



School Psychology Newsletter

SPRING 2008

NEWSLETTER

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Coordinator's Corner

Another busy year, another goodbye to our wonderful class of 2008. We are graduating 24 top notch school psychologists who will assess (ecologically), intervene (using evidence-based interventions), counsel (using a problem-solving approach), and consult (using empirically supported models) in schools around the state and country. The portfolios are completed, the Praxis exams have been passed, in-service presentations have been made, and resumes are being prepared. Congratulations to all of our graduates.

As you will see in our Newsletter, the School Psychology Club was very active this year. Twenty-two students went to NASP in New Orleans supported by funding obtained by the Club leadership through the Student Activities Office. There have been speakers, an autism walk, toy drives, and social events. And upcoming is a discussion about interviewing and job hunting sponsored by the Club and led by Dr. Lea Theodore. Also, a new position of NASP student leader has been established under the sponsorship of NASP for each School Psychology Program nationwide; this year's leader was Nicole Friedman, who served as a liaison to NASP, and kept students abreast of information and resources. Next year's student leader will be Phil Alderman.

Another exciting development this year was the New York Association of School Psychologists' (NYASP) Suicide Awareness Training weekend. Two students, Greg Santise and Robyn Haertel, were selected to attend this weekend experience in Albany along with other students from school psychology programs around the state. The purpose of the workshops was to receive information regarding depression and suicide within the college population as well as to assist the participants in developing the knowledge and skills to effectively implement these workshops at their home colleges.

Greg and Robyn had a very positive experience and will prepare a report for the Fall newsletter.

We were also delighted by the great turnout for our 44th Annual School Psychology Conference in January. Dr. Dan Reschly's presentation on Response To Intervention was very well-received, and he shared his power point slides with all the participants allowing dissemination of the information in local schools. Districts are responding very differently to RTI, and are at different stages of implementation. We are hoping to facilitate communication among district personnel on this topic.

Our first meeting on RTI was with supervisors from 10 different school districts where we place interns. We hope to have another meeting in the fall with even more school districts. Thanks to Dr. Sara Nahari for pushing us forward on this initiative.

As for our faculty, Dr. Roslyn Ross has added another award to the stable of awards that she is now administering for the School Psychology Program. This is the Meritorious Student Award that is being given by the Nassau Psychological Services Institute, the service arm of the Nassau County Psychological Association. The award goes to a first year student on the basis of superior scholastic record, integrity, and service to the program or the community. The student chosen is invited to attend the annual NCPA conference and luncheon at which he or she will be awarded a citation. A one year complimentary Student Affiliate membership in NCPA is also part of the award. We are pleased to announce that our first year student, Yulisa Rodriguez, is the first winner of this award. We anticipate that she will make a solid contribution as a school psychologist.

Other faculty news: At the NASP conference, Dr. Emilia Lopez organized a group to create a national network of bilingual school
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Coordinator's Corner Continued

psychologists. Over 75 people attended the first meeting. Dr. David Goh serves as an External Expert for The Chinese University of Hong Kong. Also, he will be participating in the Annual Conference of the International Council of Psychologists in St. Petersburg, Russia in July 2008. Dr. Lea Theodore is guest editing a special issue of *Psychology in the Schools* on childhood obesity. Also, she was just appointed as the Division 16 representative to the APA Public Interest Directorate Network. And, all of the faculty members are planning to be at the APA Convention in Boston this summer, presenting and attending meetings. We hope we will see many of you there.

Finally, congratulations to our award winners (listed elsewhere in the Newsletter). A special thanks to all our adjunct faculty for their commitment to our students. Of course, our unending gratitude to Sally Steinberg for keeping our program humming along, and to Chen, her very able assistant.

Have a wonderful summer,
~Marian Fish

AGENCY/COMMUNITY RESOURCE REVIEW

Name: South Asian Youth Action (SAYA!)

Address: 54-05 Seabury St.

