychologist & Director of Psychology, West Princeton Developmental Center, NJ.
Emanuel D. Polak	1973	School Psychologist, West Deptford, NJ.
Irving Becker	1974	Psychologist, Bureau of Child Guidance, New York City Public Schools.
Mark B. Brody	1974	School Psychologist, School District of Philadelphia.
James B. Duffey	1974	Director of Non-Public Services, Montgomery County I.U., PA.
Ronald Fischman	1974	Coordinator of Psychological Services Montgomery County Intermediate Unit, PA.
Paul McDermott	1974	Associate Professor of Education, University of Pennsylvania, and Director of Psychological Measurement, The Psychological Corp.
Martin Benowitz	1975	Private Practice, Leominster, MA.
Richard Carroll	1975	Private Practice, Hamilton Township, NJ.
Barry Chasen	1975	School Psychologist, North Penn School District, North Penn, PA.
Mark L. Fedner	1975	Private Practice in Consultation.
Albert H. Keller	1975	Psychologist, Private Practice.
John Manni	1975	Private Practice, Consultant N.J. Department of Education.

Maria C. Weychert	1975	Chair of the Psychology Department, Chestnut Hill College, Philadelphia, PA.
David W. Winikur	1975	Director of Pupil Personnel Services, New Brunswick Schools, NJ.
Marvin Fredman	1976	Psychologist in Private Practice, Boca Raton, Florida.
Robert Lehrer	1976	Director of Special Services, Greater Egg Harbor Regional High School District, Hamilton Township, Atlantic County, NJ.
James B. Lewis	1976	Director of Psychological Services, Lambertville School System, NJ.
Richard Parsons	1976	Professor of Psychology, Neumann College, Aston, PA.
Julius Romanoff	1976	Private Practice.
Michael Fineberg	1977	Consulting Psychologist, Private Practice.
Michael Friedman	1977	Private Practice.
Robert Greenbaum	1977	School Psychologist, North Plainfield, NJ.
Stan Holloway	1977	School Psychologist, Souderton School District, Souderton, PA.
Gail Karafin	1977	Psychologist, Private Practice.
Paul McGreevy	1977	School Psychologist, Chula Vista, CA.
Harry Vahey	1977	Director of School Psychology Services, Maple Shade Public Schools, NJ.
Paul Volosov	1977	President, Growth Systems, Inc., Jenkintown, PA.
Shirley Bilker	1978	Psychologist; Montgomery County Intermediate Unit, PA.; Retired.
Peter McCusker	1978	Neuropsychological Services.
Barbara McLean	1978	School Psychologist, Iowa.
Thomas Scherphorn	1979	School Psychologist, Montgomery County Intermediate Unit, PA.
Gavin Smith	1979	School Psychologist, School District of Philadelphia, and Director, Sanctuary Resource Centers.
Irene Sumaza	1979	Professor and Director of Dept. of Social Sciences, Inter-American University, Rio Piedras, PR.
Elliot Atkins	1980	Private Practice, Philadelphia, PA.
Anthony Bongiovanni	1980	Private Practice, Buffalo, NY; Mental Health Commissioner, Buffalo Region, NY.
Sr. Mary Nora Dennehy	1980	School Psychologist, C.O.R.A., Philadelphia, PA.
Kathleen Donahue	1980	Associate Professor, Univ. of San Francisco.
Barry Kayes	1980	Private Practice.
Louis Pica	1980	Director of Clinical Services, Y.A.L.E. Academy, Westville, NJ.; Private Practice.
Norman Pitt	1980	Staff Psychologist, Health America, Philadelphia, PA.
David Bogacki	1981	Chief Psychologist, Cooper Hospital, Camden, NJ.
James Gillock	1981	School Psychologist/CST Coordinator, South Hunterdon Area Schools, Lambertville, NJ.
David Handelman	1981	School Psychologist, Oakcrest, Absegami High School, NJ.
William Lee	1981	Clinical Psychologist, Allentown State Hospital; Private

		Practice, Allentown, PA
Judith Pfeffer	1981	Consulting Psychologist, Bucks County I.U., PA.
Frank Schwartz	1981	Private Practice.
Reesa G. Wurtz	1981	Private Practice.
Patricia Broderick	1982	Associate Professor, Counseling Psychology Department, West Chester State University, PA.
Donna Cavallaro	1982	Supervising Psychologist, School District of Philadelphia.
Harris Finkelstein	1982	Private Practice
Karole Kreutter	1982	Staff Psychologist, Meriden Child Guidance Clinic, Meriden, CT
Dolores Lally	1982	Hearing Officer.
Naomi Lennox	1982	Retired; Part-time faculty Temple University; Private Practice, Bucks County.
Sharone Maital	1982	Professor, Haifa Israel.
Bruce Miller	1982	Director, Center for Creative Development, Ardmore, PA.
Lenn Weiner	1982	Private Practice, Richmond, VA.
Helen Wintrob	1982	Clinical Assistant Professor, Department of Psychiatry, Downstate Medical Center, SUNY, Brooklyn, NY.
Pamela Blaskey	1983	Director of Psychological & Educational Services, The Learning Center, Pennsylvania College of Optometry, Philadelphia, PA, part-time faculty, Temple University
Karen Brodsky	1983	Psychologist, Southern New Jersey Perinatal Cooperative, Camden, NJ
Paul Brody	1983	School Psychologist, New York.
Ana-Maria Carrillo	1983	Staff Psychologist, Delta Consultants, Providence, RI.
Christian Evans	1983	Industrial Psychologist.
Arnold Farley	1983	Director, Psychologist, U.S. Public Health Service, Phoenix, AZ.
Patricia Feuerstein	1983	School Psychologist, Bucks County Intermediate Unit, PA; Part-time faculty Temple University.
Dennis Flanagan	1983	School Psychologist, Montgomery County, PA.
C. Levy-Silcock	1983	Vocational Specialist, Rehabilitation Planning, Inc., Lafayette Hills, PA.
Shelly McWhorter	1983	Associate Professor of Social Work, Temple University, PA, Retired.
Joyce Popkin	1983	School Psychologist, Conseqogue School District, NY.
Beth Sofer	1983	Staff Psychologist, The Brookdale Hospital Medical Center, Brooklyn, NY.
Andrea Stern	1983	Staff Psychologist, Terry Psychiatric Center, Wilmington, DE.
Astrid Alvarado	1984	School Psychologist, Philadelphia, PA.
Lena Ballestar	1984	Head Start Clinic Team, Phoenix, AZ.
Dolores Curtis	1984	School Psychologist, School District of Philadelphia, PA.
Alvin Elinow	1984	School Psychologist, School District of Philadelphia, PA.
Ronald Farkas	1984	School Psychologist, School District of Philadelphia, PA.
Gary Feldman	1984	School Psychologist, School District of Philadelphia, PA
Liliana Garcia	1984	Psychologist, Puerto Rico.

