

# APTC NEWSLETTER

**May 2016**



**Editor:** *Phyllis Terry Friedman*

**Associate Editors:** *Karen White, Saneya Tawfik*

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# Presidential Reflections

## Karen Fondacaro, Ph.D.

I am very pleased to take on the role of President of APTC, especially as our organization strives to expand globally and beyond our extraordinary nationwide clinics and clinical directors. It was wonderful to see everyone in Seattle as our annual meeting was revitalizing and once again solidified my belief about the critical role of clinic directors in the field of psychology. As you know, our work as clinical directors is often extremely complicated and challenging, yet so meaningful. This is why we need to continue to support one another in our mission to create and lead the best psychology training clinics possible, combining science and compassion. Separately, each member of APTC brings a unique skill set that can help support the organization and needs of one another including: training, technology, business models, and supervision frameworks, to name a few. Together, we can do more, and APTC clinic directors have an influential skill set including their:



*Karen Fondacaro,  
APTC President*

- ◇ Dedication to the role of director: APTC directors spend countless hours and efforts towards advancing their programs and facilitating their student's learning.
- ◇ Genuine Care for our Students: Need I say more? We all know how we have become the place where students feel heard and cared about for who they are as individuals.
- ◇ Balance Between Clinical Skills and Science: We choose to walk this incredibly difficult line between knowing that listening to our clients is the utmost critical skill and integrating this knowledge with the science of evidence-based practice.
- ◇ Working with the Broader Department and University: We work closely with our departments while knowing we are critical to the functioning of all well-trained graduate students.

## Turning Train Wrecks Into Training:

*Why I Feel Informed and Reassured After a Consultation With Saneya Tawfik*

**Karen White, Ph.D.**

What's the probability of an 18 year old boy having had a **36-point** difference on the Verbal Comprehension Index versus the Perceptual Reasoning Index on the WISC-IV?\* And what's the probability of a 36-point discrepancy between verbal and nonverbal reasoning (nonverbal higher than verbal) occurring 3 (**three!**) times during the course of over 9 years of attendance in an American school? Now a high school senior, he was facing graduation with no sense of direction, and was assumed to have an anxiety disorder because he seemed nervous and "wouldn't talk very often to anyone."



*Karen White at Piazza Navona in Rome, summer 2014.*

*What's going on here? Besides the observation that this child's educational outlook resembles a train wreck.*

When this boy came to our training clinic for an outside evaluation, most the members of his public school educational team assumed that his poor educational progress was due to bilingualism. While he came from a family in which the parents and extended family members spoke primarily Spanish, over many years, multiple educators and evaluators chalked up his poor academic progress to his "bilingualism," apparently without question.

In our clinic's "outside evaluator" assessment, we took a more comprehensive approach. We quickly determined that the pattern of scores was quite rare and represented a language disorder, regardless of language spoken, *not* bilingualism. (Here's where our graduate students' understanding of test construction, descriptive and inferential statistics, e.g. incidence rates, as well as familiarity with language development and cultural sensitivity really come into play.) Luckily, at that time, one of our student clinicians was bilingual and was able to administer a Spanish version of the Peabody measures of receptive and expressive language, yielding very low scores on both scales. We reviewed the boy's medical records and noted that at around 18 months, he suffered a prolonged bout of seizures. Apparently no one had connected the dots, and no one considered that his anxiety might have been generated because he couldn't understand much in Spanish or English. (I don't know about you, but I'm pretty nervous when I don't understand the language everyone else is speaking.)

