



*Society for Child and Family Policy and Practice*

# **Advocate**

*Division 37 of the American Psychological Association*

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***An Emerging Theme for Child Maltreatment: Promoting Safe, Stable, Nurturing Relationships for Children*** by Rodney Hammond, Ph.D., Director, Division of Violence Prevention; National Center for Injury Prevention and Control; Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) works to promote health and quality of life by preventing and controlling disease, injury, and disability. In working to achieve this mission, CDC has recognized child maltreatment as a serious public health problem with extensive short- and long-term health consequences. As a result, we have selected the prevention of child maltreatment as one priority area of focus in injury prevention. In so doing, we considered the burden of the problem, feasibility and availability of interventions, and the far-reaching impact of prevention efforts.

The members of Division 37 are already aware, an estimated 8,755,000 juvenile victims of child maltreatment live in this country, translating to more than 1 of 7 children between the ages of 2 and 17 years (Finkelhor et al., 2005). This includes physical abuse, sexual abuse, psychological or emotional abuse, neglect, and custodial interference or family abduction. In addition to the immediate physical and emotional effects, preventing child maltreatment can address long term health risks in adolescence and adulthood, such as alcoholism, drug abuse, depression, smoking, multiple sexual partners, suicide, and chronic disease.

In fiscal year 2007, CDC initiated a process to identify existing gaps and work to move the field forward through enhanced collaboration. Based upon an initial internal review, we identified as a focus

strengthening parenting practices and community systems that support parents. To inform this approach, we convened a small group of non-governmental partners from the field of child maltreatment. This group was charged with identifying gaps, strategies to address those gaps, and what assets each organization could bring to a new prevention direction. The discussion then focused on identifying a focus for child maltreatment prevention efforts going forward, particularly opportunities for collaboration. Similar discussions were then held with Federal partners and other key partners, including APA.

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The importance of characterizing child maltreatment as a preventable outcome using a consistent, common, empowering language across a number of different audiences emerged. A common approach to prevention will strengthen the field and our ability to raise greater attention for the prevention of child maltreatment. As a result of these partner meetings, plans have emerged to advance the concept of safe, stable, nurturing relationships (SSNRs) as the foundation of a unified strategic approach and positive message to empower parents and caregivers and support positive parenting practices to prevent child maltreatment.

The SSNR concept arose from the decades of research in neurobiological, behavioral, and social sciences indicating that early childhood experiences impact the development of the brain and subsequent vulnerability to a broad range of mental and physical health problems (National Research Council and Institute of Medicine, 2000; Felitti et al., 1998; Kendall-Tackett, 2003). Simply stated, infants who have SSNRs with parents and/or other adults build strong neural networks that provide the necessary foundation for optimal health and development (Repetti, Taylor, & Seeman, 2002; National Scientific Council on the Developing Child, 2004). Further, SSNRs have been identified as a means to strengthen parenting practices that prevent child maltreatment by focusing on positive caregiving behaviors. Accordingly, promotion of SSNRs can have beneficial effects on a wide range of health outcomes as well as contribute to the development of skills that enhance acquisition of healthy habits and lifestyles.

In the coming year, CDC will continue to work with partners to examine more fully the role of SSNRs in child maltreatment prevention strategies and begin to develop a foundation from which to study positive caregiver behaviors and child outcomes. We will also look to promote approaches that span the different social contexts in which children develop and interact, including the individual,

family, peer, community, and society. These nested social ecologies, and the connections among them, provide a framework for promoting safe, stable, nurturing relationships for children both within and outside the immediate family.

In looking towards the future, preventing maltreatment by ensuring that all children are protected and raised in a nurturing environment is strategic for achieving measurable and lasting impacts on health over the life course. This concept creates a platform for fostering positive adult involvement in the lives of children and in assuring child well-being that can be used to address health promotion throughout childhood and adolescence. Making the shift to a public health prevention approach offers the possibility of a major advance for future child maltreatment policies and programs. It acknowledges the importance of child protective and mental health services for children who have been maltreated but also offers a vision for the prevention of child abuse before it occurs.

*This is a fertile time for developing new approaches to address child health and development, particularly as health care reform policy discussions intensify.*

This is a fertile time for developing new approaches to address child health and development, particularly as health care reform policy discussions intensify. APA has been a key partner in the early stages of this work, and it is clear that psychologists will have an integral role as these ideas advance. Convening leaders in the field and providing forums for discussion of the SSNR concept has helped to assure that the important perspectives represented by APA are incorporated. As we move forward, Division 37, working collaboratively with other APA Divisions and Directorates, will continue to be essential to the success of this effort to improve children's mental and physical health and well being. CDC looks forward to continuing this collaboration in the coming year and, together, championing the needs of children and families.

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## From the President

Patrick Tolan, Ph.D.

University of Illinois at Chicago

### Acting in a Time of Opportunity and Need: Collaborating to Connect Policy to Knowledge and Advance Children's Mental Health



It is an honor and a pleasure for me to be able to serve as President of the *Society of Child and Family Policy and Practice*. My interest in seeking this position was to help advocate for and to support others advocating for attention to and improving the state of mental health of children and adolescents. We are entering the 30<sup>th</sup> anniversary

of the division. That history is one characterized by effective collaboration and sound advocacy. I think this emphasis is why this division has been instrumental in the emerging focus on children's mental health within APA. This is the division where knowledge and policy are connected and where it is recognized that moving forward is more critical than who gets the credit.

I got to see how come this division is so vital and important when we had an informal lunch meeting of past and current presidents of the division at the 2007 APA annual meeting. First, it was a great opportunity to meet many luminaries whose writing had been influential to me and who made critical contributions to what we know about and have been able to get done for children and families. Second, it was inspiring to see this talented and creative group of predecessors join in with and be fully engaged by the graduate student level and early career professionals in attendance. I got to see the connection of wisdom and experience with great potential and vision of what could be. More impressive was the zeal with which, across these segments, the attending group jumped into talking about current issues, suggested specific actions, and volunteered to work on bringing them to completion.

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This “shoulder to the wheel” ethic is infectious. It reminds one, when facing unresponsive bureaucracies and entrenched ways, that problems can be solved, important change can be attained, and there are a great many others with great capability and commitment that share our goals.

I hope this “infection” reaches you or reaches you even more and you extend your talents to make the division even more influential within APA and to strengthen collaborations with others who share our goals. I hope that each of you will commit to work directly on some policy issue that affects child and family mental health and to use the division as a basis for catalyzing your individual effort into group accomplishment.