Edward Gaughan	1984	Associate Professor & Director School Psychology Program, Alfred University, NY.
Winston Hagborg	1984	School Psychologist, Alternative School, Brooklyn, NY.
Aileen Hill	1984	Supervisor, Jersey Center for Counseling & Psychotherapy, North Plainfield, NJ.
M. J. Kirkpatrick	1984	Supervising Psychologist, Wordsworth Academy, Fort Washington, PA.
Jamie Loyola	1984	School Psychologist, School District of Philadelphia, PA.
Alice Ouslan	1984	Associate Dean of Social Sciences, University of Puerto Rico, Humacao, PR.
Robert Petruzzi	1984	School Psychologist, Delaware County Intermediate Unit, PA.
V. Rodriquez	1984	School Psychologist, Princeton New Jersey Public Schools, Princeton, NJ.
P. Friel Spikol	1984	School Psychologist.
Roberta Walker	1984	School Psychologist, Red Clay Consolidated School District, Wilmington, DE.
Kenneth Cohen	1985	Industrial Training Consultant.
Kathleen Dockery	1985	School Psychologist, Harrisburg, PA.
Andrea Fina	1985	Staff Psychologist, Hilltop Preparatory School, Rosemont, PA.
Joanne Gonzalez	1985	Assistant Professor of Psychology Medical College of New Jersey.
Gary Krapf	1985	Assistant Professor, University of VA, Charlottesville, VA.
Barbara Leech	1985	School Psychologist, Pre-School Services, Delaware County Intermediate Unit, PA.
E. Papacostas	1985	School Psychologist.
Matthew Pollack	1985	School Psychologist, New York.
Vivian Price	1985	School Psychologist, School District of Philadelphia, PA.
Gary Berkowitz	1986	School Psychologist, Private Practice.
Jacqueline Clarke	1986	School Psychologist, Norristown State Hospital, Norristown, PA.
Barbara Frascella	1986	School Psychologist, New Jersey.
John J. Gallagher	1986	School Psychologist.
Carol Klein	1986	School Psychologist, Private Practice.
Barbara Shapiro	1986	School Psychologist, School District of Philadelphia, PA.
Ruth Tomases Joffe	1986	School Psychologist.
Marlen C. Wolf	1986	School Psychologist, Private Practice.
Renier Baez	1987	School Psychologist, Puerto Rico.
Marjorie Berlinghof	1987	School Psychologist, Pennsylvania.
Barbara Keane	1987	Private Practice; Psychologist, Doylestown, PA
Sharon Marchon	1987	Psychologist, Devereux.
Marcia Miner	1987	School Psychologist, Florida
Dolores Miranda Carroll	1987	Associate Professor of Psychology, University of PR.
Marianne Pokalo	1987	Supervising Psychologist, Atlantic County Mental Health Center, Atlantic City, NJ.
Irma Roca de Torres	1987	Director of Psychology, University of Puerto Rico.

J. M. Rodriquez-Gonzalez	1987	Associate Professor, Inter American University.
Barbara Shapiro	1987	School Psychologist, School District of Philadelphia, PA.
Karen Zobery	1987	School Psychologist, New Jersey.
Susan Jacobowitz Kirsch	1988	School Psychologist.
Sandy Gorter Cass	1988	Private Practice, GKC Associates, Langhorne, PA.
Margarita Rodriquez Aponte	1988	School Psychologist, Baltimore, MD.
Josephine Snow	1988	Assistant Professor, Inter American University, PR.
Margarita Alegria	1989	Associate Professor Medical Center, Campus of Public Health, PR.
Beverly Cutler Speizer	1989	Private Practice, Shelley Weber Association, Wayne, PA.
John D'Alessandro	1989	Private Practice Psychologist, Doylestown, PA.
John Davidson	1989	Psychologist, Penn Foundations, Doylestown, PA.
Delmina Henry	1989	Consultant, School District of Philadelphia, PA.
Nicolee Hiltz	1989	School Psychologist, Harrisburg, PA.
Marilyn Quinn	1989	School Psychologist, Devereux Foundations, Devon, PA.
Alicia Scribner	1989	Director of Bilingual, Special Education, Univ. of Texas, Austin, TX.
Bonnie Socket	1989	Psychologist, Devereaux Foundation, Devon, PA.
Jose Bestard	1990	School Psychologist, PR.
Jane Buddenbohn	1990	School Psychologist, Red Clay Sch. Dist., Newark, DE.
Charles Lambert	1990	School Psychologist, Upper Moreland Public Schools, PA.
Barbara Witkowski	1990	Consulting School Psychologist, Woodbine, NJ.
Wendy Zelikoff	1990	School Psychologist, Private Practice.
Linda Abrams	1991	Private Practice.
Maria Carmen Del Santos	1991	School Psychologist, Puerto Rico.
Lisa Good Dissinger	1991	School Psychologist.
Barbara Hart	1991	School Psychologist.
Miriam Indenbaum	1991	School Psychologist.
Robert Jann	1991	School Psychologist & Chair, Child Study Team, Hopewell Valley School District, Pennington, NJ.
Stanley Mandel	1991	Psychologist, N.Y.C. Division of Special Education, New York, NY.
Laura Nash	1991	School Psychologist, Upper Freehold Regional School District, Allentown, PA.
Peggy O'Grady	1991	Director of School Psychology, Solanco School District, Lancaster, PA.
Margaret Pendergast	1991	School Psychologist, Wyomissing Sch. District, Wyomissing, PA.
Dorothy Rawley	1991	School Psychologist, Temple University Teen Drug and Alcohol Program, PA.
Claudia Rodgers	1991	Private Practice School Psychologist, Torrance, CA.
Frances E. Boulon de Diaz	1992	Psychologist & Director of Education, Electric Co., PR.
Kathleen Brondi-Smith	1992	School Psychologist, Trenton Public Schools.
Debra Lynn Edwards	1992	School Psychologist, Binghamton Public Schools, NY.
Richard J. Erdlen	1992	School Psychologist, Harrisburg, PA.
Rosalind Fudell	1992	School Psychologist, Elwyn, Philadelphia, PA.

