

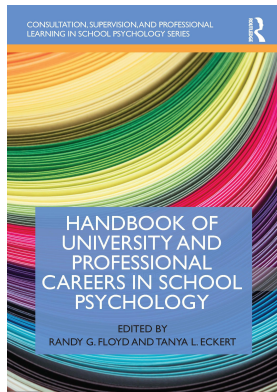
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Randy G. Floyd, Tanya L. Eckert

Making a Difference in School Psychology

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David M. Hulac, Emily K. Phillips, Scott L. Graves, Thomas K. Fagan

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25 Making a Difference in School Psychology

David M. Hulac, Emily K. Phillips, Scott L. Graves, Jr., and Thomas K. Fagan

When starting the introduction to school psychology class, one of us (DMH) challenges his students to consider a potentially controversial statement: “You did not choose school psychology as your profession to make yourself happy, you chose school psychology to make a difference.” The question that the students should ask back is, “What does it mean to make a difference?” There are multiple components embedded in that question such as “How would we know if we have made an impact in our careers?” and “When we are no longer working, what are some of the ways that we can determine if we have effected positive change on our professions?” These questions are philosophical at their nature and require us to determine our values and what things we find important. For example, is changing the practices of one school an impact? How about helping one child recover from post-traumatic stress disorder? Maybe developing an assessment instrument used in a specialty clinic would indicate impact? What about developing good relationships with students enrolled in your graduate training program? Or is it something as grand as developing a new research area and changing the way the entire field thinks about a subject?

In this chapter, the four of us are going to wrestle with the idea of making a difference. We represent a broad range of experiences from a doctoral student (EKP), to mid-career professionals (DMH & SLG), and to a seasoned professional (TKF). This means that we have a variety of different perspectives—from understanding what making a difference means from a theoretical perspective, to recognizing those individuals who have made a difference (at least according to a variety of metrics), and to advising individuals seeking to make a difference. But, before we launch into our major discussion, we have a few caveats.

First, our perceptions of legacy are influenced by the point in time that we are in right now. This means that our understanding of someone’s legacy is culturally dependent and may change over time (Penfield, Baker, Scoble, & Wykes, 2014). For instance, much of the history of school psychology comes from the United States and many academic legacy research studies occurred within the United States and Europe. Thus, our conclusions and subsequent suggestions may not generalize across all contexts.

Throughout this chapter, we highlight many different individuals who have made an impact over the years. In particular, we will look at some of the research on what has made people successful academics and professionals. Finally, we will provide some advice for new school psychologists who are looking to develop a name for themselves.

Impact and Legacy

There are several challenges in providing definitions for school psychologists looking to make a difference. There are many school psychologists who are famous, who speak to large audiences at conferences, and whose work is read by graduate students toiling through their school psychology training. Yet, for all the prominent legacies in school psychology, there are thousands

of local legacies in the field, the day-to-day school psychologists esteemed by their local districts, teachers, families, and students who know them for the services rendered on their behalf. They are the practitioners who make the educational enterprise run more smoothly and successfully. Thus, we need to come up with a structure that allows us to accommodate the good work that is done by school psychologists everywhere. In doing so, we want to suggest two terms that describe the variety of activities that school psychologists can have: *impact* and *legacy*. Coming up with clear definitions of each of these terms requires a little bit of work. Consider a couple of important factors first. Some people provide school psychological activities that have changed the lives of individuals. Imagine working with one child who has seemingly intractable depression, but whose symptoms abate following cognitive-behavioral therapy with one school psychologist. In this case, the school psychologist has made a large difference in the life of the child, but that service affected only one child. On the other end, we may have a school psychologist who successfully lobbied the United States Congress to create a child allowance so that each child receives \$500 per year that would be placed into a savings account. In this case, the school psychologist affected millions of children, but that effect was relatively small and unlikely to greatly alter the children's development. Both of these activities are considered important. The reason that they are important, though, is different. The first individual had an incredibly high impact on one individual, while the second person developed a legacy for which many people will remember them.

Table 25.1 displays a variety of different activities that a school psychologist might do and the number of people who are affected by that service. For the purposes of this chapter, we are defining impact as the size of effect the service had on a particular target. As described in Table 25.1, these targets may include individual students, families, classrooms, graduate students, other professionals, and the general public. Legacy, on the other hand, refers to the number of people who are affected by or who recognize that school psychologist's contribution. In other words, a person is more likely to be famous if they have a legacy. We want to recognize that legacy falls on a continuum of local, regional, and global. It is possible that some people may be recognized and remembered in their school district, others may be well known within the profession of school psychology, others may be known within related disciplines, and others may hope to become Oprah famous. In other words, legacy has a component of fame in it.