This sense of group capability being critical to making real headway is the central interest of my year acting as Society President. It has been my consistent experience, whether working on a research project, developing a training program, undertaking a policy endeavor, or trying to form agreements about services, either within APA or as part of a larger effort, that there is power in working with others that catalyzes individual capabilities into effective influence and action. This division is quintessentially a demonstration that the group has capabilities that are more than simply the sum of the individuals involved.

Division 37 is a society of professionals who want to connect knowledge to action and psychological expertise to policy. This places the society in a pivotal position of what is a growing coalition of divisions and increasing proportion of APA leadership with professional focus on children and families. That is why we need **your** capabilities; our members see the connections that others may just be coming to recognize.

I want to use my year and any opportunity this position brings to encourage you to bring your talents and capabilities to make the division stronger and to help us move forward on children’s mental health. Get more involved with the division, whether as an officer or otherwise; you will find it a satisfying and pleasurable undertaking. Encour-

age your students (or professors), colleagues, and others to join the division if not already members. Come to the convention and gain from the camaraderie, connections, knowledge, and support of others similarly committed to making a difference.

It is an exciting time to be working on these issues as it is a time of great hope with the growing recognition across segments of society of a need for more comprehensive and integrated health care and the importance of prevention within such care. We are accumulating increasingly valuable scientific understanding of the contributors to child and adolescent mental health problems and methods for ameliorating, curtailing, and preventing such problem. There is greater interest each year across professional groups and various constituencies and stakeholders to collaborate and push forward. It is also a time of great need. Stigma and unfounded belief still too often override science in the policy arena and in the public view. The impact and importance of children’s mental health is still underestimated or considered something based in being a “do-good.” Mental disorders of children are the second largest health care cost in this country for children and suicide and violence are among the top causes of child and adolescent death (<http://www.ahrq.gov/news/nn/nn012308.htm>). Children’s mental health remains in a crisis of underestimated impact, unrecognized need, and under availability of service, inadequate quality, and obstructed access. This is the time when your direct involvement is critical, the crisis provides opportunity as well as concern.

Children’s mental health commands a central focus within APA at this time. Our current President, Alan Kazdin, and President-elect, James Bray, have extensive distinguished careers focused on children and families. Several of the current and recent Board of Directors members are self-identified as child psychologists. The new Practice Directorate Executive Director is Katherine Nordal, a practicing child clinical psychologist and a longstanding voice for children and family issues within APA.

There are also several notable ongoing efforts that

our division and our members have integral roles in. The Interdivisional Task Force on Children's Mental Health, currently chaired by Barry Anton continues to build collaborative efforts across a broadening set of divisions. Information about the task force can be found on the home page of the *Office of Children, Youth, and Family* with the Public Interest Directorate (<http://www.apa.org/pi/cyf/cmh/homepage.html>). This is the third APA task force focusing on child mental health as a priority for APA. More than 10 divisions sent representatives to a networking breakfast sponsored by this task force during the midwinter board meetings last year. The current task force follows the initial Board of Directors Working Group, a cross-directorate effort that produced, *Developing Psychology's National Agenda For Children's Mental Health: APA's Response to the Surgeon General's Action Agenda for Children's Mental Health* that outlined a set of training, service, research, and policy actions for APA to provide leadership in collaborating on children's mental health (available at <http://www.apa.org/pi/cyf/dpnacmh.pdf>). This task force produced what was a quickly and fully supported *Resolution on Children's Mental Health Policy* (<http://www.apa.org/pi/resolution/childmenthlth.html>). In addition, the task force produced a series of articles in the September 2005 *American Psychologist* on our knowledge and needed policies for child mental health. A second children's mental health task force worked to move this agenda forward and into action, including preparing talking points and other information that will help psychologists advocate for recognition of the crisis in children's mental health (<http://www.apa.org/ppo/issues/tpacoord.html>), the evidence base for prevention (<http://www.apa.org/ppo/pi/prevention%20that%20works%20for%20children%20and%20youth.pdf>) and other key issues.

The "Children's Caucus" in the Council of Representatives includes a growing set of divisions and comprises an influential force there. *The Committee on Children, Youth, and Families*, currently chaired by division member Barbara Feise, continues to help bring critical policy issues forward and

to provide a strong basis for scientific psychology knowledge as a resource for policy advocacy by APA and for informing policymakers about sound approaches. More recently, a large set of divisions (including Division 37) and boards within APA have worked as part of Alan Kazdin's presidential initiative on violence to produce a summit that was held in Washington, DC on February 28 and 29, 2008. This summit had over 400 registrants and focused on developing agendas to address violence. The intent was to bridge across the many isolated and singularly focused approaches to violence causes and reduction and to connect research, practice, and policy agendas. Information on this can be found at <http://www.reisman-white.com/displaycommon.cfm?an=1&subarticlenbr=22>. The summit was preceded by a day of training on effective advocacy for over 40 psychologists by Annie Toro J.D. of the *Public Interest Directorate*. Ensuing visits later that afternoon to Capitol Hill put that training directly into action.

This advocacy is only the latest in ongoing work by Division 37 members and others in APA to affect child mental health policy. In November of 2007, the *Interdivisional Task Force on Children's Mental Health* (then chaired by our current Division 37 Council Representative Karen Saywitz) organized a Congressional Briefing entitled "*Children's Mental Health: Key Challenges, Strategies, and Effective Solutions.*" Chaired by Jane Knitzer, the briefing retained a packed room of staffers for a full two hours (which I am told is quite unusual). The remarks of the panel can be found at [http://www.apa.org/ppo/pi/briefing\\_cmh.html](http://www.apa.org/ppo/pi/briefing_cmh.html) and a report on the briefing in the *Monitor* can be found at <http://www.apa.org/monitor/dec07/urgecongress.html>. This briefing was one of several in the past few years, sponsored by APA that focused on critical issues in children's mental health. For example, a prior hearing that noted the critical need for more and better attention to child mental health needs included testimony by Larke Huang, recipient of the 2007 APA Distinguished Contributions to Psychology in the Public Interest Award, who as a Commissioner of the New Free-

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dom Commission on Mental Health, helped lead a strong focus on child mental health prevention and promotion and access to quality services. Her testimony provides more evidence of what is needed and how we as psychologists can help to make these needs met (<http://www.mhreform.org/kids/huangstatement.htm>).

These efforts extend into our upcoming work in the division. We also look forward to a very exciting program at APA in Boston. Our program chairs, Kathy Grant and Amy West, have worked hard to collaborate with other divisions and produce a remarkable set of symposia and some innovations in poster sessions. Along with Past-President Carol Falender and Board member Tina Anctil, they have created a mentoring session for early career professionals and graduate students. We are sharing social hours with several other divisions as well. Come meet your colleagues, expand your network, connect to and help others who share your strong interest in making a difference in children's mental health.