Elmhurst, NY 11373

Ph: (718) 651-3484

Email: saya@saya.org

Office Hours: Mon - Friday: 9am - 6pm

Program Hours: Tuesday & Thursday: 4pm - 8pm

Saturday: 9am - 5pm

Population Served and Services Provided

South Asian Youth Action (SAYA!) is a non-profit organization found in 1996. SAYA! works with youth ages 11-19. SAYA!'s youth and staff come from a variety of backgrounds, including roots in Afghanistan, Bangladesh, Guyana, India, Nepal, Pakistan, Sri Lanka, and Trinidad. Currently, the majority of their youth population includes Bangladeshi and Punjabi speaking youth as well as about one-third youth from African-American/Jamaican, and other Asian backgrounds. Attending youth come from all 5 boroughs of New York City.

SAYA! provides a wide range of support services to develop the skills, talents, and leadership potential of youth. SAYA! provides programs at the center as well as school-based programs. Among the services provided by SAYA! are academic and career preparation, recreational and artistic opportunities, individual and group counseling (Desi girls on "da Rise" and ARISE), and leadership and organizing activities. Through its programs and advocacy efforts, SAYA! works to create broad social and systemic changes that positively impact immigrant youth. School-based in-service includes counseling and advocacy for individual students, discussion groups for young women's leadership training, parent-support, and consultation with teachers /other school staff around issues of cultural competence. Services are provided by on-site case managers, a social worker, and guidance-counselor (affiliated with the center) at high schools with a large number of South Asian youth.

Agency Strengths and Weaknesses

SAYA! has several strengths. SAYA! is extremely diverse with staff and youth from many different cultural and linguistic backgrounds. Because of the linguistic and cultural capital, they are able to reach out to a diverse youth and family population. Just among their staff members, 10 or more languages are spoken. Secondly, SAYA! is located in a basement of the church. They have a really large space. They have 4 fairly large size rooms to use as classrooms (SAT/ESL prep. as well as other academic academic support), 2 administrative offices, a room for "hanging out" and computer access, an activity room with games and a piano, and a large basketball court and stage on the second floor of the church. Another strength of SAYA! is the highly qualified board of directors (affiliated with various professions in the New York City area) and staff members. SAYA! has a strong set of networks. Many of the services are provided by volunteers. SAYA also provides a broad set of services and is flexible in molding their services based on the needs of the youth involved each particular year.

(Continued on page 3)

SAYA! has excellent contacts and information about internships, scholarships, programs, etc. (middle-grades and high school) and guidance throughout the process. Lastly, because SAYA! is not so large, it responds quickly to the needs of the children and has the ability to tweak services to the need of their youth (individual needs).

~Sadaf Abidi

WEBSITE REVIEWS

Name of Website: Learning Disabilities Association of America
Website Address: <http://www.lidaamerica.org/>
Sponsor of Website: Learning Disabilities Association of America
Audience for Website: Parents, Teachers, Professionals, Adults



Summary of Website Content

This website talks about Learning Disabilities. It gives information to parents, teachers, professionals, and adults. For parents, there is information on the types of learning disabilities, associated processing problems and characteristics, as well as strategies to help the child at home and at school. There are also resources for understanding the early signs of learning disabilities, early assessments, and ways to help the child. Information is also given on the processes used to determine whether a child has a disability as well as how to assist the child and ways for the parent to cope. Resources are given to help the parent negotiate the special education process and get the child the services he/she needs. There are also tips and guidelines for preventing, identifying, and addressing mental health issues linked to learning disabilities. Lastly, there is an online IDEA training course for parents about getting the services the child needs under IDEA.

For teachers, this website gives links to early childhood websites and information on differentiated instruction. It also talks about signs, symptoms and strategies for children with a learning disability. There is information on accommodations, techniques, and aids for learning, what a “Summary of Performance” (SOP) is, Teacher To Teacher workshops, homework strategies, information on teaching reading to these students, and the social/emotional aspects of learning disabilities.

For professionals, there is information on the definition, diagnosis, and treatment for learning disabilities as well as other related disorders. Information for adults with learning disabilities is also given.

Lastly, this website gives information on the Learning Disabilities Association. Information on research, books available, and a list of resources is also given.