Examples of Impact and Legacy in the Field of School Psychology

In this section, we are seeking to identify people who have created impacts in their practice. We first start by identifying some of the ways that legacy and impact play out in university settings. This section will primarily look at the effects that school psychology faculty members have, and some of the ways that these are measured. We also wanted to look at ways that school psychologists have expanded the field in ways that are more difficult to enumerate. Particularly, we sought to identify African American scholars who helped to diversify the field and to understand their contributions. In many cases, their work was important and created big changes in the field, but their work may not have been widely recognized. We selected both historical and current scholars whose work changed the way we think about providing school psychological services. Finally, it was important to us to identify school-based practitioners who had been recognized for the service that they provided.

Impact and Legacy in Academic Settings

Much of the discussion on ways to evaluate impact and legacy comes from the literature about university faculty. After all, there are few things professors enjoy more than writing

Table 25.1 Activities and Targets of Impacts of School Psychologists

<i>Who Do School Psychologists Influence? Who Is the Target?</i>	<i>Who Is Most Likely To Do the Influencing? (See Note)</i>	<i>Number of People Being Affected</i>	<i>Examples of activities that influence this Domain</i>
Individual students/clients	1, 3	<10	Counseling
Graduate students	2	Dozens	Graduate teaching
Families	1,3	1-10	Family consultation
Teachers and colleagues	1	Dozens	Consultation and collaboration
Classrooms	1	Dozens	Consultation and collaboration
Schools	1	Hundreds	Consultation and collaboration
School districts	1,4	Thousands	Consultation, collaboration, advocacy
State and local associations	1,2	Hundreds	Consultation, collaboration, advocacy
State Departments of Education	1,2,4	Dozens	Consultation, collaboration, advocacy
State legislators	4,1,2	Hundreds	Advocacy
Universities	2	Hundreds	Serving as university administration
Consumers of school psychology research	2	Hundreds	Publishing books, newsletter articles, and journal articles
School Psychology researchers	2	Dozens	Publishing journal articles
National associations	2,1	Dozens	Advocacy
Practice in fields outside of school psychology	3, 2	Thousands	Publishing books, newsletter articles, and journal articles
Research in fields outside of school psychology	2	Hundreds	Engaging in collaborative research across fields
Federal legislators	4, 1, 2	536	NASP and APA Advocacy
The general public	4, 1, 2, 3	Millions or billions	All of the above



Note: 1 = School-based school psychologist, 2 = University-based school psychologist, 3 = School psychologist providing service outside the school setting, and 4 = School psychologist in a non-traditional role (e.g., working for test companies, legislatures, and book publishing companies)

about their own body of work. Academic impact may include the relationships a professor develops with their students (Herman, 2011). The relationship may include the experience of students in training programs that have had professors for a long period of time. These impacts on the learning and professional development that students may experience are frequently difficult to enumerate. Impacts may contrast with external legacies which include those faculty members who are known across time and across the nation or the world. External legacies reflect the impact an individual has had on the broader profession, legislation, or society. A common way faculty members affect their profession is through their publications. To understand the impact of a professor's scholarly legacy, there are a variety of metrics that are used.

Publications? Perhaps the crudest metric for evaluating impact is to count the number of publications one has. Recently, Johnson, Hulac, Schneider, and Ushijima (2017) conducted a study that identified the most published school psychology faculty from the National Association of School Psychologists approved programs between 2010 and 2015. For example, as illustrated in Table 25.2, Matthew Burns (with 50 articles), Wendy Reinke (with 43 total articles), and E. Scott Huebner (with 43 total articles). Matthew Burns had the highest number of publications where he was first author (with 26 first-author publications). Other notable authors included Sandra Chafouleas (with 40 total articles), Christopher Skinner (with 40 total articles), Marley Watkins (with 36 total articles), and Amanda Sullivan (with 31 total articles). Of course, studies like this appear for other time periods with different results.

The problem with counting metrics is that they fail to control for the contribution that each author makes, and the type of article published (e.g., empirical, survey, and opinion). Sometimes, authors may contribute equally. Other times, one author may simply provide resources in exchange for authorship credit. To address these concerns, there are different formulas that calculate authorship credit and are based upon the number of authors and the authorship rank. In addition, universities typically value peer-reviewed publications in high-impact journals.