### *Context, Context, Context*

In recounting this case in my conversation with **Saneya Tawfik**, I was reminded of the importance of learning about the journey of a family's immigration to the US and the process of acculturation. Our conversation kept rolling back to the importance of *context* in understanding the needs of kids from non-English speaking or bilingual families. For instance, in Illinois a majority of children's families are from Mexico, are very recent immigrants, and often are relatively less-well educated and have more limited financial resources than bilingual families in the Miami area. In Miami, many emigrated from Cuba, put down roots more than a generation ago, and they tended to have relatively high educational attainment in their home country. Different patterns of acculturation have implications for understanding a child's experience in and out of school. Thus, we should ask questions like: How old was the child when the family moved? Is this child learning two languages simultaneously? **Or** did s/he have age-appropriate language skills in one language and was then thrust into a new language context (i.e., an English-speaking school environment). There are different patterns of language acquisition for these two types of bilingual students. In one case (the simultaneous learner of two languages from a very early age), an apparent "delay" in language skills (in both languages) is to be expected. In the second case, we should look carefully for evidence of normal, competent language skills in the first language, and use that as a guide for how to evaluate a child's response to instruction in a second language.

\*This example occurred during the WISC-IV era.

## Turning Train Wrecks Into Training, *continued*

### *Translators Aren't Necessarily the Answer*

In the IEP meeting we attended, I realized that the “bilingual education/family liaison” staff person had lost track of the conversation of the English speakers in the room. She was looking up terms in her Spanish/English dictionary on her phone; she did not know how to communicate our findings to the boy’s mother. Luckily, my bilingual graduate student also became aware of the uncomfortable pauses in the “translator’s” responses, and I gave her the nod to pick up the slack. The mother’s facial expressions clearly communicated that she could follow the Spanish coming from my grad student, but she looked confused when the translator spoke.

On the ride back to the university, we batted around many questions and wrestled with the ethical dilemmas. What’s my role here? And what is my primary obligation to my client? How to ensure that the mother understands what everyone is saying about her son and to advocate for school implementation of our recommendations. We talked about how to maintain a respectful stance with the bilingual liaison by acknowledging our relationship with the family, our wish to serve and advocate for the boy and his family.

### *Advocacy*

This case (and several similar cases) have provided opportunities to engage students in conversations about advocacy for clients. In these “train wreck” kinds of cases, introducing a social justice perspective facilitates an exploration of the child’s needs. Encourage supervisees to ask themselves: *If* this was my child, what would I want for him or her? What resources would *I* be able to access (because of my knowledge, income, connections)? OK. Now let’s try to figure out how make similar resources available to *this* child, your client.

In our multicultural, multilingual country, many of us are confronted with the challenge of training graduate students to provide service to children (and adults) who speak more than one language. Can a reasonably good evaluation of a bilingual child be guided by a monolingual psychologist? Our colleague, Saneya Tawfik, offered that the answer is tentatively yes....IF there’s a competent administration of verbal skills in the dominant language; and IF the family can communicate comfortably about the context in which their child developed, and IF there’s an understanding of the multiple contexts in which the child is expected to function.

### *Facilitating Children’s Education Journey & Trainees*

Educational and social services are in such short supply, especially for new immigrants. Limited resources (unfortunately, or necessarily) place some of us in the position of conducting psychoeducational evaluations for bilingual students. We’re in a position to model careful interpretation of educational records. We can demonstrate the value of explicit consideration of the meaning of test scores in the context of time and development, in the context of family and culture(s). With sufficient support and collaboration with trusted professionals from multiple disciplines (e.g., speech-language pathology), we have an opportunity to model responsible, cautious consideration of how to facilitate a child’s educational journey.

Consider the value of helping trainees to adopt an “information sharing” stance with responsible parties.

Offer to provide an in-service meeting on evaluation of bilingual students. In conversations with graduate student clinicians, invite (support, prod, require) them to review and study school district guides for parents seeking services for students.

Read state board of education guidelines for ELL (English Language Learner) students.

Study reference books like *Assessing Bilingual Children in Context- An Integrated Approach*.

Explore the work of those (e.g., Isaac Prilleltensky) who have shined the light on the bridge between social science and social justice, and how to take action in the service of children.

### *Resources*

<http://bilingualassessment.org/resources/>

<http://bilingualassessment.org/wp-content/uploads/2013/09/SOAP-Checklist-Signs-of-a-Possible-Disability.pdf>

See Table B-2 in the WISC-IV manual (answer: at most, 0.6% of the standardization sample, a very low incidence rate!)