~Nicole Friedman

Name of Website: Colorín Colorado (Term similar to “... and they lived happily ever after ...”)
Website Address: <http://www.colorincolorado.org>
Sponsor of Website: Reading Rockets (project from WETA)
Audience for Website: Families and educators of English language learners (ELLs)

Summary of Website Content

Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to English language learners (ELLs) and use the Internet to make it widely available to parents, educators, and policymakers. Material in the website is also available in Spanish since it is the native language of the majority of ELLs. The site offers resources for educators to work with this population regarding background information, reaching out to Hispanic students and families, assessment and placement, teaching reading, teaching content areas, bright ideas, and achieving success. Resources available to families are suggestions to what they can do at home, helping their child succeed at school, and how to encourage reading through various activities.

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Strengths and Weaknesses of Website

Strengths

- Provides research-based and best practices guidelines for teaching ELLs how to read.
- Guidelines are updated as findings are revealed in the field.
- Provides information to parents in their native language, making information user friendly and easy to understand.
- The website is easy to navigate.
- Certain topics are presented in languages other than Spanish (Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, and Vietnamese).
- It provides information in concrete and simple terms for educators to help them understand who ELLs are and how to better work with them.
- Provides additional web-links to organizations and websites related to ELL students.

Weaknesses

- The range of topics available is limited.
- Most of the activities provided have been designed for children in grades pre-k to 3rd. However, they can be adapted for children in upper elementary grades.

Would you refer others to this website?

The website is a great initial resource. It is a great tool for teachers and school psychologists to familiarize themselves with strategies and resources for the ELL population. It also provides useful information for parents, to give them a sense of empowerment in order to help their children learn how to read.

~Gladys Manosalvas, Sindy Ocampo, and Ana Tirado

ARTICLE REVIEWS

Willingham, D.T. (2007). Critical thinking: Why is it so hard to teach? *American Educator*, 31(2), 8-19.

Summary of Content

This article is about the concept of critical thinking and the explanations as to why it is so difficult to teach and to learn. Critical thinking is often referred to as higher-ordered thinking or skills, and this concept is very much a part of the education world today. Critical thinking is a broad term, but can be defined more specifically as being able to reason, to make judgments and decisions and to problem solve. Also, critical thinkers should be able to see both sides of an issue and do so without prompting by teachers or any other outside assistance. This article asks the important question- Can critical thinking be taught, considering it is not a single skill that can be learned quickly? The article goes on to discuss the concept of critical thinking and how application of the skill in one situation does not necessarily predict application in another situation. The thinking process is complex and learning how to critically think cannot be confused with task analysis or the steps of learning how to ride a bicycle. The bottom line here is that programs purporting to teach students how to think critically leave out one huge factor- background knowledge. No student will be able to see both sides of a controversial issue if they do not possess the background or content knowledge on the subject. Students also need to practice their critical thinking, just like any other behavioral or academic strategy, in order to accommodate this type of thinking process into their repertoire.

Teachers should know that critical thinking is not a skill that can be taught overnight and that it requires certain elements to be present, such as adequate content knowledge, practicing in multiple scenarios and paying attention to context. Also, critical thinking is not just a skill that is taught to advanced students. Critical thinking is possible at all levels and should be viewed as such.

~Kristy Addoniso

Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24.

Support for inclusion is based on two foundations: that children have a right to inclusion within mainstream schools and that inclusive education is more effective. The author wanted to determine if the second part of this statement has been proven to be true. This article explores the extent to which the development of

(Continued on page 5)

inclusive education is evidence-based, since inclusion (also referred to as mainstreaming) is a key policy in countries such as the US and the UK. He reviewed a total of 1373 papers post 2000, and provides a brief history of research before the year 2000.

The majority of the research conducted pre-2000 failed to provide clear evidence for the benefit of inclusive education. However, it was found that higher performing children with disabilities benefited more from integrated special education class placement whereas lower performing children benefited more from segregated placements. The research evidence for the effectiveness of inclusive education/mainstreaming was unclear by the end of the 20th century, although there was little evidence for the superiority of special education at this time as well.

The research post-2000 provided more evidence to support mainstreaming. For example, there was a large effect size for the mainstream vs. special class for language, cognitive, and social aspects of education. For social factors addressing friendship, loneliness, and social skills, the comparison of each pair of models tended to favor the more inclusive approach. However, it was also found that friendships and positive role models among mainstream peers for the special needs students were mainly limited to the school setting.

