

School Psychology *TOMORROW*



Counseling and School Psychology
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Introducing.....

THE URBAN POVERTY PROJECT

We are pleased to announce the award of our fourteenth grant from the U.S. Department of Education: The Urban Poverty Project - Preparing School Psychologists for California's Urban Schools. Improving the preservice preparation of culturally diverse school psychologists to serve children of poverty in California's urban school districts and inner-city schools with or at risk of high-incidence disabilities (HID) is the essence of Project UP. Two goals include (1) to increase the numbers and diversity of school psychologists prepared to work in urban schools, and (2) to improve, implement, and institutionalize our interventions curriculum sequence to better meet the needs of children with or at risk of HID.

While supporting 20 trainees, Project UP also *provides services* to children with or at risk of HID in southern California's urban corridor, running 200 miles along the Pacific Ocean from Los Angeles through Orange and San Diego counties to the Mexican border and containing California's three largest districts: San Diego, Long Beach, and Los Angeles. Ethnic "minority" students with HID are the fastest growing population in the state, a large portion of whom live in poverty, speak a language other than English at home, and achieve below grade level in school. Combining the characteristics of being urban, poor, and minority greatly compounds a child's potential for being at risk for school failure, before ever acknowledging a disability.

Project UP aims to equip its trainees with the knowledge, skills, and understanding demanded by an urban school environment with preparation for working with students who not only represent diverse linguistic, ethnic, and cultural backgrounds, but students for whom poverty, disease, and transience are major elements of their lifestyle. The project provides ten school psychology students each year with enhanced traineeship support packages, to enable them to make firm commitments to serving children with or at risk of HID in southern California's urban schools today. With their specialized experience and training, they will continue their commitment to serving children throughout the nation's urban centers for years to come.

USDE, Office of Special Education Programs, PR/Award No. H325H990140
July 1, 1999 – June 30, 2002: Dr. Valerie Cook-Morales, Project Director

Carrie Buchek Lankford, Editor

People Of Note.....

Colette Ingraham was recently elected vice-president for membership of Division 16, APA.

Joseph Harrison ('90) was appointed to the "Senior School Psychologist" position in San Diego City Schools.

Kate (Gallagher) Jones ('98) has relocated to Riva, MD, where she is working for Montgomery County Public School's Program for Children with Autism.

Vida Martinez ('93) is currently the vice-president of Ventura County Association of School Psychologists.

Bobby Santillan ('90) is the director of Special Education Services (& SELPA) in Santa Ana Unified School District

Ross (Lory) Zatlin ('81) is the current president of the California Association of Licensed Educational Psychologists.

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SPSA Officers and Board for 1999-2000!

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School Psychology *TOMORROW*

CONTRIBUTIONS AND SUGGESTIONS

CAN BE SENT TO

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◆ ◆ ◆ Introducing the Entering Cohort of 1999! ◆ ◆ ◆

We searched high and low to find this diverse group of talented students to join our School Psychology family. We are proud to have them representing our program and paving the way for the future of school psychology.

Rosalyn Afshani (B.S. Elementary Education; B.A. Sociology, Northeastern University) writes “My undergraduate majors merge as the foundation for my pursuit of graduate-professional studies in school psychology at SDSU. I hold the fundamental belief of giving each child the opportunity to succeed.” Rosalyn’s goal is to work in conjunction with teachers and parents to develop appropriate programs for children in our diverse schools.

William Joseph Bove (B.A. Psychology, UCSB; Community Based Block, SDSU) wants to blend his passions for art and psychology to create new solutions for the many problems faced by our schools. His school psychology specializations include ED, multicultural art therapy, and the European American’s role in multiculturalism.

Jesús O. Casillas (B.A. Psychology & B.A. Spanish, SDSU Imperial Valley Campus) brings expertise and experience to inform resolution of issues and decisions in today’s diverse schools. Because his early experiences included culture shock and difficulty adjusting to the U.S. educational and sociological system, he will specialize in serving Hispanic populations. He also uses his experience as an ESL instructor to help guide students to overcome fears that he too once shared.

Antoinette R. Espiritu (B.A. Psychology, UCSD; Community-Based Block Program, SDSU) is a first-generation Filipina American and the first in her family to pursue a Master’s program. Because of her experiences with prejudice in the American public school system, she is committed to equity and diversity. Antoinette wants to become a change agent uniting the family, school, and community for the welfare of all children.

