Dear Members,

As I write this, spring feels like it is finally here! With spring comes new beginnings and new energy. As a community, we have reason to celebrate. Vaccines continue to be made available to educators and school staff. New studies show that vaccines are effective for children as well. I am hopeful that, by the time our next school year rolls around, an even larger portion of our students may be able to be vaccinated and thus again engage safely in learning with their peers. Though it tends to be a busy time of year for us as school psychologists, it is also an opportunity to celebrate the growth of our students and the flexibility we have all demonstrated this past school year.

As an organization we continue to celebrate the extraordinary work of our colleagues, including this year’s Association of School Psychologists of Pennsylvania (ASPP) School Psychologists of the Year, Dr. Amber Sessoms and Mr. Isaac Tarbell. Dr. Amber Sessoms has been instrumental in enhancing equity and social emotional learning (SEL). Mr. Tarbell has advocated for the expanded role of the school psychologist and improved ratios in his district. Both professionals exemplified excellence in practice and paved the way for other school psychologists as advocates and strong members of their school communities.

Additionally, one of ASPP’s members and former President, Dr. Julia Szarko, was named as the National School Psychologist (NASP) of the Year. NASP recognized Dr. Szarko not only because of her tireless commitment to the field as an advocate at the state and national level, but also because of her work in her own school community to elevate school psychologists beyond the test-and-place model to one of consultant and systems change expert.

If you would like for your Key Event to be considered for future issues of InSight, please send information to lauren.kaiser@millersville.edu.
As an organization, we have much to celebrate. While there is still work to be done, particularly on issues of equity and improving ratios so that school psychologists can provide expanded services, these professionals recognized at the state and national level show us it can be done. I challenge each member to choose one way in which they can plant the seed for change. Perhaps it is committing to write to your congress representatives about important legislation involving education. It could be that you request more opportunities to review data at the school or district level. It might be as small as planning for one additional SEL group. Whatever you do, know that change takes time and persistence, but your energy and advocacy is appreciated by your colleagues at ASPP and the families you serve!

Sincerely,

Titina F Brown, PsyD
President, Association of School Psychologists of Pennsylvania

Titina Brown, PsyD, is a school psychologist with the Lancaster-Lebanon Intermediate Unit 13. Her current assignments include working with transition-age students to prepare them for life after graduation and supporting students who demonstrate difficulties with school attendance. Her professional interests include advocating for the expanded role of the school psychologist, promoting mental health awareness and services in the school setting, and assessment and intervention of executive functions.

Save the Date! ~ ASPP Fall Conference 2021

Bernreuter Lecture Workshop: November 3, 2021, Ramada Inn & Conference Center in State College, PA

Title: Increasing Equity in School Discipline: Practical Strategies and Tools

Presenter: Dr. Kent McIntosh, University of Oregon

Description: Racial and ethnic disproportionality in school discipline is a pressing challenge across the country. Based on findings from recent empirical research, this full-day session will focus on a promising multiple component approach emphasizing five inter-related areas to reduce disproportionality through school-wide and classroom strategies. Participants will leave with new skills and action plans for their schools to enhance equity.

Bio: Kent McIntosh, PhD, is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. His current research focuses on implementation and sustainability of school-based interventions, reducing racial discipline disparities, and integrated academic and behavior support. He is lead author of over 80 peer reviewed journal articles, presenter of over 50 keynote addresses, and principal or co-investigator of over $60 million in federal grant funding. He is Co-Director of the Center on Positive Behavioral Interventions and Supports and lead of the Center’s Equity Workgroup, as well as a founding member of the PBIS-SCP Canada Network and a member of the Board of Directors of the Association for Positive Behavior Support.
Dr. Amber Sessoms Named ASPP’s School Psychologist of the Year