In addition, a feature of the successful model included a "teaming model" in which general and special education teachers planned to work together in the classroom. Collaborative teams in classrooms ranging from kindergarten to 4th grade have been found useful. It was also noted that these teachers must be trained appropriately in order for the classroom to run successfully. Teacher attitudes, as well as their behavior, are a key factor in successful inclusive education. Although a general shift to a more positive attitude to inclusion has been identified, there is no evidence of acceptance of a policy of total inclusion.

In terms of impact on non-SEN (special educational needs) students, very little negative impact was found. The majority is neutrally impacted, and a quarter of the students are positively impacted from being in an inclusion classroom with special needs students.

Further research is needed to fully support inclusion, but from what was conducted and reviewed thus far, the evidence for the effectiveness of inclusive education is still in support of inclusive education. Placement should be made carefully based on what is best for each individual child in order to meet the different needs of these children with disabilities and special educational needs.

~Margaret Panzarino

PRESENTATION REVIEW

Date Attended: October 15, 2007

Title of Presentation: The Educational Rights of Children & Youths in Temporary Housing

Location/Sponsor: Southern Westchester BOCES, Westchester Plaza, Elmsford, NY 10523

I recently attended a presentation on the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. The presentation included an overview of the legislation and reviewed schools' responsibilities to students experiencing homelessness (i.e., transportation duties & resources services, forms & documents, servicing unaccompanied youths, serving preschoolers, special education, Title I and other funding resources, student's records & privacy, and dispute resolution protocols). The presentation also provided national statistics on homelessness, research on the educational outcomes for homeless students, both of which supported the legal protection of students' educational rights. I learned a wealth of information in regard to helping students who are deemed homeless (i.e., students who lack a night-time residence that is fixed, regular, and adequate). Interestingly, under the McKinney-Vento (M-V) Act, homeless students can stay in their school of origin (i.e., last school attended before becoming homeless) even if they no longer live in the district. The M-V act also provides students the right to enroll in any public school in the area of their temporary housing. Furthermore, students are entitled to free transportation to their school of origin from their temporary dwelling. Overall, the presenter provided a clear picture of what should be done for students experiencing homelessness and/or are considered an unaccompanied youth.

~Katia Castelli



Resources for Working with Culturally and Linguistically Diverse Families

The following web-links are resources which we found to very helpful when working with culturally and linguistically diverse youth and their families. The sites provide research-based information across various topics such as crisis intervention, reading instruction, home-school collaboration, language, culture, and academics among others. Additionally, they provide information on legislation applicable when working with this population. Finally, there is also information as to how to advocate for culturally and linguistically diverse children and their families in order for them to receive appropriate services.

We hope they will be of use to you.

NASP – Culturally Competent Crisis Response: <http://www.nasponline.org/resources/principals/cultcompcrisis.pdf>

National Dissemination Center for Children with Disabilities: <http://www.nichcy.org>

NASP– Colorín Colorado: <http://www.colorincolorado.org>

Center on Instruction: <http://www.centeroninstruction.org/index.cfm> (ELLs link)

Center for Research on Education, Diversity, and Excellence: <http://www.crede.org>

Center for Multilingual, Multicultural Research: <http://www.cmmr.org>

National Association for Bilingual Education: <http://www.nabe.org>

~ Sadaf Abidi and Ana Tirado

CONFERENCE REVIEW



Autism Research Conference: Biological and Clinical Aspects of Development in Autism Spectrum Disorders (Sponsored by the Fay J. Linder Center for Autism-North Shore LIJ)

The Basics of Autism:

Autism is a spectrum disorder characterized by social impairment, communication impairment and repetitive behaviors. It was first described in 1943 by Leo Kanner. According to the CDC, Autism spectrum disorders affect 1 in 150 children with the male:female ratio being 4:1. The disorder continues to increase in prevalence. Typically, autistic children have deficits in non verbal behaviors, developmentally appropriate peer relationships, sharing enjoyment and social and emotional reciprocity. Parents often report that their autistic child prefers to be alone, doesn't seem to recognize other people and misses social cues. Co-morbid features include sensory problems, seizures, autoimmune problems, poor physical coordination, and mental retardation. EEG abnormalities are also common and 30% of children with autism also have epilepsy.