Thank you for permitting me to work in this role. There is much we can do and much to do, and I look forward to working with you on them.

## Voice of the Students

Gesenia Sloan-Pena, M.A.,  
Pepperdine University

As incoming Graduate Student Representative for 2008-2009, let me first take the opportunity to thank Gesenia Sloan-Pena for her excellent service to the Division in this role. Gesenia has demonstrated her commitment to advocacy for children and families and will continue to play an active role in the Division. She has already been tremendously helpful in orienting me to my new position!

I have been a member of the Division for 3 years and am proud to be serving now as the voice for graduate student members. Currently I am in my third year of study in Social and Personality Psychology at the University of Illinois at Chicago. My research is focused on psychological issues that arise when children and adolescents enter our legal system. For example, for my Master's thesis, I am investigating jurors' perceptions of intellectually disabled juvenile defendants and confessions offered by such vulnerable defendants. My research interests are intimately linked to my desire to serve an organization committed to advocating for those who do not have a voice, and I am thrilled to have the opportunity to do so.

Although my tenure as Graduate Student Representa-

### *Announcing: The Division 37 slate of officers*

**President:**

Sandra J. Bishop-Josef  
Kathy Katz

**Treasurer:**

Vesna Kutlesic  
Teresa Lyle-Lahroud

**Member-at-Large for Communications and Technology:**

Tina Anctil  
Lorinda Camparo

*visit the APA website for candidate statements and be sure to vote!*

tive is just beginning, I already have several ideas for increasing student membership and improving the experience of current members. First, Gesenia and I are working together to contact graduate psychology departments across the country to invite students to learn about and join the Division. I also encourage you to take on this task – if you know students whose interests are aligned with the Division’s goals, please invite them to join us!

Another goal is to add more resources to the Division website for graduate students. For example, I think graduate students would benefit from postings about getting more involved with the Division; internship, post-doc, and job opportunities; and information about relevant grants and awards. In the meantime, please feel free to use the Division 37 Student Listserv to communicate this kind of information with other student members. If you are not already on the listserv, you can join by sending an email to [division37students-subscribe@yahoo.com](mailto:division37students-subscribe@yahoo.com).

Finally, I hope to work with the APAGS Division Student Representative Network to request that student affiliates be listed on the APA membership directory. Currently, you can search for members, fellows, or associates as a function of location, areas of interest, and Division membership. You can access this directory at <http://memforms.apa.org/apa/cli/mkdirsearch/index.cfm>. I encourage you to use this resource to get engaged with APA members, and eventually other student members, by inviting others who have the same interests to child- and family-relevant colloquia and symposia at your institutions.

I look forward to serving as the Graduate Student Representative this year and welcome any ideas you may have for making the experience of our student members a fulfilling one!

## Teachers Describe Their Training Needs

The APA Coalition for Psychology in the Schools and Education

The Coalition for Psychology in the Schools and Education (CPSE) was established in 2001 and currently includes members from several APA Divisions and groups, including:

- 5 (Evaluation, Measurement and Statistics)
- 7 (Developmental Psychology)
- 10 (Aesthetics, Creativity and the Arts)
- 15 (Educational Psychology)
- 16 (School Psychology)
- 17 (Society of Counseling Psychology),
- 25 (Behavior Analysis)
- 27 (Society for Community Research and Action),
- 35 (Society for the Psychology of Women)
- 37 (Society for Child and Family Policy and Practice)
- 43 (Family Psychology)
- 45 (Society for the Psychological Study of Ethnic Minority Issues)
- 46 (Media Psychology)
- 53 (Society of Clinical Child and Adolescent Psychology),
- APA Board of Educational Affairs (BEA)
- APA Board of Scientific Affairs (BSA)
- Committee on Ethnic Minority Affairs (CEMA)
- Committee on Psychological Testing and Assessment (CPTA)
- Committee of Teachers of Psychology at Secondary Schools (TOPSS)
- Psi Chi

Funding for the Coalition is provided by the member Divisions and by the APA Education Directorate. The mission of the Coalition is to promote the application of psychological research to improve the quality of the nation’s education and schooling, particularly for children in grades K-12, and to encourage APA’s involvement in policy making and legislation associated with the educational agenda of the nation. To accomplish this mission, the Coalition

congratulations!

*Sheila M. Eyberg, Ph.D., Winner of the Div. 37  
Nicholas Hobbs Award*

*and*

*Shay Bilchik, J.D., Winner of the Div 37 Distinguished Contribution to Child Advocacy Award*

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facilitates cooperation among groups within the APA, and affiliates of the APA, whose focus is on children and youth and the teaching and learning processes. The activities of the Coalition support APA's mission to improve education at every level.

The Coalition recently completed a survey of 2,334 teachers from 49 states and the District of Columbia. The survey focused on assessing the extent to which teachers believe they would benefit from additional instruction in four areas: classroom management, instructional skills, classroom diversity, and communication with families. The survey was the first time APA has directly asked teachers to identify their needs for further professional development; most other surveys have attempted to identify teacher needs by asking administrators about them.

The majority of responders were from public schools and teachers from kindergarten through grade 12 participated. Teachers with a wide range of experience in the classroom participated and specific efforts were made to include teachers from urban, suburban, and rural areas.

### Areas of greatest need

Instructional skills and classroom management were the areas in which the highest percentage of teachers reported the need for additional professional development, with 35% of the respondents indicating that their first priority was for further education in instructional skills and 25% indicating that further instruction in classroom management was their greatest need. Notably, these areas were identified as areas needing further professional development even though most respondents already had received substantial education in instructional skills (65%) and classroom management (50%) during teacher preparation programs and in-service professional development programs.

Surprisingly, 2-4% of the teachers indicated that they had received minimal instruction in classroom management during their teacher training program. This trend was even more marked with new teachers: 34% of first-year teachers indicated that they had received only "a little" preparation in this area.

### Influence of experience

Professional development needs varied with experience. For example, in the case of classroom management, 52% of first-year teachers ranked it as their greatest need for further professional development. This decreased to 26% of teachers with 5-9 years of experience and 20% of teachers with 10 or more years of experience.

Among teachers with 10 or more years of experience, 24% identified classroom diversity and 22% identified communicating with family and caregivers as the area of their greatest need for professional development. Interestingly, teachers' comments on the survey showed that, when they thought of diversity in their classroom, many of them focused on the diversity in academic abilities of their students.