Ryan A. Estrellado (B.A. Sociology, UCSD) studied as an undergraduate the various institutions that perpetuate inequality in our society. Ryan writes, “These institutions crystallize social stratification by excluding marginalized groups from equal access to education.” Ryan’s goal is to collaborate with others to facilitate change in the public school system to create equal access to services for marginalized students.

Yuki Fukushima (B.A. Psychology, Pomona College) grew up in Japan, Hong Kong, Australia, and both the east and west coasts of the U.S. She says that, like a chameleon, she has adapted and blended into many environments. Although she maintains a strong Japanese identity, she has internalized many cultures and would like to contribute to the field of school psychology a unique way of seeing the world.

Carrie Buchek Lankford (B.A. Psychology/Sociology, Texas A&M University) believes community partnership begins with serving all children and their families. She integrates her past experiences with her future goals of designing culturally appropriate crisis intervention programs, programs preventing violence and delinquency, and programs empowering parents. She is also a passionate advocate for serving culturally diverse populations affected by divorce and domestic violence.

M. Cristina Noel (B.A. Cultural Studies Literature, UCSD) hopes that her multi-cultural background will bring a unique and powerful perspective to the field of school psychology. She believes that forms of art such as music and cinema act as powerful tools to bridge gaps between cultures and generations. She writes, “A wonderful way teachers can stay current, as well as teach positive self-identity in their classrooms, is by showing interest in their students’ interests.”

Lynda B. Nguyen (B.A. Psychology, CSU Fullerton) grew up in a Vietnamese-American culture, making her aware of cultural issues in a child’s learning environment. As a mentor for culturally diverse students, she experienced a common bond among varied ethnic groups. She believes that our cultural framework, not intellect, has hindered our potential to deliver a balanced learning environment. Lynda desires to make a difference.

Anna Peña (B.A. Political Science, CSU Fullerton). As a political scientist, Anna is aware that schools are often driven by political expediency in addition to educational needs. As a Mexican-American growing up in a predominantly white community, she saw the needs in the area of school psychology. Anna strives to provide for culturally sensitive identification and parent outreach for this underserved population.

Neela B. Prakash (B.A. Psychology, SDSU; California Multiple Subject/CLAD teaching credential, National University) strives to elevate her consciousness by learning about the diverse cultures in our community. As a former teacher, she integrated culture learning into the curriculum. Her goals are to facilitate culture learning and/or understanding in the schools as well as to design and implement programs that serve all children.

Claudia Rodriguez (B.A. Psychology, CSU San Bernardino) is a first-generation Mexican immigrant and the first in her family to pursue a Master’s. Her goal is to use her cultural experiences as a tool to advocate for Hispanic children and to make a difference in the lives of inner-city minority children. Claudia strives to be an inspiration for others, as others were for her throughout her life.

◆ ◆ ◆ Seeking the Cohort of 2000 ◆ ◆ ◆

To receive an application, call the Program office (619-594-7730) or download one from our webpage: edweb.sdsu.edu/CSP/sp/sp.html
We are currently reviewing applications; however, we will continue to receive applications until the cohort has been filled.

The First Year Cohort



*Top Row: Ryan Estrellado, Will Bove, Claudia Rodriguez, Lynda Nguyen, Jesús Casillas
Bottom Row: Cristina Noel, Rosalyn Afshani, Antoinette Espiritu, Anna Peña,
Carrie Buchek Lankford, Yuki Fukushima, Neela Prakash*

Introducing Our Practitioner Faculty Members

Rosalyn Leigh Afshani & M. Cristina Noel

We offer an amiable welcome to our new practitioner-faculty members! Each brings a unique specialization and background that will contribute to our program. Central to our focus, the cultural and linguistic diversity of our faculty allows for expanded learning for all our students in the insightful perspectives and wisdom they provide. We are pleased and fortunate to have you all.

Joaquin Aganza, a 1999 graduate of our School Psychology Program, is a bilingual school psychologist with Vista Unified. In the Fall, Joaquin taught Ecosystems providing the first year cohort with on-site experience at Lincoln Middle School in Vista. He will continue teaching the first year cohort in the Spring as the instructor for Social & Cultural Determinants of Behavior.