## Book Review:

### Assessing Bilingual Children in Context - An Integrated Approach

By Amanda Clinton

Saneya H. Tawfik, Ph.D.

I often hear, "I can't believe you just said that in perfect Spanish- you don't look bilingual!" Bilingualism is a complex, multidimensional concept. What makes us "look" bilingual? Is it the languages we speak, our name, our accent, our "look," or socioeconomic status? As Amanda Clinton notes in her book, *Assessing Bilingual Children in Context- An Integrated Approach*, bilingualism is a "highly complex phenomenon that is influenced by a myriad of factors and, as such, is best considered along a continuum" (Clinton, 2014-p.4).

Most people seem to believe that bilingualism is simply speaking two languages. But it's not an "all or nothing" phenomenon. So many factors have to be considered when conducting a bilingual assessment. Clinton does a very thorough job of exploring the interaction of cultural, social, biological, and experiential factors and their influence on a second language learner's development of fluency. When assessing such a child, language is not enough. The examiner needs to be aware of so much more. Language proficiency, of course, is important, but acculturation, background school information, immigration journey, trauma, poverty, all have to be considered in the assessment process. A "bilingual child" has many different faces.

In her book, Clinton clearly explains how to assess bilingual children with different presentations, always considering context. She discusses the importance of recognizing the difference between conversational (BICS) and academic language (CALP) and how long it may take for someone to establish conversational (2 years) and academic language (5-7 years). Furthermore, when assessing children, Clinton explains the negative effect of students being tested in their *nondominant* language, simply due to establishing conversational language early on (i.e., "they speak English fine"). These children are often administered wrong tests and, thus, end up being misplaced in special education classrooms. Additionally, Clinton discusses the use of interpreters in bilingual assessments and the challenges that this poses. In her final chapter, Clinton explores how to assess children of refugee status, and how their journey may have an effect on memory, learning, and cognition.

As I sit in Case Conference, listening to our practicum students presenting their assessment cases, I can't stop thinking about how the two bilingual cases presented are so very different, yet they're both "bilingual." The first, a 17 year- old adolescent male who arrived to the U.S. from Columbia when he was 7 years old. He has grown up speaking Spanish with his family at home and English at school. He has had reading and writing issues in both languages since Third grade. He ended up being diagnosed with a Specific Learning Disorder, with impairment in reading (i.e., Dyslexia). The second case is a 15 year- old female who was separated from her mother for 6 years and was recently reunited after a long and traumatic journey through Mexico to the U.S. She has grown up speaking Spanish with her family at home and recently acquired English when she moved to the U.S. at age 13. Similarly to the adolescent boy, she also experiences reading and writing issues, but for different reasons. Her diagnosis was not Dyslexia.

*Assessing Bilingual Children in Context- An Integrated Approach* is useful for both beginning and advanced professionals who would like to learn how to use an integrated approach to assessing second language learners. Clinton equips professionals on how to competently assess intellectual, academic, and social-emotional abilities when assessing this unique population, while considering other important factors which weigh heavily and affect the competent assessment of these children.



Saneya Tawfik, University of Miami

# 2016 APTC Business Meeting Minutes

SEATTLE

March 4, 2016

**Submitted by Karen Saules, Ph.D.**

**President's Remarks:** *Tony thanked the Programming group for their excellent work. The Program Committee included Kris Morgan, Mike Taylor, Kelly Weber, Nicole Taylor, Shannon Couture, Karen White, Nancy Dassoff, and Jim Whelan.*

## **Reports from other organizations**

### **APA Cathi Grus, Education Directorate**

Office of Graduate and Post-Graduate Education and Training worked to support national initiatives and innovative practice in graduate education.

Board of Educational Affairs is developing recommendations for HSP programs and working on restrictions affecting diversity training.

Internship Stimulus Program was started in 2012 to increase the number of APA-accredited internships; 29 grantees got APA accreditation, with 158 new positions, and 20 more programs pending. Free webcasts are available to help programs move through the accreditation process.