Randy-Ellen Koenigsberg	1992	Private Practice School Psychologist, Phila., PA.
Gary Padover	1992	School Psychologist, Atlantic City Public Schools, NJ.
William F. Russell	1992	Clinical Director, Assessment & Treatment Alternatives, PA.
Nellie Zambrana	1992	Assistant Professor, College of Education, University of PR.
Iris Vargan Moll	1992	Assistant Professor of Psychology, Carribean Central University, PR.
John M. Berna	1993	Director of Counseling Services, St. Joseph's Prep, Philadelphia, PA; Part-time faculty, Temple University.
Gia Ostroff	1993	School Psychologist, Bucks County Intermediate Unit, PA.
Marcia K. Ruberg	1993	School Psychologist, Cherry Hill, NJ.
Mindi Wapner	1993	School Psychologist, NY.
Michael Blum	1994	School Psychologist, Riverside, NJ.
Karen Chilton Curcio	1994	School Psychologist, Wordsworth Academy, PA.
Elliott Davis	1994	Brandywine School District, DE.
Wendy Ginsberg Feinman	1994	School Psychologist, School District of Philadelphia, PA; Private Practice.
Cleveland Rea	1994	School Psychologist, Lansdown Friends School; Staff Therapist, Drenk Mental Health Center.
Katie Roby	1994	School Psychologist, School District of Philadelphia, PA.
Mary Grace Ryder	1994	School Psychologist, Devereux.
LeeAnn Trudel	1994	School Psychologist, H. C. Rockford Center, DE.
Valerie Brooks-Klein	1995	School Psychologist, School District of Philadelphia.; Consultant, Pennsbury School District, PA.
Murray Cohen	1995	School Psychologist, Neshaminy School District, PA.
Diane Gaskin	1995	School Psychologist, North Carolina.
Cathy Kovatch	1995	School Psychologist, Bancroft School, Haddonfield, NJ.
Stacey Desiderato Solley	1995	Director of Program & School Psychologist, American Day Treatment Center.
Alexandra Wojtowicz	1995	Pediatric School Psychologist, ADHD Behavioral and Learning Disabilities Center, PA.
Kathleen Woods-West	1995	School Psychologist, Devereux.
Bruce Zahn	1995	Assistant Professor, PCOM
Lourdes Alvarez-Ortiz	1996	School Psychologist, CT.
Barbara Barrish	1996	Full-time Parent.
Vincent Bellwoar	1996	School Psychologist, Private Practice.
Barbara Brody-Green	1996	School Psychologist, PA School for the Deaf.
Aviva Dahbany	1996	School Psychologist, Franklin Township Public Schools, NJ.
Elizabeth Gasiewski	1996	Psychologist, Assessment & Treatment Alternatives.
Bonnie Greenberg-Rubien	1996	School Psychologist, Los Angeles, CA.
Susan Pope Howard	1996	School Psychologist, Delaware County I.U., PA.
Francis Kahn	1996	Director of Counseling, Hilltop Preparatory School.
Jeffrey Kaplan	1996	Therapist & Director/Children's Crisis Residential, Central Montgomery MH/MR Center.
Karen Kaplinski	1996	Associate Professor, Bucks County Community College, PA.
Sandra Kogan	1996	School Psychologist, Baltimore County, MD.