Dr. Gerald Monk, Director of the School Counseling Program, is a new addition to the Counseling and School Psychology faculty from the University of Waikato in Hamilton, New Zealand. This Spring he is teaching Counseling Interventions with Children and Adolescents.

Reynaldo Monzon, who taught Research this fall, is a Senior Educational Research Analyst. Rey earned his master's degree in psychology from SDSU and is working towards his Ph.D. in the SDSU-Claremont Graduate University Joint Doctoral Program in Education.

Reymundo Verástegui, a 1999 graduate of our School Psychology Program, is a bilingual school psychologist with Los Angeles Unified. Rey is co-teaching Advanced Assessment & Evaluation with Dr. Valerie Cook-Morales on-site at Lincoln Middle School in Oceanside.

Welcome Back To Our Experienced Practitioner-Faculty

As excited as we are to welcome our new faculty, we are grateful for the return of the following individuals.

Dr. Lois Campbell, a school psychologist with San Marcos Unified, taught Development this Fall. She will facilitate the first year cohort's experience at Alvin Dunn Elementary this Spring when they are on-site learning dynamic assessment and mediated learning with Dr. Carol Robinson-Zañartu.

Malkeia Cheketchsha is the instructor and university supervisor for Phase I of the Field Experience. Previously, Malkeia led the African-American Specialty Seminar and co-taught Advanced Assessment. She is an alumna of our School Psychology Program and Community-Based Block, and a school psychologist with San Diego City Schools.

Alan Daly, an alumnus of our School Psychology Program and school psychologist with Oceanside Unified, is the instructor and university supervisor for Phase II of the Field Experience. Alan specializes in collaborative and consultative interventions in the schools.

Lisa Delgado-Smith returns this Spring to teach Assessment for Academic Interventions which will be conducted, in part, on-site in Vista. Lisa is an alumna of our School Psychology Program and a bilingual school psychologist in Vista. She previously taught the Advanced Assessment sequence.

Eva Jarosz, a school psychologist with Sweetwater Union, continues for her third year as a specialist with the SED Project. She is the instructor for the specialty fieldwork focusing on prevention and intervention services for children with emotional disturbance.

Dario Villa, an alumnus of our Community Based Block Program, continued as the instructor for Multicultural Counseling and is a counselor at Montgomery High School, Sweetwater Union District.

Beginning our Journey Together: The First Year Cohort

Ryan A. Estrellado

Beginning our journey together has been both hectic and exciting on many levels. Since our start in July, we have focused primarily on understanding the ecosystemic philosophy of school psychology, as well as beginning to learn and develop our own counseling techniques. To accomplish these goals, the program has incorporated many applied experiences, especially in the schools. We are striving to widen our perspectives and scopes of cultural knowledge through working in a hands-on fashion with multi-cultural student populations and by using different counseling and assessment techniques. The diversity within our cohort combined with our varied interests have given us an opportunity to explore a myriad of projects and topics at our school sites, including violence prevention, conflict resolution, and self-esteem building, in addition to counseling groups for immigrant students, bilingual students, and students of specific ethnic backgrounds. Engaging in cultural plunges, school observations and interviews, play-based assessment, and counseling at various on-site locations has given us an excellent avenue to experiences that we share with each other both in and out of the classroom.

On a personal level, activities such as the Fall retreat in Puerto Nuevo, intimate class discussions, and inter-cohort cultural learning, have given us as individuals wonderful opportunities to learn about each other and ourselves. For the group, embracing the idea that we can learn so much from each other, as well as from the second and third year cohorts, has been a critical element of our introduction to the profession and to the program. We all look forward to continually taking advantage of the many academic, interpersonal, and cultural resources offered to us by the program throughout our years of study.

Fieldwork Placements

We especially want to thank our fieldwork supervisors for the experiences and guidance they provide as our introduction to professional practice. Thank you ...