Professors and other researchers are not only evaluated by the number of publications that they have, their publications are also imperfectly assessed through a variety of metrics. One such measure involves counting the number of times that an article has been cited by others in a database (Price, Floyd, Fagan, & Smithson, 2011). When Hulac, Aspiranti, Jacobson, Schneider, and Johnson (2019) examined articles published by school psychology trainers between 2010 and 2015, they found a wide range of results regarding the frequency of citations of publications. According to Hulac and colleagues, although the average number of citations per article was 16, 50% of these articles have six or fewer citations indexed by Google Scholar.

Who has the most graduates in the professorate? Academic legacy in school psychology may be understood as a research interest that is maintained through communication from faculty to graduate students. In turn, when those students become faculty, they continue to contribute to the research base of that research area. One professor's prolific research may provide opportunities for graduate students to conduct research that builds upon the initial line of research. Thus, some school psychology faculty members have provided many opportunities for their graduate students to become prolific researchers and authors. As such, in a recent poster at the American Psychological Association (Phillips et al., 2018) sought to link every

Table 25.2 List of School Psychology Faculty Members Ranked by Total Number of Publications between 2010 and 2015

<i>Author</i>	<i>Publications</i>	<i>Rank</i>	<i>Major areas of Study</i>	<i>University</i>
Matthew Burns	50	2	Academic interventions	Missouri
Wendy Reinke	43	4	Positive behavioral intervention & supports	Missouri
E. Scott Huebner	43	4	Mental health and schools Personality assessment psychological well-being	South Carolina
Sandra Chafouleas	40	6	Student engagement in school Behavior assessment and intervention	Connecticut
Christopher Skinner	40	6	School mental health Academic intervention	Tennessee
Markey Watkins	36	8	Single-case design Psychometrics Professional issues	Baylor

Note: Results are from Johnson, Hulac, Schneider, and Ushijima (2017).

school psychology faculty member in 2016 through their dissertation advisor back to Wilhelm Wundt. There were a number of faculty members whose graduates also became faculty members. Individuals who have had a high number of their graduate students become faculty in school psychology include Alan Kaufman (with four “children,” ten “grandchildren,” and eight “great-grandchildren and grandchildren further down in the lineage”), James Ysseldyke (with six “children,” eight “grandchildren,” and four “great-grandchildren”), Mary Alice White (with three “children,” two “grandchildren,” and three “great-grandchildren”), Edward Shapiro (with nine “children,” nine “grandchildren,” and two “great-grandchildren”), and Thomas Kratochwill (with five “children,” seven “grandchildren,” and one “great-grandchild”). The academic pedigree, of course, also stretched into William James, but most school psychology faculty members had an academic pedigree that included that famous Leipzig laboratory of Wilhelm Wundt. These lineage studies connect the profession of school psychology back to its experimental origins.

African American Psychologists Creating a Legacy

While many of the previous sections have looked at those individuals who have met particular metrics that may signify legacies, there are others whose contributions have been harder to enumerate. Many of these legacies are from individuals from traditionally oppressed racial groups whose contributions were important but who may have been overlooked by traditional metrics. As such, we felt that it was critical to include diverse contributors in our discussion to expand our understanding of how all people can create lasting legacies. Our acknowledgement of important racially and ethnically diverse legacies related to school psychology can be seen in the works of Dr. Martin Jenkins, who attended Howard University. Dr. Jenkins was the first African American to receive a PhD in psychology from Northwestern University, in 1935. Importantly, a major contribution to the field of psychology was his interest in the development of gifted African American children. Among his numerous publications were those titled “Case Studies of Negro Children of Binet IQ 160 and Above” (Jenkins, 1943), “The Upper Limit of Ability Among American Negroes” (Jenkins, 1948), and “Intellectually Superior Negro Youth: Problems and Needs” (Jenkins, 1950). The common theme among these publications was the focus on using IQ tests to understand African American cognitive functioning. Aside from his publishing prowess in the field of gifted assessment and IQ testing, Dr. Jenkins was the seventh President of Morgan State University (1948–1970), a Historically Black College and University (HBCU) in Maryland. In 2017, Morgan State University opened Martin D. Jenkins Hall, which houses five academic departments in behavioral and social sciences.