Melinda Kohr	1996	Post-doctoral Fellow, Hawaii.
Roberta Krauss	1996	School Psychologist, Delaware County I.U., PA.
Ruth Kuchinski-Smith	1996	School Psychologist, School District of Philadelphia.
Lynne Peterson	1996	School Psychologist, Pennsauken, NJ.
Victor R. Roeder	1996	Psychologist, Private Practice; Court Consultant, Montgomery County, PA.
Susan Scirica	1996	School Psychologist/Therapist, Germantown Friends School, PA.
Dolores Webster	1996	School Psychologist/Therapist, Quaker School at Horsham, PA.
Deborah Frazier	1997	School Psychologist, School District of Philadelphia, PA.
William Hawkey	1997	Assistant Headmaster, Pennington School, Pennington, NJ.
Kenneth Hopkins	1997	Assistant Director of Psychological Services, School District of Philadelphia; Private Practice, NIA Psychological Associates.
Christopher John Leuper	1997	School Psychologist.
Patti Foster Levy	1997	School Psychologist.
Keith Nelson	1997	School Psychologist, Burlington Co.; Lecturer, Immaculata Univ., PA.
Carlos Ortiz-Longo	1997	School Psychologist, CT.
Susan Perreault	1997	Licensed Psychologist, Private Practice.
Beth Rabin	1997	Assistant Professor, Immaculate Univ., PA.
Gregory Alan Roper	1997	School Psychologist, NJ
Suzanne Goldman Sall	1997	Full-time Parent; Part-time School Psychologist
Maria Scotto Schreiber	1997	School Psychologist, Radnor Township School District; Part-time Private Practice.
Diane Secor	1997	School Psychologist.
Michael Selbst	1997	School Psychologist, Bucks County I.U., PA.
Renée Sherman	1997	School Psychologist, Cinaminson School District, NJ.
Lorna Sullivan	1997	School Psychologist, Bancroft School, Haddonfield, NJ.
Donna Wilson	1997	School Psychologist, School District of Philadelphia.
Preston Robert Bodison II	1998	School Psychologist, Baltimore School District.
Stephanie Rolls Cozzi	1998	School Psychologist, Devereaux Foundation.
Anne Leslie Deaner	1998	Northwestern Human Services.
Iris Margarita Escudero	1998	Private Practice, Puerto Rico.
Josephine Longo Hines	1998	School Psychologist, Pemberton School District.
Karl D. Huber	1998	School Psychologist, Baltimore, MD.
Adam S. Lemisch	1998	Director, Psychological Services, Benchmark.
Donna Catherine Perone	1998	Assistant Professor, St. Joseph University.
Kim M. Portadin	1998	School Psychologist, NJ
Janet F. Samuels-Rosoff	1998	Full-time Parent.
Erica Maria Weiler	1998	School Psychologist.
Rhona Brown	1999	School Psychologist, Maple Shade School District, NJ
Adrienne Garro	1999	Assistant Professor, Department of Psychology, Kean University
Joanna Nova	1999	School Psychologist, NJ

Nora Santamour	1999	School Psychologist, RI
Sheila Stidham-Wilson	1999	School Psychologist, Pennsville School District, NJ
Silvia Youssef	1999	School Psychologist, VA
Jennifer Weiss Wind	1999	School Psychologist, New Hope-Solebury School District
Mark Berman	2000	School Psychologist, Philadelphia School District, PA
Beth Csercsevits-Wykle	2000	Harcourt Educational Measurement
Christine D. Gammage	2000	School Psychologist, Elwyn Inc. Nonpublic School Program
Edris F. Goolsby-Harrell	2000	Independent Contractor-Bilingual School Psychologist, School District of Philadelphia, PA
Karen P.Kelly	2000	School Psychologist, PA
Richa Kleiman	2000	School Psychologist, Devereux Foundation, PA
Samantha Levine Dawson	2000	School Psychologist, NJ
Bryan D. Miller	2000	Associate Professor, School Psychology Program, Gallaudet University
Christina Pissalidis	2000	School Psychologist, Haddon Heights School District, NJ
Lori Romano	2000	School Psychologist, Children's Hospital of Philadelphia, PA
Pamela Snook	2000	School Psychologist, West Chester School District, PA; Part- time faculty Temple University
Carla Anne Stokes	2000	School Psychologist, Atlanta School District, GA
Dolores M. Switaj	2000	Postdoctoral Fellow - Pediatric Psychology Marshfield Clinic, Marshfield, WI
Michelle Tschoban	2000	Ft. Florence Township School District
Elizabeth Marsh Vantre	2000	School Psychologist, Unionville Chadds Ford School District, Chester County
April Weitz	2000	School Psychologist, Maple Shade School District, NJ
Sean Weston	2000	School Psychologist, Methacton School District, PA
Matthew B. Wexler	2000	School Psychologist, Abington School District, PA; Adjunct Professor, Arcadia University
Jessie Ann White	2000	School Psychologist, Mascoma Valley Regional School District, Enfield, NH
Sheila Wilson	2000	School Psychologist, NJ
Jennifer Wind	2000	School Psychologist, NJ
Robbin R. Alston	2001	School Psychologist, Charter School, Philadelphia
Cory A. Bank	2001	Private Practice; Part-time School Psychologist, Upper Dublin, PA
Lynanne Black	2001	Associate Professor, Indiana University of Pennsylvania
Vicky C. Georges	2001	School Psychologist, NJ
Brenda D. Gordy-McCready	2001	School Psychologist, Delaware County IU
Melissa Marcus Herold	2001	School Psychologist, FL
Wendy Shara Landman	2001	School Psychologist, NY
Lisa Tell Rendall	2001	School Psychologist
Elisa Festa Tabasso	2001	School Psychologist, Broward County, FL
Rosemarie Visalli-Starinieri	2001	School Psychologist, Abington School District, PA
Kenneth Curran	2001	School Psychologist; Licensed Psychologist
Kimberly Potts Forde	2001	School Psychologist
Alyson Lefkowitz Defort	2002	School Psychologist