Sharon Berdugo (Laurel Elementary, Oceanside): Rosalyn Afshani & Carrie Lankford

Alison Cairnes (Jefferson Middle School, Oceanside): Will Bove

Lois Campbell (Alvin Dunn Elementary, San Marcos): Jesús Casillas

Nell Clark (Granite Hills High School, Grossmont): Stephanie Gibson

Alan Daly (Santa Margarita Elementary, Oceanside): Antoinette Espiritu

Neil Egasani (Montgomery Elementary, Chula Vista): Ryan Estrellado & Claudia Rodriguez

Yolanda Gaudet (Discovery Charter School, Chula Vista): Yuki Fukushima

Jennifer Kelly (Reynolds Elementary, Oceanside): Lynda Nguyen & Anna Peña

Gina Pellegrin (Oak Park Elementary, San Diego): Cristina Noel & Neela Prakash

More Depth and Breadth: The Second Year Cohort

Racquel M. Rendon

Second year is off to a very busy start. In fact, it feels busier than it ever did last year. Part of learning more means doing more. We are juggling classes, field placements, and traveling back and forth while managing to stay sane through it all. Integrating classroom learning at our sites has been very important to our understanding of legal procedures regarding timelines, parent rights, services, and assessment tools. We practice different models of consultation with teachers, parents, and other staff members. Every aspect of alternative assessments, including observations, parent and teacher interviews, authentic and dynamic assessment, we utilize. We participate and collaborate through a variety of team meetings: Student Study Team, Student Assistance Team, Behavior Support Team, and IEP Team. Our contributions have a direct impact on the students.

There are many other facets to our days in the schools. Our counseling skills are very important in facilitating groups, as well as one-on-one counseling. We practice conflict resolution, attend parent meetings and home visits, and learn about various community resources that are integral to the services that families need. Building relationships and connecting to the students, the faculty, and the community, teaches us the intricacies of the school system and allows us to expand our skills.

In all, second year, just like the previous year, means managing our time and stress levels in order to cope with the abundance of work we experience as graduate students. Relying on support from supervisors, cohort members, and families helps to keep our lives in perspective. Have no doubt, graduate school is hard work. It is time consuming and often very stressful. But we keep our goals in perspective and remind ourselves that, with each class session and each day in the schools, we come closer to having all of the skills we need to serve the children who brought us into the program.

Practicum Placements

We greatly appreciate the contributions of our field supervisors as they enhance the depth and breadth of our professional repertoire. Thank you

Georgina Barajas-Aguirre (Silverwing Elementary, Chula Vista): Sylvia Pang, Racquel Rendon, José Salas, & Alicia Torres
Alison Cairnes (Jefferson Middle School, Oceanside): DiAnna Toliver

Michael Cassidy (Oceanside High School, Oceanside): Racquel Rendon

Lisa Delgado-Smith (Olive Elementary, Vista): Mario Valenzuela & Racquel Rendon

Joe Fulcher (Eastlake High School, Chula Vista): Brandi Wilkes

Rhonda Johnson (John Otis Elementary, National City): Brandi Wilkes

David Lopez & Ron Taylor (Garrison Elementary, Oceanside): André Caesar & María Ek

Olivia Ortiz (Capri Elementary School, Encinitas): Julie Burr

Southern California is the Place to Be: The Third Year Cohort

Kenya Bratton

1999-2000 Interns are creating changes throughout Southern California. Check out what these change agents are doing:

Chula Vista City School District

Gustavo Martinez (3 elementary schools). As a bilingual school psychologist, Gustavo helped create systemic change by assisting in the implementation of the Comer Model at one of his schools. He also facilitates parent groups and is presently working on creating an evaluation project for the Student Study Team. He wants colleagues to remember, "Every child is an individual of great worth."

Oceanside Unified School District

Ronald S. Buenaventura (1 elementary school). Ron provides change by collaborating with the teachers and leading counseling groups for the students. His words of wisdom for colleagues, "Know yourself, your limitations, and your strengths."

Kelly (McGlothlin) Yengst (2 elementary schools). Kelly is making great change by integrating her knowledge from the SED Project in creating, developing, and implementing behavioral strategies and interventions at her sites. Her advice for colleagues is three words, "Balance, patience, and flexibility."

Third Year Cohort continued on page 5

Long Beach Unified School District

Kenya Bratton (1 alternative middle school, 1 elementary school). Kenya brings systemic change by writing a monthly newsletter she developed, "School Psych Good News." Her words of spirituality for colleagues, "Strength is not measured by how many obstacles come your way, but by how many solutions you use to overcome those challenges."

Trenekia Denson (2 elementary schools, 1 middle school). Sharing her expertise and experience in counseling, Trenekia brings change by consulting with teachers and facilitating counseling groups. Her advice for fellow colleagues: "Remain centered and continue to walk in it."