A second affiliated diverse contributor to the field of school psychology is Dr. Herman Canady. Dr. Canady received his dissertation from Northwestern University in 1941. His master’s thesis, *The Effects of Rapport on the IQ: A Study in Racial Psychology*, was one of the first studies to scrutinize the relationship between the quality of rapport between the examiner and examinee during testing and resulting test scores. This study was published in the *Journal of Negro Education* (Canady, 1936). Dr. Canady’s dissertation was titled *Test Standing and Social Setting: A Comparative Study of the Intelligence-Test Scores of Negroes Living Under Varied Environmental Conditions* (Guthrie, 2004). Later, he investigated the psychology programs at the leading HBCU of his time in the article titled *Psychology in Negro Institutions*. Follow-up studies to this research are currently being conducted in the field of school psychology (e.g., Beeks & Graves, 2017; Chandler, 2011; Graves & Wright, 2009). Additional school psychological research by Canady included a study of gender differences in intelligence among college students. Although Canady concluded that there were no significant differences in general intelligence between the men and women, there were sub-test differences between them (Canady,

1943). Canady's findings continue to be replicated in the field of school psychology (i.e., Keith, Reynolds, Roberts, Winter, & Austin, 2011).

Another individual who left a substantial legacy is Dr. Reginald Jones. Dr. Jones is most famously known as a former President of the Association of Black Psychologists and for being one of the psychologists who commandeered the 1971 APA Council meeting to demand that the concerns of Black psychologists be addressed. According to Dr. Jones' oral history, his degree was in school psychology from The Ohio State University (Wilmont, 2005). Many of Dr. Jones' research papers reflected his school psychology background. For instance, one of his publications was titled *Publication Activities of Members of the Division of School Psychology of the American Psychological Association* (Jones, 1960). Similarly, Dr. Jones had a keen interest in the field of special education, as indicated in such publications as *Labels and Stigma in Special Education* (Jones, 1972) and *Psychoeducational Assessment of Minority Group Children* (Jones, 1988). From a legacy standpoint, Dr. Jones was instrumental in the development of Black psychology. He established his own publishing company, Cobb & Henry Publishers, and produced and edited 22 books. These books included the widely adopted *Black Psychology, Mainstreaming and the Minority Child, Problems and Issues in the Education of Exceptional Children, Black Adolescents, Handbook of Tests and Measurements for Black Populations, and African American Children, Youth and Parenting* (Jones, 2003). Further, Dr. Jones was a Fellow in the American Psychological Association (APA). He was awarded the Distinguished Psychologist Award from the Association of Black Psychologists, the APA's Distinguished Career Contributions to Education and Training in Psychology Award, and its Lifetime Achievement Award for the Psychological Study of Ethnic Minority Issues.

The first in-depth discussion of a diverse individual to make a recognized impact on the field of school psychology was rather recent. More specifically, Graves (2009) carried out research on Dr. Albert Beckham, the first African American to hold the title of school psychologist. Dr. Beckham was a graduate of Lincoln University and New York University who became the first professor to teach psychology at Howard University. Furthermore, he also established the first psychological laboratory on the Howard campus that provided counseling, intelligence testing and consultation. After his faculty career, he established the first psychological clinic in a public school while at DuSable High School in Chicago, and he published over 20 journal articles focusing on intelligence testing and behavioral problems with Black children.

While all of the aforementioned individuals are deceased, there are current African American faculty who have and are on their way to establishing significant legacies in their own right (see Table 25.3). These are individuals who are scholars of the field and leaders in their respective school psychology programs. Consequently, these individuals signify that progress is being made in the field of school psychology as it relates to diverse individuals establishing meaningful legacies in the field.

Women Creating a Legacy in the Field of School Psychology

School psychology legacy lists continue to under-represent members of different racial and ethnic groups. In a 2016 survey of school psychologists (Walcott, Charvat, McNamara, & Hyson, 2016), over 85% of respondents identified their race as White. Similarly, just over 80% of respondents identified as women. The gender of school psychologists has changed dramatically for both practitioners and faculty alike (Burns, 2019; Castillo, Curtis, Chappel, & Cunningham, 2011). This is also true in the broader field of academia where there is still a lack of representation of women faculty in senior positions in universities (Bakker & Jacobs, 2016). In spite of improvements in representation, current research predicts that universities will continue to have a disproportionate number of men in senior positions compared to women for at least the next few decades (Bakker & Jacobs, 2016).

Table 25.3 A Sample of African American School Psychology Faculty Establishing a Legacy