Kevin Griffin, Oxford Area School District

The Association of School Psychologists of Pennsylvania (ASPP) is honoring Dr. Amber Sessoms with the 2021 School Psychologist of the Year (SPOTY) Award. Dr. Sessoms is a full-time Nationally Certified School Psychologist within the Central Dauphin School District. Dr. Sessoms has a history of providing a full range of services, executing school psychology work in an admirable fashion, and representing the field with excellence. She has continued to be well-informed about the goals and standards of the state professional organization throughout her professional career. For example, Dr. Sessoms was instrumental in assisting her district with putting in place the Question. Persuade. Refer. (QPR) emergency mental health intervention. This is an evidence-based intervention that empowers school staff to be gatekeepers who can recognize the early warning signs of suicide. Having so many school employees trained for this intervention was an enormous undertaking. With a great deal of perseverance, she was able to help in leading her team in the successful implementation of this intervention.

Devoted to providing vital information concerning best practices in supporting diverse groups of students, Dr. Sessoms was a leader in developing the Destroy the Hate campaign within her district. This campaign gave a voice to students and shed light on the prevalence of harmful microaggressions that students face daily. Her involvement in this campaign demonstrates her relentless dedication towards combatting racism, prejudices, and other forms of social injustice. Dr. Sessoms is renowned for her expertise in this area and she is a champion on issues of equity throughout Pennsylvania. Dr. Sessoms is the Vice Chair of the Diversity and Inclusion Professionals of Central Pennsylvania and is also affiliated with the Pennsylvania School Board Association Equity Task Force. Also, as the founder of Natural Inclination, LLC, Dr. Sessom supports leaders in their efforts to provide environments within their organizations where people can feel comfortable being their true authentic selves. Natural Inclination, LLC accomplishes this by way of providing an interactive learning experience that addresses how justice, equality, diversity, and inclusion (JEDI) can impact important
life and work-related skills.

During an interview with Dr. Sessoms, she spoke about how she cultivated change in her department that allows for the role of the school psychologist to be diversified beyond the traditional role focused on testing and placing. When asked to give advice to early career school psychologists, she stressed the importance of knowing yourself and your biases. She believes that, when problem-solving, some of the greatest solutions may come from change that we make within. She believes that it is important for us to ask ourselves hard questions at times.

Dr. Sessoms also reflected upon her training at Millersville University during the interview. One of her mentors was the late Dr. Rita Smith Wad-El whom Dr. Sessoms described as being bold, fearless and unapologetically her true authentic self. Having such a powerful Black mentor was, in many ways, the representation that she needed to help her discover parts of who she was. Dr. Sessoms has since been a guiding light for others in the same manner. Dr. Sessoms embraces the fact that her Black excellence shatters stereotypical thought patterns. By way of having courageous conversations, she has raised awareness about the need for more professional representation in Black and Brown communities. Dr. Sessoms has demonstrated true commitment to breaking down systems that harm marginalized members of society. She has done outstanding work in providing services to students, families and communities. Professional accolades earned by Dr. Sessoms include the Educator of the Year award presented by the Panther-Ram Foundation in 2017; the Community Courage in Action award presented by the community Responders Network in 2017; and the Graduate Student Award in Adult Education presented by Penn State University in 2018.

Congratulations to Dr. Amber Sessoms, ASPP’s 2021 School Psychologist of the Year!

Kevin Griffin MS, EdS, NCSP is a first year school psychologist at Oxford Area School District. His professional interests include brain-based learning and practices that enact social justice within the learning environment.
Mr. Isaac Tarbell Named ASPP’s School Psychologist of the Year

Brenda Lozius and Lauren Lucas, Indiana University of Pennsylvania

The Association of School Psychologists of Pennsylvania (ASPP) honored Isaac Tarbell with one of two 2021 School Psychologists of the Year (SPOTY) Awards this winter. The conditions for choosing the SPOTY recipient require that the nominee “provides a full range of services, performs the job in an exemplary manner, is well respected by colleagues, students, and parents, is well informed about the goals and standards of the state professional organization, and represents school psychology well.”