Medicaid reimbursement efforts are underway for psychology internship programs; see toolkit on apa.org

Other webcasts are in the "online academy": Finn's therapeutic assessment, others on geropsychology, integrated primary care, etc., for graduate students

### **APPIC Jeff Baker, APPIC Liaison**

TEPP Journal is up to a 1.73 impact factor

Reviewed match results – 768 Match members for internships; more sites and more accredited slots this year

Increase of 231 APA and CPA positions this year

Much improved Match statistics this year relative to past years

Increased pressure for programs to get accredited to attract best intern candidates

Increased use of APPIC Informal Problem Consultation Program

Working to improve MyPsychTrack

Working to address issues with Standardized Reference Form (SRF)



*Karen Saules,  
APTC Secretary*

### **ACCTA Frances Diaz, ACCCTA Rep**

ACCTA is providing mentorship for those interested in developing counseling center internships with a focus on social justice and diversity competence.

73% of their internships are APA accredited.

Noted the increasing number of clinical psychologists working in counseling centers

Next ACCTA meeting is in September, in Bonita Springs, FL

## **JOIN US ON FACEBOOK!**

*Keep in touch with your director friends - the only people who REALLY understand what it is that you do, on FACEBOOK. Just send a friend request to Phyllis Terry Friedman and soon, very soon, you will be able to see, among other things, the antics of Tony Celluci's dog Bocci (he's so cute!)*

# Business Meeting Minutes, cont.

## Reports from the Committee Chairs

### Survey Committee Jim Whelan & Mike Taylor

We got about a 75% response rate to the APTC survey last year  
Results are in the presentation from last year's meeting, posted on the website  
They will expand last year's presentation to a narrative report that can be cited and more easily understood. Committee is planning our next member survey. Please send issues or questions that you believe are important to the membership.

### Treasurer's Report Bill Rae

Annual conference was about 78% of our expenses for this year. Usually, the TEPP journal eats up a fair amount of our budget, but that check was cashed after the end of our fiscal year by APA.  
We are now in a higher IRS income category (above \$50K) so taxes will be more complex than in past years.  
Might have to raise conference fees for next year, since we will run a deficit for the Seattle meeting  
Bill will be passing the Treasurer's role on to newly elected Scott Gustafson

### APTC Awards

Karen Fondacaro "roasted" Tony for his work as our President  
Karen F also reviewed Tony's accomplishments as President  
✦ Moved us to 501(c)6 status with Bill  
✦ Moved us to google hangouts to stay connected during the year  
✦ Moved the Guidelines revisions forward  
✦ Wrote APTC response to CoA  
✦ Got us conference sponsors  
Added early career member-at-large to Executive Committee  
Tony was given the APTC Distinguished Service Award by incoming president, Karen F  
Friend of APTC Award was given to our webmaster, Ryan Sexton (by Karen S, in absentia)  
Jean Spruill Award was given to Bob Hatcher (by Heidi Zetzer)  
Clinic Innovations Award was given to Karen Fondacaro and Vermont Psychological Services; Karen provided an overview of their model of chronic traumatic stress and its treatment.



Yep, Seattle.

## APTC Committees & Working Groups

- Membership & Resources Committee – Chair: Karen Saules*
- Collaboration & Liaison Committee – Chair: Leticia Flores*
- Programs & Conference Committee Co-Chairs: Mike Taylor & Patty Bach*
- Publications & Public Relations Committee – Chair: Phyllis Terry Friedman*
- \*New - New Directors Support Committee – Chair: Beth Heller*
- \*New - Research Committee – Co-Chairs: Matt Feldner & Jason Levine*
- Diversity Committee – Co-Chairs: Randy Cox & Saneya Tawfik*
- Professional Competencies & Practicum – Bob Hatcher*
- By-Laws and Document Committee - Chair: Rob Heffer*
- Working Groups**
  - Survey Working Group – Co-Chairs: Mike Taylor & Jim Whelan*
  - Technology Work Group Chair: Leticia Flores*
  - Supervision Work Group: Co-Chairs: Jennifer Schwartz & Saneya Tawfik*
  - \*New - International Working Group Chair: Judy Hyde*
  - \*New - Outcomes Chair: Joe Scardapane*
  - \*New - Clinic Business Models Chair: Catherine Panzarella*