The Causes of Autism:

Autism is a medical disorder that affects the brain and other body systems. Genetic and environmental factors are considered to cause Autism. Autism is highly heritable with a concordance rate of 70% in identical twins. Studies show that Autism may result from rare mutations in genes. Research also indicates that autistic children have lower levels of *Oxytocin* (a hormone that acts as a neurotransmitter in the brain involved in social recognition and bonding) in their blood plasma. Another study found a decrease in autism spectrum repetitive behaviors when Oxytocin was administered intravenously.

The *Amygdala* (an almond-shaped bilateral brain structure) is also considered to play a role in Autism. The *Amygdala* is thought to affect the processing and memory of emotional reactions and social behaviors. Evidence suggests that a decreased number of neurons in the *Amygdala* cause autistic features. In addition, the *Amygdala* may grow too fast, too early in autistic individuals.

Mothers of autistic children have antibodies different from mothers of typically developing children. These antibodies can cross the placenta and interact with the fetal brain and lead to Autism. It is hypothesized that a procedure known as *Plasmapheresis* can remove these antibodies from the infant when born and cure the disease. This potential intervention is still being researched further; however, it may lead to a medical breakthrough in the possible prevention of future cases of Autism.

(Findings based on research presented at the Autism Research Conference November 2, 2007 by David G. Amaral, Ph.D, David Eidelberg, MD, Jonathan Sebat, Ph.D and Eric Hollander, MD)

~Betti Stanco

NASP 2008 Convention–New Orleans, LA

Each year the National Association of School Psychologists' convention brings together professionals and graduate students from all over the world. Last year, we were lucky enough to host NASP in our backyard- New York City. This year NASP held their annual convention in New Orleans. The conference was entitled "Resiliency: Building Strength for Life." The conference title really seemed to capture the essence of the city of New Orleans. It has been almost three years since Hurricane Katrina ripped through the city. New Orleans has rebuilt and reemerged, and the spirit of the residents of Louisiana seems to have followed suit.



Twenty two students from Queens College attended NASP. It was wonderful to have so many students together at the conference. Some of us attended workshops on counseling techniques, mini skills presentations on cross battery psychological assessments and symposiums on how to navigate the new Connors 3, just to name a select few. We returned from New Orleans with newfound knowledge to assist us in our studies as well as with an appreciation for the amazing, soulful city of New Orleans. All of the students attended a dinner at Mulate's, an authentic Southern Creole restaurant. Some found the frog legs and fried alligator appetizing, but most of us tried it just for fun! NASP 2008 turned out to be one of the best events ever sponsored by the School Psychology Club.

We would like to extend our congratulations to the graduating class of 2008! All of us have grown through the years in the program and have learned so much from one another. Good luck to everyone in all of their future endeavors.

~**Kristy Addonisio & Margaret Panzarino**
Co-Presidents of the School Psychology Club

NASP Lends a Hand

Waking up at 8am on Saturday morning was not an easy feat after spending the past 3 days at the NASP convention and seeing the sights in New Orleans. However, I had been excited to participate in the KaBoom! volunteer project for weeks. So together with over 100 other volunteers we jumped on buses and headed to Live Oaks Elementary School. Our goal for the day - build an entire playground in just one day.

The Live Oaks Elementary School had been extremely affected by the trauma of Hurricane Katrina. As we pulled up to the school I tried to imagine what it would be like to have recess on the 18,000-square-foot slab of concrete, surrounded by chain linked fences. After the devastation of Katrina, the nonprofit volunteer organization KaBoom! traveled along the Gulf Coast building playgrounds at schools, marking the project at Live Oaks, number 84. Along with volunteers from NASP, members of AmeriCorp, and community volunteers helped build the playground, complete with an outdoor learning area, scores of hopscotch, kickball and basketball courts, and brand-new playground equipment.

The day began by dividing into several groups. My assigned groups' goal for the day- build 8 benches. Throughout the day, volunteers dug holes for the playground equipment, moved mulch, built garbage receptacles, put up a climbing wall, and painted hopscotch squares, lines for the courts, and a colorful map of the world. What is even more amazing is that a group of 20 students helped in designing the playground with suggestions such as a twisted slide and monkey bars.