Mr. Tarbell is a full-time nationally certified school psychologist working in the Pittsburgh Public District, who is now serving as the district’s Psychological Services Supervisor. Mr. Tarbell is considered to be an invaluable asset to school psychologists and educators in Pittsburgh. He is expanding school psychologists’ role in Pittsburgh by valuing prevention and intervention in the school setting. Mr. Tarbell implemented the Youth Mental Health First Aid program that trains educators to assist students with mental health concerns and respond to their needs. Mr. Tarbell is also an advocate for increasing the ratio of school psychologists to students and has directly assisted in increasing the number of school psychologists working within his district. When asked about what SPOTY means to him, Mr. Tarbell answered that it is the recognition and platform that he and his colleague are gaining. Mr. Tarbell hopes this will bring awareness to the full scope of what school psychologists can do in the schools, which is more than just testing.

Mr. Tarbell offered two pieces of advice to young and early-year-practitioners. First, it is essential for practitioners not to burn out, and it is okay to reach out to other school psychologists for support and advice. Secondly, it is important to use self-reflective practices, but not to ruminate. He explained that school psychologists experience trauma by proxy. Rarely, school psychologists are needed when everything is going smoothly, but rather are needed when there is a problem. Mr. Tarbell emphasized that this does not mean we are the problem; rather, it means we are problem-solvers.

Mr. Tarbell’s personal goal is to finish his doctoral degree at Indiana University of Pennsylvania (IUP). He enjoys that IUP’s
educational and school psychology faculty have a wide range of expertise and knowledge. He feels as if the program made him more well-rounded and better prepared to practice in any setting.

Mr. Tarbell has proven to be an excellent school psychologist and an amazing advocate for mental and emotional support services in the educational setting. Congratulations to Isaac Tarbell, one of ASPP’s 2021 School Psychologists of the Year!

Brenda Lozius, B.S., is a first-year graduate student in the Master of Education in Educational Psychology program at the Indiana University of Pennsylvania.

Lauren Lucas, M.Ed., is a second-year doctoral student in the School Psychology Program at the Indiana University of Pennsylvania.
Dr. Julia Szarko Named NASP’s School Psychologist of the Year

Elizabeth Reich, Philadelphia College of Osteopathic Medicine

The National Association of School Psychologists (NASP) honored Dr. Julia Szarko with the 2021 School Psychologist of the Year Award at their annual convention this past February. The NASP School Psychologist of the Year “is awarded for excellence in the provision of school psychological services by a field-based practitioner and is selected from nominations by states across the country” (NASP, n.d.).

Dr. Julia Szarko is a full-time Nationally Certified School Psychologist within the Central Bucks School District, located in Doylestown, Pennsylvania. Previously named 2019 School Psychologist of the Year by the Association of School Psychologists of Pennsylvania (ASPP), Julia is considered to be a valued leader in her district and community. She is described as a passionate professional who advocates in the best interest of the students she serves. Julia exemplifies the full spectrum of responsibilities as a school psychologist, working tirelessly to promote student motivation and engagement; providing counseling services to support students’ socio-emotional needs; developing and implementing suicide prevention and intervention programs and crisis response efforts; ensuring curricula is culturally responsive to support diverse learners; and creating positive school climates through the development of School-Wide Positive Behavior Intervention and Supports (SWPBIS) and Multi-Tiered Systems of Supports (MTSS). During the COVID-19 pandemic, Julia demonstrated flexibility and dedication to students, families, and professional staff by continuing to provide support in-person. Julia’s passion for and commitment to the field of school psychology is evident through her leadership and advocacy at the local, state, and national levels. Dr. Julia Szarko worked collaboratively with Congressman Brian Fitzpatrick (R-PA) to draft and introduce HR 4025 Mental Health in Schools Excellence Program Act of 2019, a federal bill to recruit school psychologists into graduate programs to aid in addressing the shortage of school psychologists. Julia also annually attends “Capitol Hill Day” at the U.S. Capital to “advocate for policies and practices critical to school psychology and school mental health” (NASP, 2021). Julia believes that building positive relationships with legislative representatives is essential to making a difference not only within the profession, but in the lives of students.
Regarding leadership, Dr. Julia Szarko is an active member of NASP, serving as the Northeast Regional Delegate of the Government and Professional Relations Committee. She is also highly involved with ASPP and has held several positions on the Executive Board—currently serving as the Advocacy Chair and previously serving as President, Secretary, and Past-President. In her recent work with ASPP, Julia has been actively involved in updating the Pennsylvania State Certification to reflect the revised NASP Practice Model (NASP, 2020).