# Liaison Report: CCTC

**Karen Fondacaro, Ph.D.**

*The Council of Chairs of Training Councils (CCTC) was established in the mid-1980s as an umbrella forum through which all of the education and training groups within professional psychology could meet, communicate, and take action on areas of common interest. CCTC currently consists of 13 members who represent their education or training council, 10 liaisons who have a vested interest in CCTC activities, as well as guests who are typically APA-affiliated and similarly have a marked interest in training and education in psychology.*

**APA Education Directorate Report:** *Compact Systems* allows for reciprocity to occur across state lines. Joining the compact is important or states risk being charged by receiving states for our students on internship. Sixteen states are not part of the compact system.

**APPIC (Association of Psychology Postdoctoral and Internship Centers)** The imbalance has started to correct itself. The article by "our very own" **Bob Hatcher** in TEPP correctly predicted that by 2017-2018 the imbalance will be gone. Hatcher, R. (2015). The internship match: New perspectives from longitudinal data. *Training and Education in Professional Psychology*, 9 (4), 292-299.

**BEA (Board of Educational Affairs)** Individual Development Plans (IDP's) for post-doctoral education is being developed and applicable to each stage of learning with downloadable forms. Re Graduate Students and Internships, the Department of Labor proposed that if individuals are paid less than \$50,000 any hours over 40 are to be paid as overtime.

**Standardized Reference Form (SRF)** Data on a recently study of 859 participants (letter writers) found 80% dissatisfied with the format, 76% said it should not be continued. More than half the letter readers (N=377) were dissatisfied; 217 said it added time to reading letters and most agreed that that it should be discontinued. A revised temporary form was put forth by APPIC and will be sent to APTC members as soon as it is sent to CCTC with minor changes. A workgroup was assigned for the next two years to work on a new letter.

**Internship Matrix** This provides resources for those interested in learning more about developing doctoral internships in psychology. <https://www.cctcpsychology.org/286-2/>

**Committee on Accreditation (CoA)** Standards of Accreditation (SOA) self studies are in the CoA portal on line. Site visitor trainings have been available for doctoral training and internship organizations. An on-line training for self-study will be ready in September 2016. Wednesday August 3<sup>rd</sup> in Denver at APA-2016 will have site visitor training.

**CCPPP (Canadian Council of Professional Psychology)** There is need for clarification regarding Canadian Training and the process of whether Canadian sites can accept US students before Canadian students.

# Then... and Now

**Robert W. Heffer, Ph.D.**

Welcome to the first Newsletter snippet from APTC history! Each piece will provide a link from what APTC was done in the past to its current involvement in applied psychology doctoral training.

As many of you know, a group of university-based psychology clinic directors at the 1978 APA Convention discussed the idea of a "support group." That idea hatched into a meeting of clinic directors at the 1979 SEPA Conference and then approval in 1980 of bylaws for the Association of Directors of Psychology Training Clinics. And the rest is... history, including a name change to APTC in 2010.

As featured in this Newsletter, training in service delivery and research with children and adolescents is common among APTC-ers. However, kid focused training pre-dates APTC! In 1896, Lightner Witmer founded the Psychological Clinic at the University of Pennsylvania. Faculty and trainees formed a multidisciplinary team that used clinical- and research-based methods to assess and treat youth and provide consultation to schools and physicians in the community. That was then. Check-out the "now" from our colleague contributors to this Newsletter.

*Rob Heffer, Then and Now.*



*Or Now and Then. You make the call.*

## Directors Together

*Heidi Zetzer, left, and Tony Cellucci, right, present Bob Hatcher with the Jean Spruill Achievement Award.*



*Mentee dinner*



*More mentee dinner*



*Danielle Keenan-Miller from UCLA .  
Why is Erica in everybody's pictures?  
Theory #1: Like Hermione Granger,  
Erica can bi-locate.*