### Specific needs

The issues of most importance to teachers who identified classroom management as an area for additional professional development were (a) reducing the frequency with which the negative behaviors of one child disrupted the learning of other children, (b) ensuring that all students were socially and emotionally safe in their classroom, and (c) encouraging the participation of all students in classroom interactions. The most commonly mentioned areas for professional development in instructional skills were (a) promoting critical thinking skills, (b) motivating students to learn, (c) designing and implementing a challenging curriculum, and (d) modifying instructional strategies to meet the needs of individual students. In the area of diversity, teachers expressed an interest in working more effectively with students who have varying degrees of grade-level readiness, gifted students, and students with special learning needs. Finally, teachers expressed interest in learning more about communicating with families and caregivers about behavior problems and academic problems.

### Additional instruction

The survey also asked teachers to identify their preferred methods for continuing their professional development. Most teachers (84%) indicated that they preferred in-district workshops as either their first or second choice and 59% indicated that on-line modules were either their first or second choice.

### Future work.

The Coalition plans to collaborate with APA's Education Directorate, other groups within the APA, and other state and national educational organizations to develop strategies to address the principal professional development needs of teachers, as identified through this survey.

## President: Section I

**Anthony Mannarino**

*Medical College of Pennsylvania and  
Hahnemann University*

Greetings to everyone in Division 37. 2007 was a good year for the Section on Child Maltreatment and I look forward to another productive year. In order for the Section's EC to communicate more regularly with each other and to stay on top of important Section issues, we have initiated conference calls that will take place every few months. These are in addition to the yearly EC meeting at the APA annual meeting.

In a previous column, I mentioned a concern about declining membership in the Section. In fact, the decline has been about 30% over the past five years. When this issue was discussed both at the Section's EC meeting and Division 37's EC meeting in San Francisco, several people mentioned that they were not sure if their membership in the Section had been renewed. This confusion mostly arises from the fact that membership dues for the Section are sent in a separate dues statement from the annual APA dues statement. People may forget that there are separate dues statements and think that once they paid their APA/Division dues that the Section's dues were included, too.

To try to get to the root of this problem, we obtained Section membership lists for 2006 and 2007 from the APA Division Services Office. We then discovered that even a few members of the Section's EC had not paid their 2007 membership dues. Our Section's Membership Chair, David Kolko, is now reviewing these lists. In the near future, we hope to be able to send out notices to all Section members who have not renewed for 2007 and may not have been aware that they had not. Additionally, we hope to work with APA to determine if there might be a way to include the Section dues statement along with the annual APA dues notice.

Jane Silovsky (Member-at-Large of the EC whose term ended in December) reports that the new Internship Survey will be web-based and will hopefully be sent out by the end of February after prospective interns have matched with internship sites for this next academic year. It will be interesting to learn if additional internship sites are now including child maltreatment education, training, and clinical experiences as part of their curricula. A big thanks to Jane and her work group for moving this important project along.

As some of you may already know, the Section's EC is working with APA to create a Section Listserv. The major purpose of the Listserv would be to communicate more regularly and more effectively with membership. The Listserv would be announcement only. We, of course, understand that many of you participate in Listservs and are regularly bombarded with way too much extraneous information that just clogs up your email. To try to insure that this does not happen with the Section's Listserv, we plan to make the Listserv only available to Section members and that postings would be synthesized and sent out, at most, once per week. As of this writing, Victoria Talwar, our Newsletter Editor, and I will be moderating the Listserv. If there are any Section members who might be interested in participating in the oversight of the Listserv's activities, please let me know.

On a different front, Alan Kazdin, who is the President of APA for 2008, is pursuing several presidential initiatives this year that are vitally important to the Section. One is the *Summit on Violence and Abuse in Relationships: Connecting Agendas and Forging New Directions* which took place on February 28-29 in Bethesda, MD. Topics for the summit included intimate partner violence, child maltreatment, children exposed to violence and abuse, elder abuse, and culture, ethnicity, and gender-related issues. Many national experts in these areas were on the program. Division 37 and the Section were also well represented with such invited speakers as Mark Chaffin and Sandra Graham-Berman.

Dr. Kazdin's second initiative of great relevance to the Section is the *APA Presidential Task Force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents*. Annette La Greca will be the Chair of this Task Force. I was also nominated for this Task Force and will be honored to be part of this important undertaking. The Task Force will be meeting twice during 2008. There will also be a Presidential Symposium at the APA meeting in August in Boston dedicated to childhood PTSD and trauma. This Task Force could not be more timely given the devastating impact of recent acts of terrorism and natural disasters. Without diminishing the effects of these tragic events, though, it is important for all of us to remember that child abuse and neglect are the trauma to which the greatest number of children and adolescents in the United States are exposed. I will do my best to keep child maltreatment at the center of the work of the Task Force.

## Proposed Amendments to Provide A Voting Seat on Council for Each of the Four National Ethnic Minority Psychological Associations

Dear Members,

In the spirit of honoring APA's position to increase diversity in membership and governance, please pay special attention to the provisions of the following Bylaws amendment. When called upon to cast your vote, please support the amendment.

The following sections of the Bylaws reflect the result of passing the proposed amendment:

### Highlights:

- APA Council of Representatives was nearly unanimous in its support of this amendment.
- The ethnic minority psychological associations' missions include the advancement of the science, practice, and education in psychology.
- Increasing diversity in membership and governance is an APA priority.
- The seats from the four ethnic minority associations are added to the current 162 seats on Council and will not affect the current structure of the apportionment balloting systems. Council's role is to support APA's mission to "advance psychology as a science, as a profession, and as a means of promoting health, education, and human welfare." Diversity figures prominently in achieving this mission.
- Each representative from an ethnic minority psychological association is a dues-paying member of APA and in good standing.

### Article V: Composition of the Council of Representatives, Sections 1, 5, 6, and 8

1. Council shall be composed of Representatives of Divisions, Representatives of State [and] Provincial, and Territorial Psychological Associations, members of the Board of Directors, the Officers of the Association (the chief staff officer shall serve without vote), [and] the APAGS Representative and one Representative from each National Ethnic Minority Psychological Association (the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists).

5. Council Representatives of a Division [or], a State/Provincial/Territorial Association, of the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists shall be members of [the Division of State/Provincial Association] their respective constituencies and Members of the Association, and shall be elected for a period not to exceed three years. If during that three-year period the Division or State/Provincial/Territorial Association is allocated fewer seats, the Division or State/Provincial/Territorial Association shall recall the appropriate number of Representatives. The term of office of the recalled members is thereby terminated.