Dr. Julia Szarko is described by Mr. Brian A. Finger, Principal in the Central Bucks School District, as the most dedicated professional he has worked with in his 28 years within the field of education. Furthermore, he praised Julia for her commitment not only to her job within the school, but to the profession of school psychology. Comparably, Dr. Lori Lennon, a Nationally Certified School Psychologist in the Central Bucks School District and adjunct professor at the Philadelphia College of Osteopathic Medicine (PCOM), described Julia as a compassionate and highly respected colleague and community member. Through her tireless commitment, leadership, and advocacy in the field of school psychology, Dr. Szarko consistently makes a positive impact on the community, staff, and students in which she serves. Her dedication to addressing the shortage of school psychologists leads her to frequently supervise graduate students pursuing a career in the field. Ms. Elizabeth Reich, Julia’s current practicum student from PCOM, describes Dr. Szarko as an exemplary role model who strives to build effective rapport with students, faculty, and the community. Elizabeth explains how Dr. Szarko is an invaluable resource within the Central Bucks School District, as evidenced by faculty and staff throughout the district willingly confiding in Julia for consultation, support, and recommendations on a regular basis. Her positive attitude, genuine empathy, passion for best practices in school psychology, and desire to improve the lives of students do not go unnoticed.

Dr. Szarko has proven to be an outstanding practitioner, leader, advocate, and mentor within the field of school psychology. Congratulations to Dr. Julia Szarko, an incredibly deserving recipient, of the NASP 2021 School Psychologist of the Year Award!

References


Elizabeth Reich, M.S., is a second-year graduate student in the Educational Specialist in School Psychology program at Philadelphia College of Osteopathic Medicine (PCOM). Elizabeth serves as a NASP Student Leader at PCOM. Currently, Elizabeth is a practicum student under supervision of Dr. Julia Szarko.

CONSULTANT’S CORNER

Building Capacity for Social Justice with the 3D Power Tools Framework

Amber Sessoms, Natural Inclination LLC

My lived experience as a Black woman navigating predominately White spaces has always made me keenly aware of my positionality. Our bodies tell a story, and the story often told to bodies that are in opposition to the default body (i.e., White, male, heterosexual, etc.) is one of undesirability and danger. Yet, even in my youth, I fought against the narratives that told me I was innately inferior because I knew (re)discovering my authentic voice and choosing to exist unapologetically in my Black body was liberation.

Today, I strive to help others (re)examine the narratives that tell us different is bad through my 3D Power Tools framework, which helps learners develop critical consciousness by: (1) understanding the power of devaluation of minoritized groups; (2) developing the power to disrupt devaluing beliefs; and (3) translating these new understandings into a powerful stance of divestment from policies and practices that maintain inequity. What follows is a brief overview of the “power moves” I use to help educators build capacity for social justice.

Devaluation:
to deprive some bodies of their value by creating a hierarchy of bodies

Essential Question:
How does the inception of a body hierarchy inform my current thoughts, beliefs, and practices?

Goal:
Deepen understanding of how the power of devaluation informs how we see ourselves and others
The Power of Devaluation

*Acknowledge the Value Gap*

Coined by Dr. Eddie S. Glaude Jr., the value gap is society’s belief in the lie that Whiteness is the preferred, default body. This lie is upheld by our national story of exceptionalism, or collective amnesia of our nation’s violence against minoritized groups. By exposing teams to the value gap, they begin to see the harm in operating within an ahistorical context, as it leaves us bound to perpetuate harmful narratives about minoritized groups. In this phase, we begin to tell the truth.

