

Ed Psych News

Editor: Jon Organ, Secretary

*The Newsletter for the Area
of Educational Psychology*
Autumn Quarter 2005

Faculty News

Robert Abbott has accepted the position of Area Chair for *Educational Leadership and Policy Studies* for the 2005-2006 academic year. **Dr. Abbott** will continue to serve as Area Chair for *Educational Psychology* during this time, while also pursuing his ongoing research activities and teaching responsibilities.

Virginia Berninger presented "Effective Treatment of Writing Problems: Brain and Behavioral Changes," in July 2005, as part of an invited symposium she organized on the subject of "Teaching Teachers and Teaching Students: A Developmental Approach to Prevention and Treatment of Dyslexia." In August 2005, **Dr. Berninger** organized an *APA* Symposium (Division 40) addressing contributions of cognitive and neuropsychological processes to response to instruction, and participated in a task force on evidence-based interventions. Both symposiums were held in Washington, D.C.

David Hawkins (EDPSY Affiliate), Social Work professor and founding director of the *Social Development Research Group*, gave the keynote talk at the first *White House Conference on Helping America's Youth*, an event designed to promote public awareness of the various problems confronting at-risk young people in the United States. First Lady Laura Bush hosted the conference, which was held in Washington, D.C. on October 27, 2005.

New Faculty

We are very pleased and excited to welcome our newest faculty member, **Dr. Janine Jones**, to the *Area of Educational Psychology*. In an effort to gain a better understanding of her interests and background we asked **Dr. Jones** a few questions we thought would be of interest to our community.

What (or who) first inspired you to pursue a career in School Psychology?

In 1993, after completing a Master's degree in Marriage, Family, and Child Therapy, I was working as a therapist for a therapeutic school in Los Angeles, CA. The school was a therapeutic

day school for children and we had a mental health clinic on site where I had the opportunity to provide individual therapy and family therapy. I was also working with children who had experienced significant violence and trauma in the community. I loved the work, but I was seeing more connections between emotional and behavioral problems in school and wanted to learn more about psychological assessment. I had already planned to pursue a doctorate after working in the field for a few years, and I applied to the Counseling Psychology doctoral program at the *University of Texas at Austin*. I flew back to Austin to interview with faculty members. When I was halfway through and one person said, "I have someone for you to meet." They took me down the hallway to Dr. Deborah Tharinger's office in the School Psychology training program. I learned that they both felt I was a perfect match for the School Psychology training program. I transferred my application to that program and enrolled that Fall.

What do you find most rewarding about the work you do?

I find several aspects of School Psychology rewarding. As a clinician, it is so exciting to increase parent's and teacher's understanding of the emotional and academic needs of their children. Since every child is unique, psychological assessment gives us a window into development that few other professionals have the opportunity to use. The most rewarding aspect of assessing children, for me, is providing feedback to the parents and the child. It is like finding puzzle pieces that were previously lost. Both parents and children seem to show relief when they finally get answers. As an educator, the most rewarding part is when the students catch my "excitement bug." I am passionate about what I do and I become even more energized when I see students become equally excited about the work.

What types of research have you previously engaged in?

My primary area of research is in the area of African American children's exposure to community violence. I am interested in what cultural factors increase resiliency in African

American children. Almost all of my previous research has involved quantitative data collection with interviews, but I also find it essential to collect qualitative information.

What future research and writing projects would you like to take on here at the UW?

I have already completed an application for funding through the *NIH*. While the application is being reviewed, I will begin the first phase of my research plan. This year, I am expanding upon my previous work by developing a measure of spirituality for children. I have the cooperation of a school that consists of all African American students from preschool to the 8th grade. A measure that I will call the Children's Spirituality Scale will be the final product of this first phase of research. This scale will be used in a larger study of Resiliency in African American children who have been exposed to community violence. Other projects that I will pursue down the line will be related to the influence of play in resilience, and personality assessment feedback with children, and collaboration between parents and schools.

Faculty Publications

Virginia Berninger & Todd Richards had an abstract of their article: "Dynamic Assessment of Child Dyslexics' Brain Response to Alternative Spelling Treatments," and an article abstract on "Growth-Mixture Modeling Identifies Classes and Predictors of Response to Instruction," by **Dagmar Amtmann, Robert Abbott,** and **Virginia Berninger**, published in the first issue of *Clinical Neuropsychologist*.

Student News

Sandy Toro Martell (Advisor: **Herrenkohl**), 2005 Ph.D. graduate in Cognitive Studies in Education, has accepted a position at the *University of Wisconsin, Milwaukee* that will begin in Autumn 2005. **Dr. Martell** and her husband, Antonio, will also welcome their first child in November 2005 — so they have many things to celebrate. *Best wishes to Sandy and Antonio as they embark on these new adventures!*

Staff News

Kent Jewell (EDPSY Area Secretary) was tapped by *College of Education* Dean Patricia Wasley, who is chairing the search for a new dean to lead the *UW Information School*, to be the staff support for her and the search committee.

Jon Organ (EDPSY Secretary) was also tapped by Dean Wasley to serve as staff assistant to Dr. Jean Moon, Director of the *Board of Science Education, National Academies of Science*, as part of a wider *College of Education* initiative to establish a nationally-recognized 'Institute for Science & Mathematics Education', to be based at the *University of Washington*.

Adjunct Faculty for Autumn

Elizabeth Sanders is teaching *Basic Educational Statistics (EDPSY 490C)*: Mondays, 4:30pm-6:50pm, in Miller Hall 301.

Joy Crawford is teaching *Human Learning & Educational Practice (EDPSY 501B)*: Thursdays, 4:30pm-6:50pm, in Miller Hall 301.

Sally Hurley is teaching *Educational Implications of Personality Theory (EDPSY 548A)*: Tuesdays/Thursdays, 12:00pm-2:20pm, in Loew Hall 219.

Ron Cunningham is teaching *Social-Emotional Assessment (EDPSY 572A)*: Mondays, 1:00pm-3:50pm, in Miller Hall 402T.

Thomas Quinlan is teaching *Seminar in Teaching & Learning (EDTEP 561A)*: Mondays/Wednesdays, 8:30am-11:20am, in Miller Hall 104.

Winter 2006 Course Info

The Winter Quarter 2006 *Educational Psychology* course listings are available online at:

<http://www.washington.edu/students/timeschd/WIN2006/edpsy.html>

Course entry codes are available at the 312 Miller front desk, via phone (206-543-1139), or by sending an e-mail to: jorgan@u.washington.edu.