6. Each APA Fellow, Member, and voting Associate member shall choose the Division(s) or State/Provincial/Territorial Association(s) through which he/she elected to have his/her interest represented on Council by allocating, at the time of the annual dues statement, a total of ten (10) votes to the Division(s) or State/Provincial/Territorial Association(s) through which he/she wishes to be represented the following year. However, only Fellows, Members [or voting Association members] of the Divisions or State/Provincial/Territorial Associations so designated will be allowed to nominate and elect their Council Representatives. The Representatives of each of the National Ethnic Minority Psychological Associations shall be designated by their respective Associations.

8. A Council member who has served for six consecutive years shall not be eligible for election or appointment for a period of one year as a Representative from any Division, State/Provincial/Territorial Association, National Ethnic Minority Psychological Association, or coalition.

### Article XVI: National Ethnic Minority Psychological Associations, Sections 1, 2, and 3.

#### Article XVI. National Ethnic Minority Psychological Associations.

1. As provided in Article V.1, the Asian American Psychological Association, Association of Black Psy-

chologists, National Latina/o Psychological Association, and the Society of Indian Psychologists shall each have one voting representative serving on the Council of Representatives of the American Psychological Association.

2. Each of these National Ethnic Minority Psychological Associations shall exercise such control over its members so that membership in such Associations shall not imply membership in the American Psychological Association.

3. The American Psychological Association shall not be responsible for the acts or omissions of these National Ethnic Minority Psychological Associations, except as specifically authorized by these Bylaws or other duly promulgated rule of Council.

*January 26, 2008. The Introduction and highlights were generated by the Executive Committee of the Society for the Psychological Study of Ethnic Minority Issues., Division 45 of the American Psychological Association for distribution to the American Psychological Association governance members and general membership. Bylaws text is from the 2007 amendment ballot of the American Psychological Association.*

### **Questions and Answers about Proposed Amendments to Provide a Voting Seat on the Council for Each of the Four National Ethnic Minority Psychological Associations.**

*Q: Why do we give the four ethnic minority associations Council seats when I have to "fight" for one for my Division/State through the apportionment ballot?*

A: Each of the 54 Divisions, 50 US states, 6 Canadian Provinces, and 4 U.S. territories gets a seat on Council every year (total of 114). The 10 apportionment votes that all APA full members are allowed to distribute are for the additional 48 seats left of the 162 seats on Council. The current allocation of seats would not be affected.

*Q: Who are these ethnic minority groups, and why did we decide to provide seats to them?*

A: The groups consist of the Society for Indian Psychologists, National Latino/a Psychological Association, the Asian American Psychological Association, and the Association of Black Psychologists. These four groups, with APA Division 45, Society for the Psychological Study of Ethnic Minority Issues, form the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. The represen-

tatives of those associations have met twice a year for over 15 years with APA, so they have been affiliated for quite a while.

A basic assumption in the historical design of representation on the Council of Representatives is that the APA is strongest when a diverse and wide range of perspectives is included. Ethnic minority diversity has long been lacking on Council, and this strategy is one step toward inclusion.

*Q: Would the Council of Representatives from these groups be required to be APA members?*

A: Yes, just as Division, State, Provincial and Territorial representatives are required to be APA members. Many view this strategy as an important bridge to the ethnic minority associations from APA.

*Q: Aren't these just political actions that do not do much to promote the mission of the association?*

A: Members of the four ethnic minority associations are scientists, educators, and practitioners, many of whom have much to offer APA in regard to *all* areas of psychology, including the growing field of ethnic minority psychology. The missions of the four associations include the advancement of science, practice, and education in psychology. Increase of ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority.

*Q: Will other ethnic group societies be encouraged to join Council in the future? Where would this inclusivity stop?*

A: Ethnic minority psychologists remain a very small percentage of US psychologists. The Society for Indian Psychologists, National Latino/a Psychological Association, Asian American Psychological Association, and Association of Black Psychologists are the only extant national associations of ethnic minority psychologists in the United States. These four groups, in existence for 20 to 40 years, have been meeting twice a year for over 15 years via the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, which includes APA Division 45. It is a unique coalition of Ethnic Minority Psychological Association.

*The questions and answers were developed by Melba J. Vasquez, Ph.D., based on comments she received from a variety of sources.*

**Society for Child and Family Policy and Practice**  
**Abridged Minutes from the 2008 Convention Executive Committee Meeting**  
**February 29 to March 2, 2008**  
**Liza Suárez, Ph. D.**

**President's Report (Patrick Tolan)**

Division president Patrick Tolan called the meeting to order with introductions and a welcome to our new officers. He summarized a new partnership with Division 53 resulting in adding a section on Social Policy to the *Journal of Clinical Child and Adolescent Psychology*. This will be a separate section with our division listed as the sponsor of that section. Patrick Tolan has agreed to serve as the first associate editor and will work with Paul Frick, editor of the journal, to add additional editorial board members. Patrick Tolan also described the outcome of the Division's participation in the *APA Summit on Violence*, held on February 28-29, 2008, noting that this effort was a first step in bringing together consumers, providers and researchers in child abuse, youth violence, and domestic violence.

**Past President's Report (Carol Falender)**

Past president Carol Falender guided the discussion of slate of officer candidates for the Division 37 Executive Board, and nominations for awards. Statements from the candidates will be posted on the Division website (<http://www.apa.org/divisions/div37/>), and ballots will be going out from APA soon – please remember to get informed and vote!

The final Division 37 Slate for March 2008 is: PRESIDENT: Sandra J. Bishop-Josef & Kathy Katz; TREASURER: Teresa Lyle-Lahroud & Vesna Kutlesic; and MEMBER-AT-LARGE: COMMUNICATIONS AND TECHNOLOGY: Lorinda Camparo & Tina Anctil

Carol Falender facilitated discussion of the nominees for the two Division Awards. The Nicholas Hobbs Award is presented to a psychologist who exemplifies the ideals and devotion to child advocacy and policy characterized by the award's namesake. This year, Division 37 will honor Sheila M.Eyberg, Ph.D., with the Hobbs Award. The Distinguished Contribution to Child Advocacy Award is presented to a non-psychologist who has made significant contributions to advocacy on behalf of children, youth, and families. Division 37 is proud to honor Shay Bilchik, JD, with the Child Advocacy Award. Be sure to attend presentations by the awardees at the Convention

**President-Elect's Report (James Bray)**

APA President Elect James Bray joined the Division 37 Board Meeting briefly to discuss plans for 2009 Convention programming. He described a proposal to have tracks geared for practitioners to learn directly from the experts, and would like Divisions to give some of their programming time for this to take place.