*Name the Opportunity Gaps*

As school psychologists, we live and breathe data, so I support teams in root cause analysis (RCA) to move beyond outcome data and move toward naming the processes and procedures that perpetuate opportunity gaps. RCA (Fergus, 2016) helps teams look inward.

*Identify with Intersectionality*

Coined by Dr. Kimberlé Crenshaw, intersectionality helps us understand how multiple social identities converge with systems of oppression, domination, and discrimination to cause multiple burdens to minoritized individuals. To facilitate how we all reconcile our proximity to the default body, I utilize an adapted version of “Intersecting Axis of Privilege, Domination, and Oppression” (Cooper, 2017) to help learners see themselves as multidimensional beings within the larger societal structure that often causes us to conform.

*Center Minoritized Voices*

I invite learners to decenter themselves by centering the lived experiences and needs of minoritized individuals. I am a firm believer that those who live within the margins of our society hold immense wisdom. They are the ones we need to listen to, if we are to heal our nation. Through personal storytelling, the voices of minoritized individuals create a counternarrative that speaks to their humanity.

The Power of Disruption

*Problematic Inequity*

Devaluation: the act or process of disrupting something: a break or interruption in the normal course or continuation of some activity, process, etc.

**Essential Question:**
How am I complicit in policies, pedagogies, practices, institutional cultures, and ideologies (PPPI) that maintain institutional bias and inequity?

**Goal:**
Ability to recognize and address bias, inequities, and oppressive ideologies

As a self-professed “perpetual toddler,” I invite learners to be in a constant state of compassionate curiosity to confirm and contest their ways of knowing. By asking “why, why, why” (Dafina-Lazarus, 2017), we learn to problematize inequity by building core inquiry and interpretation skills. For example, most teams can define diversity, but when I ask, “Diverse from what?,” learners begin to unpack
Whiteness as the default and how looking through this singular lens creates conditions that maintain majority rule.

**Practice Mindful Inquiry**

I hold space for nonjudgmental awareness by practicing the RAIN of Self-Compassion (Amodeo, 2020). This acronym (RECOGNIZE your thoughts and emotions, ALLOW them to just be, INVESTIGATE where they show up in your body, and NOURISH the need associated with them) helps learners become aware of their thoughts and learn to distinguish them from toxic messages.

**Resist Backlash**

I provide teams with tools to disrupt toxic messaging and respond to backlash. For example, Learning for Justice’s Speak Up resources (2018) contain practical steps to (a) INTERRUPT biased remarks, every time; (b) QUESTION the speaker to help them encounter their own blind spots; (c) EDUCATE to offer background and context; and (d) ECHO to reiterate and support the first person who spoke up.

**Apply Critical Theories and Conceptual Frameworks**

My doctoral work is grounded in critical theory, and when I discovered it, I could make sense of the world as I experienced it. Namely, critical theory utilizes reflective discourse to question dominant social norms and the assumption that inequity is normal. Thus, I leverage critical theories and conceptual frameworks as tools to recognize and address harmful discourse and practices.

**Devaluation:**
to detach or dispossess oneself of all learned norms and structures that maintain inequity

**Essential Question:**
What story have you been telling yourself that is binding your possibility and the possibility of the students you serve?

**Goal:**
Reconnect to your inherent sense of radical self-love and make a daily commitment to transformation

**The Power of Divestment**

**Recognize Disparity Ideologies**

Dr. Paul Gorksi (2019) explains how we must move from a deficit ideology, which blames inequities on group inferiority and an inability to assimilate, to a structural ideology that focuses on removing barriers to access and opportunity. Gorski further debunks grit ideology, which focuses on minoritized groups “overcoming” barriers, instead of recognizing them as models of resilience and grit.