<i>Faculty Member</i>	<i>University</i>	<i>Example Accomplishments</i>
Frank Worrell	California Berkley	Program Director Member, APA Board of Directors Fellow, APA Divisions 5, 15, 16, 45, 52 Fellow, Association for Psychological Science President of APA Division 16
Jamilia Blake	Texas A&M	Program Director Fellow, APA Divisions 16 & 45 Chair, APA Committee on Psychological Tests and Assessment Chair, Division 16 Committee on Ethnic Minority Affairs (CEMA) Developer, Division 16 Diversity Directory
Markeda Newell	Loyola	Program Director Associate Dean Chair, APA Division 16 CEMA
Amanda Sullivan	Minnesota	Program Director APA Division 16 Lightner Witmer Award Winner
Janine Jones	Washington	Program Director APA Division 16 Vice President for Professional Affairs
Antoinette Miranda	The Ohio State	Program Director Associate Department Chair Member, Ohio State Board of Education President, Ohio School Psychology Association President, Trainers of School Psychologists
Oliver Edwards	Central Florida	Program Director Editor, <i>School Psychology Forum</i>
Celeste Malone	Howard	Program Director Chair, NASP Leadership Development Committee Member, APA Board of Educational Affairs
Sherrie Proctor	Queens College	Co-Chair, NASP Social Justice Committee Co-Chair, NASP Minority Scholarship Board
Kisha Radliff	The Ohio State	Program Director

Note: These faculty were selected from lists of program directors and other leaders from APA Division 16.

The reasons for these discrepancies are complex and resistant to simple remedies (see Demaray et al., chapter 11). For example, typically, new professors are allowed 5–6 years to develop a record of teaching, research, and service that is worthy of tenure; the time during this multi-year period is often known as the tenure clock. Tenure is beneficial because it has the potential to increase job security and pay; however, the tenure clock frequently begins when many women are both physically and financially prepared to have children. This creates a predicament for many who find themselves balancing work and personal goals. In academia, it is possible that these demands make earning promotions and tenure more difficult.

Women who have had children while academics have reported a “child tax” (Hertlein, Grafsky, Owen, & McGillivray, 2017), because women who begin their family within 5 years after acquiring their doctoral degree typically achieve tenure at much lower rates than their childless peers (Comer & Stites-Doe, 2006; Mason & Goulden, 2002). The faculty members who are most likely to be very successful in publishing often work at least 60 hours a week (Comer & Stites-Doe, 2006; Jacobs & Winslow, 2004). In heteronormative relationships—even in Westernized societies that require a significant number of hours from both parents—mothers typically provide more childcare hours than fathers. In particular, women

in academia, on average, rate themselves as performing a significantly higher proportion of the labor related to raising a child, compared to men. These findings may reflect the high demands of both the home and profession that can lead to feelings of guilt (Knowles, Nieuwenhuis, & Smit, 2009). For faculty members and practitioners alike, women often feel that their time is being demanded by both work and home (Hertlein et al., 2018). Many working parents hope to achieve a nice balance between their professional and their personal lives. However, finding a balance may be particularly challenging for parents in academia, especially those working toward tenure, due to the time demands and expectations (see Suldo, Hoffman, & Mercer, chapter 17). Work and family demands will change across the years, meaning faculty members are constantly evolving. Faculty may never feel able to devote enough time and energy to ensure that both family and productivity can flourish (Comer & Stites-Doe, 2006).

There are options available to women faculty who want to both start a family and remain eligible for tenure. Perhaps the most common is the practice of stopping the tenure clock during the year when a child is born (O'Meara & Campbell, 2011; Trussell, 2015). However, these policies are significantly underused (Fothergill & Feltey, 2003; Trussell, 2015) because some fear that using these policies taints perceptions of the mother's teaching, research, and service as well as tenure or promotion decisions. This fear may be particularly salient for women from under-represented populations (Casteñada et al., 2015). Alternatively, less than 22% of women school psychology faculty reported that a course-load reduction was available to them following childbirth (Akin-Little, Bray, Eckert, & Kehle, 2004). In addition, women who have chosen to stop the tenure clock, regardless of their productivity, experienced a 3% lower salary than comparable peers (Manchester, Leslie, & Kramer, 2010).

Legacies and Impacts of Practitioners

There is less research on the legacy and impact of practitioners. Part of this is because the work of school psychologists working in the field is harder to enumerate. While some metrics may look at the co-occurring student growth on academic tests, it is very difficult to find numbers that allow for comparison across school psychologists. However, there are a number of ways to acknowledge the work that different practicing school psychologists have made over the years. One such method includes reviewing awards issued by state and national school psychology associations. For example, the 2018 NASP School Psychologist of the Year Award, Dr. Nate Jones, developed the school psychology department within his educational center and formed collaborations across organizations and agencies to support those affected by the opioid crisis in New Hampshire (Nellis & McClure, 2018). Dr. Jones' efforts would likely reflect a legacy due to the formal recognition he received, while others have also had an enormous effect on their districts and educational cooperatives by changing the way that school psychologists practice while not being recognized with such an award. School psychologist may have an impact by overhauling an educational system, by doing activities such as integrating programs providing trauma-informed care, or by developing a new emergency plan within a district. As another example of practitioners having an impact, Leah Clark, Bobbi Hightree, and Billie-Hightree Sitzman completed a substantial system change over the course of 5 years in their Educational Service Unit #1 in Northeast Nebraska. More details about this are given in Table 25.4.