**Director of APA Office on Children, Youth, and Families (Mary Campbell)**

Mary Campbell described the APA Presidential Task Force on PTSD and Trauma for Children and Adolescents, the APA Task Force on Evidence Based Practice for Children and Adolescents, the APA Task Force on Resilience and Strength in Black Children and Adolescents, the newly established APA Task Force on the Effects of War on Children and Families Living in this Country as Refugees, and the APA Committee on Children, Youth, and Families (CYF). Of particular interest is the CYF call for nominations for terms beginning in 2009.

**Associate Director for Public Policy Interest (Annie Toro)**

Annie Toro summarized three big reauthorizations APA is working on, including 1) CAPTA: Child Abuse Prevention and Treatment Act, which will be sending the APA recommendations soon to increase funding, 2) Developing recommendations for Juvenile Justice and Prevention Act, and 3) NCLB: No Child Left Behind. She also mentioned the Substance Abuse and Mental Health Administration (SAMHSA) reauthorization, and issues impacting children's mental health. She noted the need to include critical language related to child mental health in the schools. This includes the Keeping Families Together Act. She continues to work on bullying prevention and cyber bullying, and she noted that there is interest in putting together a bill addressing this issue specifically. Annie Toro noted that the advocacy training held on Thursday this week was very successful, with 50 psychologists receiving the training. Participants advocated to their local representatives on the *Violence Against Women Act* and the *Child Abuse Prevention and Treatment Act*. There was also a trauma briefing held to inform members of congress of the impact of trauma and the importance of funding these programs, and Liza Suarez was one of the speakers.

**Office of Policy and Advocacy in the Schools (Ron Palomares)**

Ron Palomares gave a brief description of the APA staff organization, including the breakout of the four major APA directorates – Practice, Science, Public Interest, and Education. He reported that APA had hired the new Executive Director for the Practice Directorate, Dr. Katherine Nordal who indicated that she would like to see an increased focus on children and families by the Practice Directorate. Ron also discussed the recently funded APA Presidential Task Force on the Psychological Needs of US Military Service Members and their Families and the current APA Public Education Campaign, focused on the Mind/Body Health. He shared a copy of the Mind/Body Health Toolkit, which is free to any APA member who requests one by writing to [pracpr@apa.org](mailto:pracpr@apa.org). Finally, he handed out copies of the most recent APA Practice document *Good Practice*, which can be found on the APA Practice web page – [apapractice.org](http://apapractice.org).

**Section I: Child Maltreatment President's Report (Anthony Mannarino)**

Child Maltreatment Section president Anthony Mannarino lead a discussion of ways to encourage additional APA members to join the division

and the section, and he announced that there will be a new listserv restricted to section members.

#### **Council Representative's Report (Karen Saywitz)**

Karen Saywitz described initiatives and task forces needing financial support from the Division. She also provided an update on the group advocating for psychologists obtaining prescription privileges. Division members discussed plans to advocate for inclusion of a child psychologist in this group. Karen announced that we just got funded \$1500 through a CODAPAR grant for the child mental health website.

#### **President Elect's Report (Carolyn Schroeder)**

President Elect Carolyn Schroeder announced that Rich Puddy will be program chair for 2009 and Amy West will co-chair. She also reported that child divisions got together to request that APA create a template for division websites. Carolyn noted she did not intend to start a new initiative during her presidency, but expressed interest in maltreatment, disabilities, and guardianship for people with disabilities.

#### **Treasurer's Report (Mark Chaffin)**

Treasurer Mark Chaffin described the financial situation of the Division, noting that we have 2.5 years of budget operation in funds, but that there was an increase in expenses last year, and a similar projection for this coming year.

#### **Member-at-Large for Task Forces and Diversity Issues Report (LaTonya Wood)**

LaTonya Wood reported that she participated in planning calls for the Culturally Informed Evidence Based Practices Conference in MD coming up in 2 weeks. She noted that our Division is well represented in the planning committee

#### **Graduate Student Representative's Report (Genie Sloan-Pena)**

Genie Sloan-Pena expressed appreciation to the EC for passing the motion to offer a free one-year membership for graduate students. She reported that emails have been sent to graduate students all over the United States and Puerto Rico. It was noted that this free membership does NOT extend to the section, and that it extends for only one year..

#### **Membership Co-Chairs' Report (Tina Anctil and Amy Shadoin)**

Tina Anctil indicated that the Early Career Psychologist Network (ECPN) is encouraging divisions to submit a short article online focused on what the division is doing for early career psychologists. Resulting from the discussion and decisions made at the EC meeting, the following changes were made:

- The division will set aside \$1000 per year to fund registrations for early career psychologists who are formally attending the divisional meeting executive committee
- The committee passed a motion to recommend adding a 4<sup>th</sup> Member at Large position to the executive committee for an Early Career Representative (elected by voting members for a 3-year term, an individual that is 7 years post doctorate or less), beginning in 2010.
- The division will work towards setting up a fund for a \$500 award to an Early Career Psychologist. The fund will be created through donations from fellows and past division presidents.
- Psychologists transitioning from student APA members to full members will receive a free one-year membership to the division.

Amy Shadoin discussed strategies for reaching out to new members of diverse backgrounds.

#### **Program Chairs' Reports (Amy West and Kathy Grant)**

Amy West and Kathy Grant stated that the overarching theme for the 2008 program was collaboration across 3 areas: 1) Collaboration toward Increasing Evidence-based Practice; 2) New Data on Child Abuse Trends and the Implications for Child Well-being: Reviews, Reactions, and Recommendations; and 3) Collaboration Towards Reducing Disparities in Services to Culturally-Diverse Children and Families: The Intersection of Research, Practice, and Policy. The Division received 14 substantive hours and 7 non-substantive hours from the convention program. The division will have three poster sessions. The EC discussed plans to ensure that the program includes time and space to honor past presidents and fellows, current awardees, and to mark the Division's 30<sup>th</sup> anniversary.

#### **Member-at-Large for Advocacy Reports (Mindy Feinberg-Gutow)**

Mindy Feinberg-Gutow reported that the APA Directorate Representatives are working to start developing plans for offering education on advocacy issues across various levels of education (high school, undergraduate, graduate). The Division will provide assistance with this effort based on advocacy materials already developed.

If you haven't joined the Division 37 listserv yet, you can visit <http://www.apa.org/divisions/div37/listserv.html> for simple instructions. Often-posted items include funding opportunities, job openings, and requests from APA to comment on pending legislation. Don't miss out!