**Be Your Full, Authentic Self**

I pose the following self-reflective question to teams when considering workspaces: “Am I safe to be myself here?” Exploring this question can reveal how you may be shrinking to fit in. When we learn to walk in our truth,
we can reject the identity placed upon us by society and unapologetically take up space in the world because there is enough space for all of us. Being your full, authentic self is a revolutionary act, especially for minoritized individuals.

**Practice Collective Compassion**

I invite learners to move from individualism to collective compassion to acknowledge how our liberation is inextricably tied. We cannot gain peace if we treat minoritized groups as the enemy. Start with the assumption that when minoritized individuals speak to their experience they are telling the truth. Believe them because silencing them is denying them their humanity, which does not serve you or the world.

**Learn to Freedom Dream**

Throughout these 3D Power Tools, I guide learners on a journey to recognize the power of the story. When we learn that humans made up this story of devaluation, we, as humans, can write a new story. Therefore, I invite learners to freedom dream by asking: “What would a liberated world really look like? What would it look like for my school/organization? Community? Family? Me?”

**Implications for Practice**

The Social Justice section of the NASP website (NASP, n.d.) has valuable resources related to intersectionality, fostering intergroup dialogue, bias, race, privilege, and more. With the intersection of COVID-19 and our nation’s most recent reckoning with racism, now, more than ever, our role as school psychologists must be met with a resolve to acknowledge that we work within an inherently political

---

**Figure 1**

system that normalizes inequity. However, if we are to embody NASP’s call to action, social justice definition, and strategic plan, we must look inward and come to terms with how social structures inform how we see ourselves in relation to minoritized groups. This is where the steps I outlined in my 3D Power Tools framework can help. The work of Malone et al. (2019), shared with us by Malone (2021) at the NASP Annual Conference this past February and at our Fall ASPP Virtual Convention (Malone, 2020) provides us with an additional framework to engage in multiple ways with social justice work within our profession (see Figure 1). Consultation becomes an essential process skill for this work (see Figure 2).

Remember, a call to action is ineffective if we do not build our critical consciousness and center the voices of minoritized groups. So, what actions are you taking personally and professionally to embody socially just school psychology practices that address inequity?

References


Amber M. Sessoms, Ed.D., NCSP, is a narrative disruptor, meaning maker, and radical connector from Central Pennsylvania. She is the principal and founder of Natural Inclination LLC, where she supports courageous leaders in cultivating liberatory spaces for individuals to be their full, authentic selves. Amber is the former school psychologist at Central Dauphin High School, where she practiced for nearly 13 years. In 2021, she became the first person of color to be awarded the SPOTY.
Calling all Mentors and Mentees!

Meredith Weber, Philadelphia College of Osteopathic Medicine

The last year and a half has been an unprecedented one for both school psychology graduate students and practicing school psychologists. Fieldwork for many students ended abruptly in March 2020. Since September 2020, districts across the state have varied between all-virtual, hybrid, and in-person. Regardless of format, the 2020-2021 school year has thus far presented unprecedented challenges. For both first year school psychologists and interns, these challenges come at a time when they would otherwise typically be gaining more experience, and developing more confidence in their ability to meet the demands associated with their roles. Students and families have also experienced a range of losses, instability, and other stressors this year, making the role of school psychologists and other school mental health staff as crucial as ever.

Mentoring has long been acknowledged as an important contributor to success and longevity in the field of school psychology (Harvey & Struzziero, 2008; Newman, 2020), and is included as part of the current NASP Practice Model under Organizational Principle 5: Supervision, Peer Consultation, and Mentoring (NASP 2020). Having a mentor who is distinct from one’s supervisor can serve a unique role in supporting early career psychologists and can also help to support new school psychologists who have had fewer traditional practice opportunities.