Because school psychologists are currently in high demand, many practitioners interested in finding a site where they can be effective are able to choose between multiple offers. Locating work-sites where school psychologists serve one school rather than multiple reports higher levels of perceived effectiveness and job satisfaction and less burnout compared to school psychologists who serve more than one school (Proctor & Steadman, 2003). Job satisfaction

Table 25.4 Establishing a Legacy in a Rural Context

Leah Clark, Bobbi Hightree, and Billie Hightree-Sitzman worked for an educational cooperative in the Northeast part of Nebraska. In 2017, the co-op served 22 public schools spread across 2,926 square miles. In 2000, when Leah began working as a school psychologist fresh off of finishing her EdS degree from the University of South Dakota, the cooperative had 26 school districts served by 4 school psychologists. A common day for her involved testing one student in the morning, driving to a different school 50 miles away, testing another children in the afternoon, and then staying after school for an Individualized Education Program (IEP) meeting. After driving 90 minutes to return home, she would work on a report. Her first year, she completed 120 evaluations.

This process was not only exhausting but also frustrating because she had graduated from a school psychology training program that taught her so many other skills that might help students, including providing behavioral consultation and counseling services, conducting social and emotional assessment, intervening with academic problems, and helping general education teachers with their classroom management skills. Leah felt as though she was sneaking into a school to test only one child and was spending very little time meeting the needs of large numbers of students in her schools.

By October of her internship year, she realized that her job was unfulfilling and not sustainable. Although the workload was tremendous, she realized that the best way to use the skills she had learned in graduate school was to lobby her administrators. She built relationships with her building principals and special education directors, letting them know about her skill set. She explained what types of activities she could do. She said that she would do her best to provide behavioral interventions and some counseling but added that she would need more time in the upcoming years.

As her responsibilities grew, the schools began to recognize how effective she could be. She explained that, during the next year, all six of her schools doubled the amount of school psychology time they contracted for. Within the next 3 years, the co-operative added three additional school psychologists, including Bobbi and Billie. The three school psychologists continued to promote their field within their schools. Each of them developed strong relationships with their building principals, special education directors, teachers, and other school staff. Their advocacy, which continues today, has increased the number of school psychologists in the service unit from 4 to 21, as of 2019!

While the role of the school psychologists grew, Billie, Bobbi, and Leah began to create a Response to Intervention (RtI) service delivery model. This effort began when they attended trainings at the behest of their special education director and other leaders in special education. An analysis of the schools served by the school psychologists revealed an RtI process that needed additional supports. The three created a comprehensive handbook that included assessment and interventions across multiple tiers of academic and behavioral needs. They started a leader group by identifying teacher leaders within each of their schools. Those leaders were then trained on the handbook material. Billie, Bobbi, and Leah also trained other school psychologists to provide in-school professional development trainings during the first 2 weeks of the schoolyear. Those meetings and trainings helped to improve their visibility in the district, and they became more involved in Tier 1 processes and were invited to important school planning meetings including school improvement, curriculum, and assessment committees.

Making these local impacts requires school psychologists to build relationships and learn new skills. In taking on these endeavors, Billie, Bobbi, and Leah identified one common barrier: "That's not how we do things." Frequently, there was another school employee who was responsible for completing social and emotional assessments or providing trainings, but who had less training than a school psychologist. Overcoming those barriers required resilience and advocacy. Specifically, Leah found that telling the school administrators that she wanted practice allowed her to obtain permission to take on new roles. Once she was given permission to do something new, she made sure that she did some of her best work and sought supervision to make sure that she completed the project well.

for practicing school psychologists is, in part, affected by the difference between the desired amount of time to be spent in meetings and the actual time spent in meetings. In general, most school psychologists prefer to spend less time in meetings than they currently do (Brown et al., 2006). Clearly, school psychologists need to find sites that allow for them to make the kind of impact they see.

Strategies to Establish a Legacy as an Academic or Practitioner

This section is our advice section which is based on two important factors. One is advice from the extant literature—much of which is not based specifically on school psychology—and the other is based on our collective wisdom. As we provide this advice, however, it should be noted that our chapter will focus on correlations rather than causal influences. We do not have randomized controlled trials manipulating probable influences on professional outcomes to provide a crystal-clear roadmap to legacy status. Instead, we are relying on some retrospective studies and the wisdom of individuals in sharing their insights into how they impacted their field.