Los Angeles Unified School District

Robert Jones (1 elementary school). Robert is contributing to change by providing crisis intervention on all levels and making great strides by increasing parent involvement. His bilingual skills are an asset in his school.

Thomas Russell (1 elementary school). Thomas consistently makes change by providing crisis intervention, and increasing parent involvement. He is presently working on a project with Robert to develop a GATE program.

These interns are ready for the millennium. They share their passion for helping every child succeed, they fulfill their commitment by creating new interventions and seeking community resources, and they take care of themselves - spiritually, psychologically, and professionally.

Building a Community: Our Community

Yuki Fukushima

In Japan, we place a high value on community interactions. In the community where my family originates, we have very close relationships with people from multiple generations whom we have known and lived with for our entire lives. Every time I go back to the town where I was born, people know who I am and they know my name.

The program retreat on September 10th and 11th to Puerto Nuevo, Mexico was a comforting experience because I felt for the first time as if I was at home. People took time to remember my name and pronounce it the right way. I was surrounded by incredible people who were genuinely interested in my experiences and accepted me for who I am. I felt empowered and excited to be part of such a unique program where people of diverse

backgrounds can come together to build such strong bonds. The weekend retreat was a great opportunity to foster connections across cohorts and build personal relationships with the faculty.

Family. Diversity. Empowerment. Ideas. Hopeful. Collaboration. Inclusion. Reconnection. Closeness. Enlightening. Emotional. Valuable. Laughter. Tears. Together. COMMUNITY. These are some of the words that we used to describe our retreat experience. The time we spent in our circle introducing, understanding, and empowering each other was invaluable time that we will remember throughout our years in the program. The people from this retreat have become another community for me where I can return many years from now, where they will know who I am and where they will know my name.

Visiting Native Americans of the Southwest

Antoinette R. Espiritu

During July 15-22, 1999, I took a cultural plunge into the lands of the Hualapai, Hopi, Diné/Navajo, and Apache in Northern Arizona. This "Indians of the Southwest" camping trip was organized by David Brandstein and LouVina Maho of Yavapai College. The trip catered to SDSU's School Psychology Program as an opportunity to observe traditional and contemporary learning, healing, and counseling amongst the Indigenous Americans.

Visiting the different tribes and reservations was a very enriching experience for me. Several of us from the group had the opportunity to stay the night in LouVina Maho's family home in Walpi on First Mesa, the oldest continuously inhabited pueblo/village of North America that has also chosen not to have running water or electricity. Since the Hopi are most protective of their home and culture from outsiders, we were extremely privileged to have heard the men of the village singing and dancing in the kivas preparing for ceremony that night. We were also fortunate to have met up in Chinle with a dear friend and teacher, Larry Emerson, a CBB graduate and specialist-mentor for our *Cultural Advocates for Nations at Risk* project. As a Diné medicine person, Larry led us through prayer and healing as we hiked down to the sacred White House in Canyon de Chelly at sunrise.

As a Filipina American, I feel a deep connection with Native Americans because our peoples share similar histories. As I listened to their stories of colonization and oppression, I was able to draw parallels with the experiences of Filipinos. Both Filipinos and

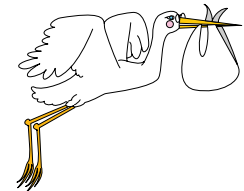
Native Americans were "taught" or brainwashed to believe that their cultures and languages were inferior and wrong. This trip taught me more about the Native Nations' constant struggles to survive as indigenous communities and peoples.

My heart warmed being around strangers who looked like me and had similar dark skin. I was amazed at how many Native Americans looked Filipino and how often I was assumed to be Native American. Some Native Americans I met reminded me of my own extended family of grandparents, uncles, and aunts. Being with the different tribes and hearing them speak about the importance of relatives, clans, and ancestors made me miss my own family and community. I have never been to the Philippines, but I hope to visit the land of my own roots in the near future.

Editor's Note: The following members of the SDSU school psychology community shared this experience: Carol Robinson-Zañartu (and son Freddy), Maria Ek, Stephanie Gibson, and Valerie Cook-Morales (and son Nando).

Congratulations!

On January 19, 2000, Wendell and Evette Callahan had their second child! James Francis Callahan joins his big brother Phillip Carl Callahan, who was born July 28, 1998.