Theresa A. Erbacher	2002	School Psychologist, Delaware County Intermediate Unit; Part-time faculty, Temple University; Licensed Psychologist
Danielle LaVelle	2002	School Psychologist, Northern Bucks County; Licensed Psychologist
James Olbrich	2002	School Psychologist, Bucks County Intermediate Unit
Andrew D. Shanock	2002	Assistant Professor, College of Saint Rose, New York
Michael Sherman	2002	School Psychologist, New Jersey
Kristina Winchell	2002	School Psychologist
Gang Xie	2002	School Psychologist, Fremont School District, CA
Annemarie Clarke	2003	Director, Preschool Program SPIN; Licensed Psychologist
Tracy Grant	2003	School Psychologist, Bermuda
Jennifer Scott-Greenfield	2003	Faculty, Cecil Community College, MD
Nixa Maria Rodriguez	2003	School Psychologist, Reading School District, PA
Colleen Rutkowski-Barr	2003	School Psychologist, Bucks County I.U.
Sherry Sandler-Perlstein	2003	Maternity Leave
Joseph Stafford, III	2003	School Psychologist, Hawaii
Caroline Tisot	2003	School Psychologist, SPIN; Adjunct, Temple University; Licensed Psychologist
Joanna Wexler	2003	School Psychologist, Souderton School District, PA
Susan Calhoun	2004	Psychologist, Hershey Medical Center; Licensed Psychologist
Robyn Fischer	2004	School Psychologist
Maria Ganci	2004	School Psychologist, PA
Matthew Joseph	2004	Private Practice, PA
Yahaira Ines Marquez Perez	2004	School Psychologist, NJ; Licensed Psychologist
Daniel Witt	2004	School Psychologist, CT
Julie Dianne Zurndorfer	2004	School Psychologist, CA
Joseph Cautilli	2005	Special Education Due Process Appeals Review Panel Officer, Commonwealth of Pennsylvania; Licensed Psychologist
Allyson Flynn	2005	School Psychologist
Sean Halloran	2005	Director of Behavioral Health Programs, Carson Valley
Bryony Kay	2005	School Psychologist, PA
Connie Kelleher	2005	School Psychologist, PA
Marie McGrath	2005	Faculty, Immaculata University; Licensed Psychologist
Chris McGlenn	2005	School Psychologist; Licensed Psychologist
Emily McKenna-Mattson	2005	School Psychologist, PA
Erin McLaughlin Sappio	2005	School Psychologist, NJ; Licensed Psychologist
Kimberly Villarín	2005	School Psychologist, PA; Licensed Psychologist
Ari Yares	2005	School Psychologist, MD
Sharon Damon	2006	School Psychologist, PA
Heidi Gómez	2006	School Psychologist, MA; Licensed School Psychologist
Brittany Lourea-Waddell	2006	School Psychologist, PA
Lynne Malara	2006	School Psychologist, PA
Diane Primerano	2006	School Psychologist, PA
Tamara Southerling-Getty	2006	School Psychologist, PA
Ian Cohen	2006	Post-doctoral Fellow, CHOP

Dwight Hood	2006	School Psychologist, PA
Kristin Swoszowski-Tran	2006	School Psychologist, PA
Jennifer Daley-Trymbiski	2007	School Psychologist, PA
Kari D'Amora	2007	School Psychologist, PA
Stephen Kalberer	2007	School Psychologist, PA
Anisha Kurian-Philip	2007	School Psychologist, NJ
Shannon Taich Sweitzer	2007	School Psychologist; Licensed Psychologist
Alexander Tabori	2007	School Psychologist, NC; Licensed Psychologist
Jennifer Zaveritnik	2007	School Psychologist, PA
Daneyelle Schrage	2007	School Psychologist, NJ
Jessica Glass Kendorski	2007	Autism Specialist, NJ; Faculty, PCOM; Licensed Psychologist
Meredith Weber	2007	Clinical Assistant Professor, Temple; Licensed Psychologist
Kristy Suriano Kane	2008	School Psychologist, PA
Joy Terrell	2008	School Psychologist, LA
Amanda Amidon	2008	School Psychologist, PA
Kristin Dyke O'Donnell	2008	School Psychologist, BCBA, PA; Licensed Psychologist
Monica Fischl	2008	School Psychologist, PA
Brian Gattuso	2008	School Psychologist, PA
Beth Hoffman Necowitz	2008	School Psychologist, NJ
Melissa Padula	2008	School Psychologist, PA; Licensed Psychologist
Meredith Barkley Petrucelli	2008	School Psychologist, PA; Adjunct Instructor, Temple Univ.
Donielle Cohen Friedenthal	2009	School Psychologist, NJ
Julie Dwyer	2009	School Psychologist, PA
Elizabeth Gibbons	2009	Assistant Professor, School Psychology, Gallaudet University
Stacy Mellinger	2009	School Psychologist, PA
Tracy Paskiewicz	2009	School Psychologist, PA; Adjunct Instructor, Temple Univ.
Leslie Blue Shultz	2009	School Psychologist, NJ
Tiffany Moore Coveney	2009	School Psychologist, PA
Jaurez Johnston	2009	Licensed Psychologist (Master's Level), PA
Robynn Pitts	2009	School Psychologist, PA
Bridget Sweeney	2009	School Psychologist, PA
Erin Bauersachs Falk	2009	Licensed Psychologist; Adjunct Instructor, Temple Univ.
Mei Lui	2009	School Psychologist, PA
Eugene DeLong	2010	School Psychologist, PA
Julia Rudin Gorelik	2010	School Psychologist, NJ
Lindsey Snyder Hogan	2010	School Psychologist, MA
Denise Dreger	2010	School Psychologist, PA
Israel Sarasti	2010	School Psychologist, FL
Jay Tarnoff	2010	School Psychologist, PA; Adjunct Instructor, Penn State Abington
Rebecca Thompson (Penna)	2010	Pediatric Neuropsychologist, MD
Kristin Zielinski	2010	School Psychologist, PA
Krista D'Albenzio	2011	School Psychologist, PA
Robyn Chotiner	2011	School Psychologist, PA
Jessica Cintrón	2011	Licensed Specialist in School Psychology, TX
Jennifer Hoffman Collins	2011	School Psychologist, MD

Chen Sinai-Bental	2011	School Psychologist, Israel
Maureen Zdanis	2011	School Psychologist, PA
Darren Levin	2011	School Psychologist, DE Autism Program
Alison Bechberger	2012	School Psychologist, PA
Schehera Coleman	2012	School Psychologist, PA
Fernando Cavallo	2012	School Psychologist, PA
Robert Sher	2012	School Psychologist, PA
Keith Youse	2012	School Psychologist, PA
Faith Sproul	2012	Instructor, Psychology, Temple University
Celeste Malone	2012	Assistant Professor, Howard University
Jeri Baucum McKinney	2012	School Psychologist, NC
Rebecca Greenwell	2012	School Psychologist, NY
Laura Katz	2012	School Psychologist, CA
Amber Erhart	2013	School Psychologist
Greg Naylor	2013	School Psychologist, PA
Melanie Pellecchia	2013	Postdoc
Emily Cross	2013	Postdoc
Sarah Aguilar Shipley	2013	School Psychologist, PA
Erin Jurgensen	2013	School Psychologist, CA
Jessica Dodge	2014	Postdoc
Perri Rosen	2014	School Psychologist, PA
Melissa Oyer	2014	School Psychologist, PA