## *Fellows Applications: Division 37*

*Applications for new Fellow status are now being accepted from individuals who are members of Division 37.*

*To request applications, or to nominate someone for Fellows consideration, email [Diane-Willis@ouhsc.edu](mailto:Diane-Willis@ouhsc.edu) or call 405-364-9091.*

*Applications must be completed and submitted by December 1, 2008. Notification at the Division level will be in February 2009 when the Fellows Committee choices are forwarded to APA's Membership Committee. Final decisions will be made by this committee in August at the Convention.*

*Those who are Fellows in another Division, but who would like to apply for Fellow status in Division 37, should send applications to Diane J. Willis by February 15 of any given year. Notification of outcome will be in April, with ratification by APA's Membership Committee in August.*

*Send all nominations, applications, and requests for applications to:*

**Diane J. Willis, Ph.D.  
Professor Emeritus, OUHSC  
4520 Ridgeline Drive  
Norman, OK 73072  
[Diane-Willis@ouhsc.edu](mailto:Diane-Willis@ouhsc.edu)  
(405) 364-9091**

## ***We Need You!!!***

Division 37 is working to recruit new student members. Our goal for 2008 is to increase our student membership by 50%. To do this, we need you, our members, to help us. Please consider making a “resolution” to recommend membership in Division 37 to three students. Graduate and undergraduate students benefit from being a member of our Division. Reaching out to students in both categories will improve the future in terms of advocacy efforts for children and their families. Being a part of this Division will encourage our new colleagues to be involved and leaders in the field. Please join us in this effort to boost our ranks. Refer students to Tina Anctil (tmanctil@wsu.edu) or Amy Shadoin, Ph.D.(amy@socialmetricsinc.com), Membership Co-Chairs, if they would like to receive an application or if they have any questions about membership in Division 37. Thank you for your efforts!

## **Call for Division 37 Dissertation Award Proposals**

Students who are members in Division 37 and who have completed or will complete their dissertations 2007 – 2008 are asked to send their dissertation and a 1000 word abstract for competition for the Division 37 ***Outstanding Dissertation Award***. The top winner will receive \$400.00 and will be acknowledged along with the second and third place winners at the upcoming APA conference.

- \* Dissertations will be judged by three members of the Executive Committee.
- \* Priority will be given to dissertations concerning issues of social policy, service delivery, welfare, and/or advocacy for children, youth, and families.
- \* The dissertation will be judged on the following dimensions: (a) scientific, technical, or clinical importance, (b) originality/creativity of the work, (c) adequacy of the research design and methods, (d) quality of the conclusions drawn from results, and (e) quality of the written presentation

**By June 1, 2008**, please send your full name, address, institution, name of your advisor, and the 1000 word abstract to

***Carol Falender, Ph.D.  
Div. 37 Past President and  
2008 Awards Chair  
cfalende@ucla.edu***

In addition, mail three copies or email the dissertation to

***Carol Falender, Ph.D.  
1158 26<sup>th</sup> Street, #189  
Santa Monica, CA 90403***

## From the Hill

Annie Toro, J.D.

Senior Legislative & Federal Affairs Officer  
American Psychological Association

### Major Reauthorizations Related to Children Still Pending

The first session of the 110<sup>th</sup> Congress ended the same way it began—with a partisan fight over federal spending. When the dust cleared from the final vote on December 18, 2007, the Democrats had ceded \$16 billion in funds marked mostly for domestic programs. The resulting omnibus spending package, however, did include \$6 billion more than the President's request for fiscal year 2008 (FY 08), and Democrats managed to shift certain funds away from Administration priorities and toward their own, including veterans programs, housing, special education, and health care.

Passage of this spending bill capped a year marked by contention on seemingly every high-priority issue and the resulting legislative logjam. Congress missed reauthorization deadlines for several federal programs, including the *No Child Left Behind Act* (NCLB), the *Juvenile Justice and Delinquency Prevention Act* (JJDP), and the *State Children's Health Insurance Program* (SCHIP), and failed to enact comprehensive legislation in the areas of immigration and agriculture. Similar fights are shaping up for 2008, with the dynamic made even more complex by the presidential and congressional elections.

Facing this climate, on January 28, President Bush delivered his seventh State of the Union address. The President used this forum to outline comparatively modest goals and to encourage Congress on many fronts, including the reauthorization of NCLB, health care reform, bolstering the economy, and extending tax cuts. President Bush also announced the White House Summit on Inner-City Youth and Faith-Based Schools and a legislative initiative to provide "Pell Grants for Kids," which would disperse federal funds for students in low-performing schools to attend out-of-district, private, or faith-based schools.

The release on February 4 of the President's budget request for federal fiscal year 2009 (FY 09), however, is likely to incur the wrath of Democrats and at least a handful of Republicans. As in previous years, the FY 09 budget makes deep cuts to domestic discretionary funding, especially at the U.S. Departments of Education, Health and Human Services, and Labor. The document recommends eliminating 47 programs from the Department of Education alone, including Elementary and Secondary School Counseling, Civic Education, Mental Health Integration in Schools, and State Grants for Incarcerated Youth Offenders.

One area of possible reconciliation in the budget is SCHIP, for which the President has proposed an additional \$19.7 billion over the next five years. While this figure stands well below the \$50 billion sought by the bipartisan team leading SCHIP reauthorization efforts in the Senate, it may represent a point from which to restart negotiations.

Even as Congress prepares to consider SCHIP and other child- and family-related reauthorizations left from last session, another major program is set to expire on September 30 of 2008—the *Child Abuse Prevention and Treatment Act* (CAPTA). Below is a brief outline of APA Government Relations activities related to the CAPTA and JJDP reauthorizations.

#### Child Abuse Prevention and Treatment Act

The *Child Abuse Prevention and Treatment Act* (CAPTA) is the most important law addressing child abuse and neglect. Originally enacted in 1974, the Act was amended several times and was most recently amended and reauthorized on June 25, 2003, by the *Keeping Children and Families Safe Act of 2003*. Congress is preparing for the next reauthorization of CAPTA and Public Interest Government Relations Office (PI-GRO) staff is actively assisting in these efforts.

According to the U.S. Department of Health and Human Services, substantiated cases of child abuse and neglect involved approximately 900,000 children in 2005. Fatalities from child maltreatment remain high: An estimated 1,500 children die of abuse or neglect each year. In addition, our child protec-

tion system remains sorely in need of resources, as funds for child abuse prevention and treatment programs have not kept pace with the needs of communities.

Specifically, CAPTA provides federal funding to States in support of prevention, assessment, investigation, prosecution, and treatment activities and also provides grants to public agencies and non-profit organizations for demonstration programs and projects. Additionally, CAPTA identifies the Federal role in supporting research, evaluation, technical assistance, and data collection activities; establishes the Office on Child Abuse and Neglect; and mandates the National Clearinghouse on Child Abuse and Neglect Information.