Several people who have studied prolific artists and scientists have noticed that they share several common personality traits. Those who are highly successful are more likely to be self-confident, introverted, open to new experiences, autonomous, and norm-doubting (Feist, 1998). Within academic psychology, this may include people who frequently skip department meetings to work on their own manuscripts and grants. They may be more likely to challenge some of the “greats” within the field and identify flaws that others are unable to see. Interestingly, some have argued that having a high degree of hostility, arrogance, and impulsiveness correlate with higher levels of research productivity (Feist, 1993). While these personality traits may not earn individuals high scores on collegiality, they may help a person become known and ultimately change the field. It is important to note that Feist (1993) has completed extensive studies of those who have made changes within academia. Some of these recommendations may not smoothly align with the field of school psychology.

In that regard, several previously published recommendations for success as a school psychologist appear in Bardon and Bennett (1974); Fagan and Wise (2007); and Merrell, Ervin, and Peacock (2012). Though useful, they are at best candid advice to persons wishing to be successful service providers and not necessarily famous. Ironically, the voluminous *Best Practices in School Psychology* (Harrison & Thomas, 2014), now in its 6th edition (and weighing as much as a major test kit), has never included a chapter titled, “Best Practices in Becoming ‘Somebody’ in School Psychology.”

In 1987, B. F. Skinner met with students and faculty of the Psychology Department at the University of Memphis (then Memphis State University). In one of the sessions, a student asked what advice Skinner would give to students seeking to be famous psychologists. His answer came quickly, “Take an extreme position and never give it up.” The audience laughed, but there was sincerity in his response. He had certainly done that and over decades became one of psychology’s most accomplished, famous, and respected contributors. Although few in our profession will gather such notoriety, many will continue to seek a place in the sun. Taking a controversial stance may increase one’s presence or fame within the field, although it is likely that you will have to fight for that stance, loudly, to achieve significant recognition.

Although award recipients and distinguished members of the field are most often academics with doctoral degrees; reduced course loads; on-campus and off-campus distinctions; convention name badges dripping with colorful ribbons; books, journal articles, and major presentations *ad infinitum*; as well as an entourage of graduate students adoring their nearness to the great ones, there are also many eminent practitioners of school psychology for whom our findings are applicable. The academic-practitioners distinction has been observed in the literary contributions to our field as well (Fagan & Jack, 2012).

Let’s begin by considering the obvious work characteristics of the almost rich but famous. How many of these might apply to you?

- 1 Do you work on major holidays; perhaps finding yourself to be the only academic in the building and then realizing it’s a national holiday and the campus is closed?

- 2 Whatever your great ideas may be, do you put them in print? Have you published something really worth reading at least a few times in your career and, in between, kept your name “out there” with some lesser publications?
- 3 Do you frequently promote your great ideas and products at state and national conferences? Are you invited to be on the program or simply submitting an idea for possible consideration? Is your presentation in an assigned room or in a sea of poster sessions?
- 4 Most famous legacies are connected to persons holding a doctoral degree (in something, perhaps anything). One of the authors had a friend who went back to graduate school because his colleagues had convinced him that no one would take him seriously without a doctoral degree. In fact, he sensed that he could say almost anything and people would listen once he was called “doctor.” Now in his late 80s, he has had a long and celebrated career.
- 5 Do you often think of what retirement might be like, but you have no plans to retire . . . apparently never. When you meet old friends the first thing they say is, “When are you retiring?”
- 6 Are you able to balance other areas of your life, especially family, with the self-inflicted demands of your job—and of course, your striving to be famous? Many of the “famous” people we have known had at least one “failed” marriage. For whatever it may be worth, few have had offspring who entered the field of school psychology.
- 7 Do you seek and thrive on media coverage and not just regular blogs and email attachments to listserv members? We are talking about the local, regional, national, and international exposure you get for your ideas, opinions, products, and leaderships. The truly “made it” people in school psychology have attained (or maybe more accurately, survived?) such media coverage. One author (TKF) recalls when the National Association of School Psychologists (NASP) was holding media preparation events for its leadership to better prepare them for interviews and how best to get their message across on school psychology topics. School psychology association presidents are routinely called upon for such advice and opinion. The truly “made-it” persons usually master these occasions and have well-developed extemporaneous speaking skills and anxiety management!
- 8 You can also judge some who have “made it” by the number and quality of their titles and subtitles in their email signatures. For example, Jane Doe, PhD, Program Director, American Board of Professional Psychology (ABPP), American Board of School Psychology (ABSP), National Certified School Psychologist (NCSP), Fellow, President or Former President, Chair or Co-chair of (list committees here), Licensed Psychologist in (name all fields and states here). We understand this if you are applying for something where the list is important (send a vita?), but why include it in correspondence with your colleagues? Why not add your grade point average (GPA) and Graduate Record Examination (GRE), School Psychologist-Praxis, and Examination for Professional Practice in Psychology (EPPP) scores?