## FACULTY

The following is a brief summary of some of the major accomplishments and primary interests of faculty:

### ***PROGRAM COORDINATOR:***

**Catherine A. Fiorello, Ph.D., NCSP, ABPP** (University of Kentucky) Rank: Professor  
*Program Director, School Psychology*

#### Professional Distinctions:

Nationally Certified School Psychologist; Licensed School Psychologist, KY & PA; KAPS Best Practices Award—Assessment and Evaluation, 1995; Outstanding Service Award, Division 16, APA, 2006; Member, American Psychological Association (Divs. 15, 16, 40), National Association of School Psychologists; Fellow, Pennsylvania Psychological Association, 2005; Lindback Foundation Teaching Award, 2003; ABPP Board Certified in School Psychology, 2011; Elected Fellow of Division 16 of APA, 2012.

Catherine Fiorello has published numerous articles on cognitive assessment, the development of rating scales for assessing cognitive skills, the use of cross-battery assessment to predict children's academic achievement, and integrating cognitive and neuropsychological assessment into a Response to Intervention model of special education identification. She is currently coordinating a research group on Applied Cognitive Studies which is attempting to apply cognitive psychology in the classroom. Specialization: Cognitive Assessment, Early Childhood, SLD, ADHD, Neuropsychology

#### Selected Publications:

- Hale, J. B., & Fiorello, C. A. (2004). *School neuropsychology: A practitioner's handbook*. New York: Guilford.
- Thurman, S. K., & Fiorello, C. A. (2008). *Cognitive development in K-3 classroom learning: Research applications*. London, England: Routledge/Taylor and Francis.
- Fiorello, C. A., Hale, J. B., & Wycoff, K. L. (2012). Cognitive Hypothesis Testing (CHT): Linking test results to the real world. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues (3rd ed.)* (pp. 484-496). New York: Guilford Press.
- Hale, J. B., Wycoff, K. L., & Fiorello, C. A. (2011). RtI and Cognitive Hypothesis Testing for identification and intervention of specific learning disabilities: The best of both worlds. In: D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of specific learning disability identification* (pp. 173-201). Hoboken, NJ: Wiley.
- Flanagan, D. P., Fiorello, C. A., & Ortiz, S. O. (2010). Enhancing practice through application of Cattell–Horn–Carroll theory and research: A “third method” approach to specific learning disability identification. *Psychology in the Schools, 47*, 739-760.
- Elliott, C. D., Hale, J. B., Fiorello, C. A., Dorvil, C., & Moldovan, J. (2010). Differential Abilities Scales–Second Edition prediction of reading performance: Global scales are not enough. *Psychology in the Schools, 47*, 698-720.
- Petrucelli, M. L., Fiorello, C. A., & Thurman, S. K. (2010). Comparison of teachers' and school

psychologists' accuracy in assigning basic academic tasks to underlying CHC-model cognitive abilities. *Journal of Applied School Psychology, 26*, 230-246.

Fiorello, C. A., Thurman, S. K., Zaveritnik, J., Sher, R. A., & Coleman, S. (2009). A comparison of teachers' and school psychologists' perceptions of the importance of CHC abilities in the classroom. *Psychology in the Schools, 46*, 489-500.

### ***CORE FACULTY:***

**Jean A. Boyer, Ph.D.** (University of Cincinnati) Rank: Clinical Assistant Professor

#### Professional Distinctions:

Nominee for the Illinois Department of Education "Those Who Care Award," recipient of the Charles I Doyle, S.J. Award – Loyola University Day School for Emotionally Disturbed Children, and the National College of Education: NCE Teaching Fellowship. Also, a member: Association for Positive Behavior Support, National Association for the Education of Young Children, Kappa Delta Pi Academic Honor Society, and the National Association of School Psychologists. She currently serves as the Education Delegate for the Association of School Psychologists of Pennsylvania, and is Past President of the Trainers of School Psychologists for ASPP.

Jean Boyer's research interests include the use of positive behavior supports and early literacy initiatives to build resiliency in children, and the development of consultation relationships to promote system-wide implementation of effective practices. Her work is based on a collaborative, eco-behavioral problem solving model that focuses on the development of interpersonal relationships to support person-centered planning, prevention, data-based decision making, and a systematic procedure to approach problem situations.

Jean A. Boyer practiced as a school psychologist and mental health consultant in a variety of settings, including public schools, day care centers, HeadStart, and residential schools for the deaf. Her interests include working with families of young children, pre-service teacher preparation, positive behavior supports and social skill development, and crisis prevention and response. Dr. Boyer has presented on these topics at numerous state, national and international conferences, conferences, including the American Education Research Association, the American Psychological Association, the Association for Positive Behavior Support, the International Association for School Psychology, and National Association of School Psychologists as well as providing many staff development workshops for teachers, administrators, families, and student support personnel across the country. Before assuming her current position at Temple University as teaching faculty in the school psychology program, Dr. Boyer was an assistant professor in the Inclusive Early Childhood Education program at the College of Mount St. Joseph in Cincinnati. Dr. Boyer is also affiliated faculty in the Applied Behavior Analysis Program at Temple.