In preparation for the reauthorization of CAPTA, PI-GRO staff is in the process of developing association-wide recommendations to the law. Areas of priority during the reauthorization include defining child abuse and neglect; and supporting increased collaboration among agencies involved with abused and neglected children, differential response, co-occurrence of child abuse and domestic violence, mandated reporting, and cultural competence.

The final recommendations will be distributed to key congressional staff. PI-GRO also works collaboratively, as an active member of the National Child Abuse Coalition, to ensure that recommendations related to the mental health needs of abused and neglected children and their families are supported by other organizations involved in the reauthorization.

In addition to the CAPTA reauthorization, PI-GRO staff also continues to work on behalf of children and families impacted by child abuse and neglect by advocating for increased appropriations for CAPTA programs authorized under the law. Prior to 2005, it had been ten years since CAPTA funding was last increased, leaving the nation's child welfare system stretched beyond capacity. For Fiscal Year 2008, Congress approved an \$11 million increase for CAPTA discretionary activities, specifically to be used for home visitation programs. However, CAPTA is still far from fully addressing the concerns associated with child abuse and neglect. PI-

GRO will continue to advocate for full funding of discretionary and research activities, as well as encourage funding of state and prevention grants at the authorized level to ensure the health and well-being of our nation's youth.

### Juvenile Justice and Delinquency Prevention Act

The *Juvenile Justice and Delinquency Prevention Act* (JJDP) was first passed in 1974 and since then, it has served as the nation's most important law pertaining to the treatment of juvenile offenders. It established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) under the Federal Department of Justice, and subsequent reauthorizations have reflected a balancing act between two crime reduction strategies—holding minors accountable for their criminal activities and focusing on prevention and rehabilitation of offenders. The 2002 reauthorization represents the furthest swing toward an accountability and sanctions-based orientation of the law. JJDP was due for reauthorization again in 2007.

At this time, APA PI-GRO and Science GRO staff are developing comprehensive, association-wide priorities for this important reauthorization. A central issue under consideration is the balance between accountability and prevention. To this end, APA has been participating in roundtable discussions with mental health, juvenile justice, and other interested groups along with staff from the Office of Congressman Bobby Scott (D-VA) regarding his bill, the *Youth Prison Reduction through Opportunities, Mentoring, Intervention, Support, and Education Act* (Youth PROMISE Act). This legislation seeks to focus OJJDP resources on the provision of evidence-based and promising practices for at-risk youth to prevent delinquent behavior and intervene early to reduce repeat offenses and recidivism. Programs that would be authorized by this bill include mental health treatment, counseling, education and job training opportunities, and arts, sports, and other recreation programs.

Beyond consideration of the guiding philosophy of JJDP, numerous other issues to be addressed during the reauthorization include:

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- The law's core mandates to the states, which include:
  - The deinstitutionalization of status offenders; ensuring that minors are not detained in facilities that also house adult prisoners; ensuring sight and sound separation between juveniles and adults when circumstances require their presence in a common facility; and the reduction of the disproportionate number of minority youth in contact with the justice system;
- The prevalence of minors being tried as adults and subjected to sentences of life in prison without parole;
- The structure of grant funds under OJJDP, which, under the 2002 reauthorization, have been greatly consolidated into block grants for states;
- Research and evaluation activities; and
- Issues of funding for OJJDP and activities authorized under the law.

Public Interest and Science GRO staff will continue to monitor legislation that would effect JJDPA reauthorization and work with APA membership, other directorates, and coalitions in determining legislative priorities and drafting legislative language. Final recommendations will be distributed to legislative offices key to the reauthorization process and serve as the cornerstone of APA's advocacy efforts.

### **Get Involved in Advocacy!**

We invite you to take part in our Public Policy Advocacy Network (PPAN) by visiting us at <http://www.apa.org/ppo/ppan/homepage.html>. Through PPAN, you can sign up for our timely action alerts and you stay informed about (and involved in) federal policy. In addition, if you are interested in becoming involved in legislative initiatives impacting children, youth, and families, please contact me at 202.336.6068 or [atoro@apa.org](mailto:atoro@apa.org).

## **“The Advocate”**

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\*\*\*\*\*

### **Editorial Policy**

*The Society for Child and Family Policy and Practice* is a publication devoted to news and comments about issues in delivery of services to children, youth, and families. Unless otherwise stated, opinions expressed are those of the authors and do not reflect official opinion statements of Division 37.

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FAX: (202) 218-3599

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**Membership Application**

**APA Division 37: Child, Youth, and Family Services**

I am interested in joining APA Division 37.

Name \_\_\_\_\_

Address \_\_\_\_\_

Membership Status in APA (circle one)    Fellow    Associate    Member    Student    Affiliate

APA Member Number, if applicable (8-digit number on mailing label) \_\_\_\_\_

Fees for Div37 Membership only: [ ] \$35.00 for Members/Affiliates    [ ] \$15.00 for Students

I would like to join Div37's Section 1: Child Maltreatment (Note: Membership/affiliation in Div37 is encouraged but not required to join Section 1)

Fees for Section 1: Child Maltreatment Membership only: [ ] \$30.00 for Members/Affiliates    [ ] \$20.00 for Students

Fees for Membership in both Div37 and Section 1: [ ] \$65.00 for Members/Affiliates    [ ] \$35 for Students

**Please send Application and Membership Fee (U.S. only) made payable to APA Division 37 to:**

**Division 37 Administrative Office  
American Psychological Association  
750 First Street, NE  
Washington, D.C. 20002-4242**

\*\*\*\*\*

**Membership Application**

**APA Division 53: Clinical Child Psychology**

I am interested in joining APA Division 53.

Name \_\_\_\_\_

Address \_\_\_\_\_

Membership status for which I am applying (check one):

[ ] Full member (I am a member of APA)    [ ] Student (I am a student) Describe program \_\_\_\_\_

[ ] Associate member (I am an Associate member of APA or have corresponding credentials from another field)

Dues are U.S. \$40.00 for Full/Associate memberships and U.S. \$25 for students. Dues include subscription to the *Journal of Clinical Child Psychology* and the Division Newsletter, the right to hold office, and voting privileges (according to category).

**Include check for dues and mail to:**

**Richard R. Abidin, Treasurer  
c/o Marti Hagan  
P.O. Box 170022  
Atlanta, GA 30317**

**Division 37 Administrative Office  
American Psychological Association  
750 First Street, NE  
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