Dario Villa and his wife welcomed a baby girl on October 6, 1999. She is named Mai Orense Villa.



Susan (Piper) Nielsen recently married. We wish you much joy and happiness as you begin your new lives together.

Partnering Schools Make the Difference

*Lynda Nguyen, Anna M. Peña,
& Carrie Buchek Lankford*

School partnerships continue to be the lifeline that joins students' academic knowledge with valuable hands-on experiences. Our site-based courses especially contribute to our understanding of the assessment-for-intervention process. Some students experienced real cases for the first time, cases with more than just names and profiles, cases with faces and tangible issues. With every case, students discover new angles and learn the intricate avenues of service delivery in multicultural schools. The following partnering schools are making the difference between a purely cognitive experience and an applied academic traineeship by providing us with the settings and opportunities for our professional development.

As first year students at **Twain Oaks Elementary in San Marcos**, we worked with developmentally delayed pre-school children under the guidance of Dr. Lois Campbell, in collaboration with Marj Frye. We faced the complexities of juggling play-assessment procedures in examining, in a moment of play, many waves of meaningful information that surface around cognitive, social-emotional, communication/language, and sensory-motor developmental domains. By applying theoretical frameworks to children's development, we learned to adapt to each child's personality and learning needs. We were saddened throughout our first termination process, for after having connected with the child, a child who had come to depend on our presence in his/her life, we must say good-bye, let go, and move on.

We also had our first experience working with middle school students and an introduction to the challenges that adolescents bring to the ecological assessment process. We worked with teachers, parents, and students at **Lincoln Middle School in Vista** under Joaquin Aganza's supervision. We were challenged to exercise our growing knowledge base in a real life school setting where the one-dimensional portrayal of students on paper came to life representing unique human beings. Towards the close of the course, a quick immersion into the consultation process forced us to develop strategies and tactics involved in educating and empowering teachers.

SDSU students specializing in emotional disturbance (ED) are undertaking enormous challenges with students bearing a face-less disability. Through the ED Project, specialty trainees have the benefit of working alongside these experienced school psychologists in **Oceanside**: Alison Cairnes at **Jefferson Middle School**, Dave Lopez at **Ocean Shores High School**, and Ron Taylor and Dave Lopez at **Garrison Elementary**. Working with a unique population of children with special demands presents an eye-opening education in the realities of tough classrooms and to the disproportionate ethnic and gender representation of children identified with ED. (See Will Bove's article on page 8 for more insight into the ED experience).

Second year students completed re-evaluation case studies at **Lincoln Middle School in Oceanside** with Dr. Cook-Morales and Rey Verástegui in collaboration with Lee Albertoni. SDSU students discovered a deeper sense of the adolescents whose cases they worked on through the multiple perspectives available, reflective of and essential to a comprehensive nondiscriminatory assessment. Our students felt the weighty responsibility of making intricate decisions as participants in Individualized Education Plan meetings. One student commented on the enormity of their responsibility that transcends theoretical issues in assessment into real life decisions that will impact a child's future academic path and his/her entire career.



From Left to Right: José Salas, Alicia Torres, Gustavo Martinez, Georgina Barajas-Aguirre, Eduardo Estrada, and Sylvia Pang
Not Pictured: Racquel Rendon

Three Generations at Silver Wing Elementary

Sylvia Pang

Exciting changes are happening at Silver Wing Elementary! A six-member team representing three generations of SDSU School Psychology students is revamping the service delivery system at Silver Wing Elementary in Chula Vista. Supervised by Georgina Barajas-Aguirre (1990 Alumna), full-time school psychologist; Gustavo Martinez, school psychology intern; José Salas, Racquel Rendon, Alicia Torres, second year school psychology trainees; and Eduardo Estrada and Sylvia Pang, CBB, counseling trainees are working together to better meet the diverse needs of students and their parents. "It's great for me to have three generations working at Silver Wing, because we all share similar training and philosophy in assessing students from diverse backgrounds. The atmosphere provides me with excellent resources that include having an experienced school psychologist, observing the challenges of an intern, and collaborating with cohort members at the same stage of learning as I am. My cohort provides insights and new ideas and the more experienced pass along their guidance and knowledge," stated Racquel Rendon.