Selected National Publications and Presentations:

- Boyer, J. A. (2005). Fidelity in goal attainment scaling by preschool teachers of “at-risk” children. Paper presented at the Second International Conference on Positive Behavioral Support, Tampa, FL.
- Boyer, J. A. (2005). Consultation for positive behavior support in early childhood settings. Paper accepted for the annual conference of the National Association of School Psychologists, Atlanta, GA.
- Gerent, M. & Boyer, J. A. (2004). Reconfiguring preservice teacher education programs in preparing high quality teaching professionals. Paper presented at the annual meeting of the Council for Exceptional Children, Biloxi, MS.
- Boyer, J. A. & Gerent, M. (2003). Preservice teacher education: The ultimate antecedent variable in positive behavior supports. Paper presented at the First International Conference on Positive Behavior Supports, Tampa, FL.
- Daley, E. J., Lentz, F. E., & Boyer, J. A. (1996). The instructional hierarchy: A conceptual model for understanding the effective components of reading interventions. *School Psychology Quarterly*, 11, 369-386.

**Frank Farley, Ph.D.** (Institute of Psychiatry, University of London, UK). Rank: Professor

Professional Distinctions:

L. H. Carnell Chaired Professor, Temple. Former President, American Psychological Association (APA), American Educational Research Association (AERA), International Council of Psychologists, The Society for General Psychology, The Society for Aesthetics, Creativity and the Arts, The Society for Humanistic Psychology, The International Facet Theory Association, The Midwestern Educational Research Association, The Wisconsin Educational Research Association, APA Division of Educational Psychology, and the APA Division of Media Psychology. Former Vice-President, InterAmerican Society of Psychology and the Federation of Behavioral, Psychological and Cognitive Sciences. Current member: Board of Directors, Foundation for the Scientific Study of Sexuality; Council of Representatives of APA; Board of Directors of the Society for Humanistic Psychology; Board of Directors of APA’s Division of Experimental Psychology, and APA’s Division of Media Psychology. Recipient of the highest award in educational psychology, The E.L. Thorndike Award for Distinguished Contributions of Psychology to Education (APA), and the highest award in media psychology, The Award for Distinguished Lifetime Contribution to Media Psychology (APA). Fellow of the American Association for the Advancement of Science, New York Academy of Sciences, APA, AERA, Association for Psychological Science, APA’s Division of School Psychology and nine other APA Divisions, Society for the Scientific Study of Sexuality, among others. Dr. Farley does research in a variety of areas, including personality, motivation, achievement, adolescent behavior, risk-taking, thrill-seeking, heroism, media, creativity, crime, political psychology,

psychological/psychiatric diagnosis, critical analyses of psychological science, among other topics. He is in constant demand for interviews in the media, including CNN, MSNBC, ABC, NBC, CBS, FOX, USA Today, Philadelphia Inquirer, national and local radio.

#### Selected Publications:

- Farley, F. (2012, in press). Innovation, technology, psychology. *The Psychology of Aesthetics, Creativity and the Arts*.
- Farley, F. (2012). Extreme people, some extreme ideas, extremely interesting. *PsycCritiques: The APA Journal of Reviews*, 57.
- Farley, F. (2010). M.C. Wittrock, a giant of educational psychology. *Educational Psychologist*, 45, 37-39.
- Stamoulis, K., & Farley, F. (2010). Conceptual approaches to adolescent online risk-taking. *CyberPsychology: Journal of Psychosocial Research on Cyberspace*, 4(1).
- Kumar, V. K., & Farley, F. (2009). Structural aspects of three hypnotizability scales: Smallest space analysis. *International Journal of Clinical and Experimental Hypnosis*, 57(4), 343-365.
- Farley, F. (2009). The positivism-based negative psychology movement. *PsycCritiques: The APA Journal of Reviews*, 54(28).
- Farley, F. (2009). Fear, the pull of the paranormal, and the incidence of the irrational. *PsycCritiques: The APA Journal of Reviews*, 54(50).
- Farley, F., & Ellis, D. J. (2009). Humanizing time, love, life and death: An allegory set between the eternities. *PsycCritiques: The APA Journal of Reviews*, 54(35).

**Laura L. Pendergast, Ph.D., NCSP** (The Pennsylvania State University) Rank: Assistant Professor

#### Professional Distinctions:

School Psychology Research Collaboration Conference Early Career Scholar Award, 2013; Specialization in Culture and Language Education (SCALE) fellow, 2008-2010; Fred L. Yaffe scholarship for outstanding achievement in research, 2006; Eastern Illinois University, Honors College research grant, 2005. Dr. Pendergast is a member of the American Psychological Association, the National Association of School Psychologists, and the Association for Psychological Science.

Laura Pendergast's research focuses primarily on the study of psychometric and multicultural issues in the assessment and diagnosis of childhood emotional and behavioral disorders such as ADHD, pediatric bipolar disorder, and depression.

#### Selected Publications and Presentations:

- Pendergast, L. L., Youngstrom, E. A., Brown, C., Jensen, D., Alloy, L. B., & Abramson, L. Y. (2012). Structural invariance of General Behavior Inventory (GBI) scores in Black and White young adults. *Manuscript under review*.
- Pendergast, L. L., Watkins, M. W., & Canivez, G. L. (2012). Structural and convergent validity of the Homework Performance Questionnaire. *Manuscript under review*.
- Pendergast, L. L., Black, S., Young, M., Bryant, J., McPhearson, T., Alloy, L. B., & Abramson, L. Y. (2012). Racial identity, inferential style, and internalizing symptoms in Black and White

- youth. *Manuscript under review.*
- Miller, A., Vandiver, B. J., Schneider, B. S., VanDeth, L. M., & Pendergast, L. L. (2012). Preserving language and culture through education: A case study of the Gulisi Community Primary School in Belize. *Manuscript under review.*
- Pendergast, L. L., Merkitich, K., Alloy, L. B., Abramson, L. Y., Youngstrom, E. A., & Watkins, M. W. (2012). *Differentiating bipolar disorder and ADHD: Discriminative validity of the GBI.* Poster presented at the Association for Psychological Science Annual Convention, Chicago, IL.
- Pendergast, L. L., Bryant, J., Howells, L., Moore, L., & Alloy, L. B. (2012). *The Suicidality Decision Flow Chart: A tool for school psychology students and supervisors working with suicidal youth.* Poster presented at the Trainers of School Psychologists Annual Convention, Philadelphia, PA.
- Pendergast, L. L., Vandiver, B. J., Cole, P. M., Schaefer, B. A., Murray-Kolb, L. E., Khatry, S. K., ... Christian, P. (2010). *Factor structure of scores from the Revised Conners' Rating Scales with Nepali children.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Pendergast, L. L., & Watkins, M. W. (2009). Development of an electronic version of the Homework Performance Questionnaire. *Journal of Educational Computing Research, 40*, 323-335.