The high energy day concluded with a ribbon-cutting ceremony that revealed the completed project. The large and colorful playground now provides the students at Live Oaks an opportunity to play and learn, and gain back a little bit of normalcy.

Being able to see the final product of the days work was indescribable. I am very thankful to NASP for providing me with the opportunity to be a part of this amazing and rewarding experience and I hope that I will be able to do again soon.

~**Ana Rivera**

Summer Reading



For many of us, the summer allows a respite from the rigors of class work, report writing and exams. But unlike a light switch, it is sometimes difficult to change from an academic mode to that of relaxation. Why not combine the two? Read one or both of the following books while lying at the beach or off on that one last vacation before starting your new role as school psychologist. These books will provide insight into the nebulous world of autism and perhaps help prepare us for the realities of one of the fastest growing disorders which we will face in our professional careers.

Louder than Words: A Mother's Journey in Healing Autism by Jenny McCarthy

Jenny McCarthy's world changed when her two-year old son was diagnosed with an autism spectrum disorder. A media celebrity and bestselling author of books which portray the lighter side of motherhood, McCarthy wrote her latest book, Louder than Words, about a mother's devastation and frustration when she learns that her child has a pervasive developmental disorder for which there is no cure.

Ms. McCarthy writes of her search for answers and her determination to help her son in any way possible. She seeks advice from doctors, government agencies, and other parents to decide on an intensive regiment of behavioral therapy, diet and supplements in the hopes of rescuing her son from a world of isolation.

Ms. McCarthy's solutions are controversial and not empirically proven as a means of helping a child with autism. The true strength of her book is how she conveys her feelings and emotions toward a problem that one out of approximately one-hundred parents will face each year. Parents need to know they are not alone, and as future school psychologists, it is important that we fully understand the fears and desolation they experience when realizing that their son or daughter will be different from other children.

Louder than Words is a fast read, but by no means an easy one to handle. The prose flows breezily, it is even humorous at times, but the emotion Ms. McCarthy conveys is heart wrenching, quite unlike the hard facts obtained from the textbooks and peer reviewed articles we read each semester as school psychology students.

The Curious Incident of the Dog in the Night-Time by Mark Haddon

This novel is told through the first person narrative of a fifteen-year old named Christopher. Christopher is autistic, and he is wrongly accused of killing a neighbor's dog.

Although it becomes obvious to the reader that the protagonist has Asperger Syndrome, such terminology is never brought up in the novel. Haddon allows the reader to become the central character by revealing all that Christopher knows, and what it's like living and seeing the world as his, where order and logic are not only the norm, but the requisite. Through a judicious use of word economy, in the language of the narrator, the author tells a tale of mystery and suspense, along with illustrating the fissure separating Christopher from the rest of the world.

Curious Incident has been used in high school reading programs in the United States, England and other countries, and is written both for the teen and adult reader. A compelling novel with unexpected twists, Curious Incident leads the reader through an adventure of tension and courage as Christopher unravels truths that have lied buried for years.

As school psychologists, we will be faced with the duality of worlds between the views of children with autism and that of our own. Therefore, it is important that we attempt to understand the world through their eyes, which Curious Incident deftly accomplishes through skillful writing, a convincing story and a memorable main character.

~Phil Alderman

On a final note...

Congratulations to the class of 2008! We have all worked so hard over the past few years and grown so much together as friends and as professionals. There have been many late nights of school work that have been trying times for all of us. However, we pulled through it together and now are entering the workforce prepared and confident in our abilities. We want to extend our thanks to our professors and Sally for all your guidance and support. To our fellow graduates, it has been a privilege to be your newsletter editors. We wish you only the best in the years to come.

We did it! / ¡Lo Logramos!