Beginning in mid-July, this team began to meet to implement a student service process using a preventative and holistic approach. The school adopted the Comer Reform Model that focuses on all aspects of the students, including cognitive, cultural, language, physical, psychological, and social to begin their foundational work. As a result, we established the Student Parent Staff Support Center, which serves as a hub for general and special education interventions. Other improvements range from expanding the original purposes of the Student Study Team to a more comprehensive Student Parent Staff Support Team, changing restrictive referral forms, and implementing the process flowchart to provide services for children from beginning to end.

All requests for interventions are channeled to the SPSS Center and assigned a SPSS team member, who may provide services such as individual or group counseling, consultation with the teacher, parent meetings, classroom workshops, and assessment if deemed necessary. SPSS members are also involved in the SPSS meetings (formerly SST meetings), IEP meetings, crisis counseling, Homework Center, Organized Sports, Tutorial Center, Opportunity Room, Parent Chats, and other school-wide activities. "Being at Silver Wing provides real life experiences that will allow me to become a more impactful school psychologist. Experiences such as the counseling center, SPSS meetings, consultation with parents and teachers, and parent chats are the few activities that I participate in at Silver Wing," expressed José Salas.

In addition, the SPSS Center is partnered with the Del Sol Wellness Village, an organization affiliated with the South Bay Community Services. Del Sol Wellness Village works in conjunction with the SPSS Center to provide health education and student mentorship programs for Silver Wing students. However, this is only the beginning of bigger goals on the horizon for Silver Wing programs, staff, and students.

Emotionally Disturbed by Emotional Disturbance

Will Bove

Since I am studying to be a specialist in emotional disturbance (ED), I try to read every article possible that I can find on the topic. Almost every article begins with statistics on the troubling status of children identified with ED in our schools. When I first read the statistics on emotional disturbance, they bothered me intellectually. However, now I cannot read the statistics without attaching to them the faces of the children who I work with and care for, and the statistics disturb me emotionally. I used to understand the concepts in my mind, now I know them in my heart. *Forty percent* of ED students will have criminal records within three years after they leave school. I can only ask myself, "Who's going to jail from my class?" Which four of these eleven bright and wonderful students will it be? Will it be Chris, Ryan, Chuy, and Claude? Or will it be Ron, Yuki, Carey, and Antoine? Will Ron, Andy, Neil, and Lynda be included in the *forty-two percent* of ED students who graduate high school? If we do really well academically as a class, Chris might be a part of the *ten percent* of ED students who are mainstreamed back to general education. When I talk to these eleven kids, I see their great potential. We talk about the colleges that they will go to and the ways that they will succeed in life. We talk about their future triumphs, and I believe in my heart that *they can*. However, while I am writing their hypothetical future for this newsletter, I feel sadness and anger rush into me, because I do not think that we will be able to beat the statistics and I fear that these children will not live up to their potential.

To tell you the truth, after studying emotional disturbance for half of a year, I still do not know what ED really is. I could quote you the federal definition, but those ambiguous lines have given me little clarity. To explain why the ED definition confuses me to such great extent, I should describe who is disproportionately labeled ED by our school system: African American and European American males of lower socio-economic class. Their significant over-representation is in stark contrast to the gross under-representation of Latino and Asian American/Asian Pacific Islander students. Finding female students in an ED class is also seriously rare. Does this mean that African American and European American men are the most emotionally disturbed groups in our society? Or is it that emotional disturbance is consistent across ethnic, SES, and gender lines and that certain groups clash with the school system more than others? I have to ask myself the question that Dr. Valerie Cook-Morales has engrained in my head, "Are they labeled emotionally disturbed because their emotions are disturbed, or because they disturb the emotions of the adults around them?" I also have to ask myself the question that I think everyone in multicultural studies asks themselves: Since ethnicity and gender are major issues here, why is it so difficult to find research on this topic? Of over 3,000 articles on emotional disturbance, only 23 even mention cultural issues!

Our Transdisciplinary Project to Prepare Specialists in Emotional Disturbance helps me keep my optimism in light of these disturbing facts and statistics, because I feel that the project has many of the answers to the ED problems. The project brings together SDSU school psychologists, school counselors, and special education teachers to work together in a transdisciplinary training program. We emphasize ethnicity, culture, gender and their disproportionate representation in ED classrooms. I feel confident that *we* will create a positive transformation in preventing and intervening with emotional disturbance.

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