**Nathaniel P. von der Embse, Ph.D., NCSP** (Michigan State University) Rank: Assistant Professor

Professional Distinctions:

School Psychology Research Collaboration Conference Early Career Scholar Award, 2013; President's Award for Outstanding Contribution, National Association of School Psychologists, 2012; Fellow, US Department of Education OSEP Training Grant, Interdisciplinary Leadership Training in the Transportability of Evidence-based Interventions to Diverse Populations, 2010-2012; Hyman-Lambert Scholarship, American Academy of School Psychology, 2011. Dr. von der Embse is a member of the American Psychological Association and Division 16, the National Association of School Psychologists, the International School Psychology Association, and the American Educational Research Association. He is a founding member of the NASP Social Justice Interest Group and is a member of the NASP Government and Professional Relations Workgroup.

Nate von der Embse's research focuses on internalizing behavior assessment and intervention, test anxiety, high-stakes testing and educational accountability policy, school mental health, and social justice and advocacy.

Selected Publications and Presentations:

- von der Embse, N., Mata, A., Segool, N., & Scott, E.C. (in press). Latent profile analysis of test anxiety: A pilot study. *Journal of Psychoeducational Assessment.*
- von der Embse, N., Kilgus, S.P., Segool, N., & Putwain, D. (in press). Evaluation of a brief test anxiety screening assessment: Identification and predictive validity of the FRIEDBEN Test Anxiety Scale. *International Journal of School and Educational Psychology.*
- Gallant, J., Snyder, G., von der Embse, N., & Cotter, D. (in press). Characteristics and psychosocial

- predictors of youth non-suicidal self-injury in residential care. *Preventing School Failure*.
- Segool, N., Carlson, J., Goforth, A., von der Embse, N. & Barterian, J. (2013). Heightened test anxiety among young children: Elementary school students' anxious responses to high-stakes testing. *Psychology in the Schools*, 50 (5), 489-499. doi: 10.1002/pits.21689
- von der Embse, N., Barterian, J. & Segool, N. (2013). Test anxiety interventions for children and adolescents: A systematic review of treatment studies from 2000-2010. *Psychology in the Schools*, 50 (1), 57-71. doi:10.1002/pits.21660
- von der Embse, N. & Hasson, R. (2012). Test anxiety and high-stakes tests: Implications for educators. *Preventing School Failure*, 56 (3), 180-187. doi: 10.1080/1045988X.2011.633285
- von der Embse, N. & Carlson, J.S. (2011). Examining training standards criteria within school psychologist position openings: Implications for trainers. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 30, 7-19.
- von der Embse, N., Brown, A. & Fortain, J. (2011). Reducing problem behavior and promoting inclusion for students with Autism Spectrum Disorders. *Intervention in School and Clinic*, 47, 22-30. doi: 10.1177/1053451211406545

**Meredith Weber, Ph.D., NCSP** (Temple University) Rank: Clinical Assistant Professor

Professional Distinctions:

Meredith Weber is a licensed psychologist and a school psychologist who is certified in Pennsylvania and nationally. She has done trauma work with children, adolescents, and families for the last seven years. Dr. Weber received a university fellowship during her studies at Temple. She completed her post-doctoral fellowship at the CARES Institute in New Jersey under the training of Esther Deblinger. Meredith has worked with children and adolescents in residential treatment facilities and has trained others in TF-CBT, while also teaching and guest lecturing about trauma and sexual behavior problems locally. For several years, Meredith was a supervising psychologist at the Joseph J Peter's Institute (JJPI) in Philadelphia, an outpatient clinic serving children, teens, and adults who have survived sexual abuse, or who have demonstrated sexual behavior problems or committed a sexual offense. She is a member of the American Psychological Association, The Division of Trauma Psychology, the National Association of School Psychologists, and the Pennsylvania Psychological Association.

Selected Publications and Presentations:

- Hyman, I., Cohen, I., Glass, J., Kay, B., Mahon, M., Tabori, A., & Weber, M. (2006). Section Seven: Programs for Classroom Management and Discipline. Chapter 35: Bullying: Theory, Research, and Interventions. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Lawrence Erlbaum, Inc.
- Hyman, I. A., Weber, M., & Tabori, A. (2004, March) *Interventions and Preventions for Bullying*, presented at the Temple University School Psychology Conference, Philadelphia, PA.
- Hyman, I. A., Weber, M., & Tabori, A. (2002, June) *Interventions and Preventions for Bullying*, presented at the Pennsylvania Psychological Association, Harrisburg, PA.

### Affiliated Faculty

James P. Byrnes, Ph.D. – Temple University  
Professor: Educational Psychology-Cognition and Learning

Joseph DuCette, Ph.D. – Cornell University  
Professor: Educational Psychology-Research Methods and Statistics

Kenneth Thurman, Ph.D. - Peabody College of Vanderbilt University  
Professor: Special Education

### **Additional Part-Time Faculty**

Dr. John Berna  
Dr. Kari D'Amora  
Dr. Erin Falk  
Dr. Patricia Feuerstein  
Dr. Naomi Lennox  
Dr. Kelly McElrath  
Dr. Caroline Tisot