As we start to look towards the 2021-2022 school year, mentoring will be more important than ever. For current trainees about to enter the field in the next year and beyond, mentoring can be an incredibly helpful support in addressing any needs and gaps in training. Having an experienced mentor who is not in a supervisory or evaluative role can provide a safe forum for questions or support for newer school psychologists. For experienced school psychologists, mentoring can provide a rewarding way to support colleagues, as well as a way to learn new information from those who have just graduated from training programs. Access to mentoring can be a protective factor against burnout and help to address the school psychology shortages in districts across the state (Bernard & Goodyear, 2019; Silva, et al., 2016).

In their 2016 article, Supervision and Mentoring for Early Career School Psychologists: Availability, Access, Structure, and Implications (Silva, et al., 2016), the authors find proximity can act as a barrier to mentoring and supervision for early career school psychologists. A “silver lining” of our current situation is that lack of proximity may no longer be the barrier it once was. In the last year, we have all pivoted to alternate methods of meeting and maintaining relationships, which may increase opportunities for mentoring relationships even if face-to-face contact is not feasible.
The ASPP Mentoring Program

Inspired by the national mentoring program created by NASP (https://www.nasponline.org/membership-and-community/get-involved/find-a-mentor-program), ASPP will help to find and match mentors and mentees for the 2021-2022 school year. We will be putting out a call for both those wanting to find a mentor and those wanting to serve as a mentor for Pennsylvania school psychologists.

Mentors should have at least three years of experience in the field, and be willing to commit to at least a year of mentorship. Mentees should also be willing to commit to a year of mentorship. Recently retired school psychologists are also strongly encouraged to consider mentoring! Mentors will be matched with mentees in their region or county, and efforts will be made to match people with similar areas of interest. Members should look for an invitation later this spring. After a year where many longed for more connection, this is a great opportunity to support one another.

References


Meredith Weber, PhD, NCSP is an associate professor and the director of clinical training in the School Psychology department at the Philadelphia College of Osteopathic Medicine (PCOM). She is on the board of ASPP, and serves as the chair of the ASPP student committee. Her professional interests include trauma and recovery in children, child maltreatment, clinical supervision, disruptive behavior disorders in children, inequitable discipline practice, and issues of social justice in school psychology.
InSight is the official publication of the ASSOCIATION OF SCHOOL PSYCHOLOGISTS OF PENNSYLVANIA (ASPP) which is an affiliate of the NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP).

InSight is published three times a year (September, January, May) as a service to the ASPP membership. Copies are also sent to members of the NASP newsletter editors’ network and to the chairs of the school psychology programs in Pennsylvania. It is an open forum for news, views and issues affecting the field of school psychology. ASPP is a nonprofit, nonpartisan, educational and scientific association of school psychologists with the goal of serving the educational and mental health needs of children within the Commonwealth of Pennsylvania.

The content of the newsletter and the opinions expressed by the contributors do not necessarily reflect the opinions or policies of ASPP or of the Executive Board members. Endorsement is not implied in the publication of product reviews, advertisements or announcements.

Comments, letters and articles relevant to the profession are welcomed. Articles and reports of factual information may be edited to conform to space and format limitations and/or to improve clarity without the permission of the author. Expressions of opinion, as in a letter to the editor and editorials, may be edited only with the author’s consent. Unsigned letters or articles will not be published.

Articles are submitted to the editor via e-mail. Feature articles should be no longer than 1,500 words in length. Authors are required to use the stylistic and formatting conventions of the current Publication Manual of the American Psychological Association. Contact the editor for further information.

All uncopyrighted material in this newsletter may be reproduced by reciprocating state newsletter editors provided that the source and author(s) are credited. The permission of the copyright holder is needed to reprint copyrighted material. Editors condensing or modifying a reprinted article are expected to so note to their readers.

FUTURE ISSUE INFORMATION
Fall 2021 issue deadline is September 1st, 2021

Forward material to:
Lauren Kaiser, InSight Co-Editor
at: Lauren.Kaiser@millersville.edu

Design by:
Indiana University of Pennsylvania,
Center for Media Production and Research

Co-Editors:
Robin Hojnoski, Lauren Kaiser and Timothy Runge

Assistant Editors:
Nick Kenien and Tonya Ross