We have often noticed the following personal characteristics of the legends in our field:

- 1 They have a sense of humor and can take criticism well—unless being personally attacked on one of our listservs by someone else who’s also trying to be somebody. We have observed some tedious back-and-forth comments on the school psychology listserv, often on a topic only they seem interested in.
- 2 They have almost unintelligible handwriting with a signature that is basically just scribbling.
- 3 They are reasonably well-groomed and well-dressed as well. Nothing too showy mind you but enough to give an air of authority. However, avoid wearing too much cologne or perfume, shirts with your name embroidered on them, and sandals instead of shoes.

- 4 They help and praise others. It's almost as if making others feel better about themselves and enhancing their careers reflects on them as well.
- 5 They generally have received national level awards, but they never set out their career plan to achieve the award. They receive the awards because of the advocacy efforts of one or more members of the field who have taken the time and interest to promote them. This coincides with the related notion of making others feel important.
- 6 They become famous due to success and knowledge in unrelated endeavors. Some of our well-known contributors have voluminous knowledge of baseball history, have written and published fiction books, were involved in professional sports at one time, or were successful musicians; talented artists, entertainers, and comedians; and public figures including school administration leaders.
- 7 They have legacies and contributions that continue well beyond their death. Perhaps these are the mega-legacy people like Alfred Binet, Lewis Terman, David Wechsler, Carl Rogers, Albert Ellis, Leta Stetter Hollingworth, Nadine Lambert, and Jack Bardon. Although not sufficiently noted in discussions of our history, there have been several distinguished "legacies" among the women in our field. These included Norma Cutts, Frances Mullen, Gertrude Hildreth, and Mary Alice White (Fagan & Warden, 1996; Fagan & Wise, 2007; French, 1988). There are many interesting personal stories connected with their lives, and these sources are a good starting point.

Having observed several who became a legacy, we can't tell if the great ones are born, made, or just lucky. Since it takes a long time to get there, we suspect the nature-nurture interactions apply here too. Hence, reading this chapter may have little to do with striving and arriving, and we certainly would avoid spending money on workshops or weekend retreats on "how to build your legacy in school psychology." Maybe that's why you never see such workshops advertised? Most of our training programs have learned not to require a course on leadership, although we promote the importance of leadership qualities for school psychologists. Where leadership courses exist, they are usually academically inclined (e.g., *Theories of Leadership*). Nevertheless, training programs are likely to have potential leaders and legacies among their cohorts. Training programs should seek out these students and provide encouragement to develop their special talents. Publications studies suggest that some programs are more successful at this than others.

There are of course some limitations and drawbacks to achieving fame. Don't think fame achieved through books will make you rich. Standard royalties are in the 10–20% range of the total sales. In school psychology, the sales are hardly staggering! If a first edition book costs \$50 and every school psychologist in the United States (e.g., 42,000) bought one, you might realize a royalty of 15% for \$315,000. Sounds like a lot of money, but the next-year sales will be much smaller (as most people already have a copy); there are no royalties on "used" copies; and many unsold copies are returned to the publisher by the bookstore. So, unless you have a widely popular book with regular adoptions (especially for incoming trainees), you might not see more than \$5,000 per year. Tests might fare better, and you can tell from the cost of their protocols where the company earns its long-term money. Few areas of school psychology activity will make you rich. Widely used tests with regular revisions may be the exception to the rule. Among the reasons for heavy assessment functions in school psychology is the demand for test products with broad special education applications, and the skill of test authors in meeting that demand. Test publishers make up the bulk of the exhibit space at our conventions. How many booths have you seen where the focus was consultation? It's harder to package non-test activities. When local district demand shifts to consultation the booth space will change accordingly.

If you are fortunate enough to climb the stairs to fame, we recommend you keep the audience's adoration at some distance. If the audience gets really close to many of the great ones,

it will realize that they are not always right, have their faults, and in many ways, are much like everyone else in school psychology. Perhaps knowing this is among the keys to your fame. Legends are where they are not necessarily because they are smarter than others but rather because they simply work harder and persevere on the tasks they are pursuing. A good dose of obsessiveness might be a virtue or provide a little grease along the way to success.

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