~Nicole Friedman and Ana Tirado

Awards



The Queens College School Psychology Program is pleased to make the following awards:

Ted Bernstein Award: This award is given for outstanding professional promise in School Psychology. Sponsored by the New York Association of School Psychologists in memory of Ted Bernstein, an outstanding school psychologist, to one graduating student from each school psychology program in New York State. This student exemplifies the best qualities of a school psychologist and is committed to improving the lives of children and their families. **Recipient: Nicole Friedman**

Esther and Eugene Cohen Memorial Award: An award honoring the parents of Professor Marian C. Fish and Richard A. Cohen. Given annually to an exceptional School Psychology student in his or her internship year who demonstrates a special interest in and commitment to working with children, adolescents, and their families who come from culturally and/or linguistically diverse backgrounds. **Recipient: Ana Tirado**

O. Bernard Leibman Award: Given in honor of one of the founders and the first coordinator of the Queens College School Psychology Program. Awarded to an exceptional school psychology student in his or her internship year who demonstrates dedication and service to the field, caring and empathic relationships, enthusiasm for helping others, a positive attitude in approaching difficult situations, acceptance of human differences, and appropriate academic standing. **Recipient: Cortney Chase**

Chase

Albert Angrilli Award: In honor of one of the founders of the Queens College School Psychology Program. Awarded to a graduating student(s) with special promise, recognizing academic excellence, commitment to children and families, worldliness, and service to others. **Recipients: Kristy Addoniso & Margaret Panzarino**

Corinne J. Weithorn Scholarship in School Psychology: Professor Weithorn was a faculty member for two decades and chair of the department. Although strongly supportive of all of her students, she was especially encouraging to mothers of young children who were in the graduate program. Her family established a scholarship to assist a school psychology student who is raising a family while pursuing her education. **Recipients: Taiisha Calbert-Foster & Alicia Sage**

Nassau County Psychological Association (Psychological Services Institute) Meritorious Student Award: Award given to a first year student on the basis of superior scholastic record, integrity, and service to the program or the

Bilingual and Multicultural Specialization

The Graduate Program in School Psychology is pleased to present the Bilingual Specialization in School Psychology to: Sadaf Abidi, Gladys Manosalvas, Sindy Ocampo, Agnes Piwowar, Tziporah Sherman, Ana Tirado

The Graduate Program in School Psychology is pleased to present the Multicultural Specialization in School Psychology to: Cortney Chase

2008-2009 Club Officers

Co-Presidents

Dina Benzaquen & Alena Reisman

Secretary/Executive Events Coordinator

Maria Aranzazu Irigoyen

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Jessica Johnston, Lindsay Plotkin,

Alissa Rosenberg & Greg Santise

Social/Special Events Panel

Maria Garza, Hindy Jeger, Jessica Johnson,

Tina Santaniello & Greg Santise

Newsletter Editors

Phil Alderman, Maria Garza & Alicia Sage

Announcements

Congratulations to Betti Stanco and Daniel Ferazzoli on their engagement.

Congratulations to Lavi and Keri Ben-Zvi on the birth of their second son, Noam Eitan, born on May 7, 2008.

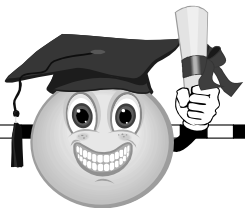
Congratulations to Linda and David Mordkovitch on the birth of their first daughter, Erica, born on November 21, 2007.

Congratulations to Jennifer Kong on the birth of her baby, Tessa Myronia Dramitinos, born April 27, 2008.

Errata

In the Fall 2007 newsletter it was mistakenly reported that Dr. Albert Angrilli was a coordinator of the Queens College School Psychology program. Dr. Angrilli was the Director of the Educational Clinic; Dr. O. Bernard Leibman was the first coordinator.

Queens College CUNY
Division of Education
Graduate Program in School Psychology
65-30 Kissena Boulevard
Flushing , NY 11367



Congratulations Class of 2008!

2008 School Psychology Graduates

Sadaf Abidi
Eugena Charles
*+Erica Engelman
Patricia LeBoeuf
Gladys Manosalvas
Sindy Ocampo
Minu Poulouse
Maryann Sullivan

*+Kristy Addonisio
Cortney Chase
*+Nicole Friedman
Elana Lesser
*Desiree Marasa
*+Margaret Panzarino
Tziporah Sherman
+Arielle Tannenzholz

Katia Castelli
*Yung Chi Chen
Dahlia Kaufman
*Erica Maniago
*Elizabeth McLaughlin
Agnes Piwowar
+Betti Stanco
+Ana Tirado

* Academic Honors

+ Service Award