



PRESIDENT'S MESSAGE

MEASURING WHAT MATTERS: COUNTING THE FAMILIES WE REACH WITH BETTER INFORMATION



Eric Youngstrom Ph.D.
SCCAP President

Our New Goals
Build an assessment center with two dozen measures covering three age ranges, used 5,000 times, available in both English and Spanish.

Stay tuned for how we measure up as we work to provide more resources for our members as you work to help more families.

The first quarter of 2019 is almost done. SCCAP has already had some big accomplishments. We sponsored the Miami International Child and Adolescent Mental Health (MICAMH) Conference, with many SCCAP members presenting. We paired the SCCAP Board Midwinter Meeting with the end of MICAMH, and we added a third, new event: Dr. Earl Turner orchestrated a powerful career development institute – the Leadership Education to Advance Diversity (LEAD) Institute – that focused on diversifying leadership in psychology. It was sometimes chaotic, but always energizing, having so much happening in the same place. A lot got started. This column shares plans and also starting benchmarks so that we can measure progress by the end of the year.

Free Online Assessments

One initiative is building a set of free online assessments. We are working to make it easier for parents, teens, and clinicians to be able to find and use the best of the free measures for common clinical questions and issues. Projects during the past few years have involved finding copies of the measures, linking the PDFs to Wikipedia and Wikiversity pages, and organizing the information about diagnostic accuracy or sensitivity to treatment effects. Because everything is online, in theory it should be possible to have people take the measures and get their scores in real time. That simple vision took several months of work to get institutional approvals, to program and test the accuracy of the scoring on the feedback pages, and to focus group the pages. A pilot version went live on the Depression and Bipolar Support Alliance website, and it has been used more than 5,000 times so far.

That was the proof of concept. Version 2.0 is getting built with support from a CODAPAR Grant from the American Psychological Association and matching funds from SCCAP to work with divisions 5, 12, and 52. The goal is to get eight assessments for the most common issues addressing three ages groups – children, teens, and adults – programmed, tested, and deployed (two dozen measures total), with another 5,000 uses by the end of 2019. It is an ambitious goal, but not too big a stretch given the lessons learned with the pilot. Over the coming months, please

look for requests for input – we want to get suggestions about what else to add, ways to make the information even more clinically useful, and resources we should link to the feedback.

Helping Give Away Psychological Science

A dynamic ally in the pursuit of our objectives is Helping Give Away Psychological Science (HGAPS.org). HGAPS is a service organization that grew out of the SCCAP Wikipedia initiative in 2016. Students formed a service club and registered with Student Life at the University of North Carolina, and then we incorporated as a charity and now are recognized by the IRS as a 501c3 nonprofit organization. The UNC club has more than 40 members, and an equal number of alumni. Sister chapters are starting at Appalachian State University (focusing on suicide prevention and responses to *13 Reasons Why*), Florida International University (focused on translation and adaptation of assessment and psychological resources into Spanish), and several other universities. The students have developed an impressive array of technical skills, including Wiki editing, Qualtrics survey programming, and making infographics that convey ideas in a pithy and visually engaging way.

During 2018, these skills were put to use gathering resources in response to school shootings at Parkland and Santa Fe, as well as coping with Hurricane Florence and the ensuing flooding throughout the Southeastern USA. HGAPS teams will be working closely with SCCAP task forces and CODAPAR liaisons at other divisions to deliver our key results. The pages that we have built or edited have been viewed more than 100 million times.

Our new goals

Our new goals: Build an assessment center with two dozen measures covering three age ranges, used 5,000 times, available in both English and Spanish. Stay tuned for how we measure up as we work to provide more resources for our members as you work to help more children, adolescents, and families.

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Editor

Jennifer Hughes, Ph.D., M.P.H.
UT Southwestern Center for
Depression Research and
Clinical Care
Jennifer.Hughes@
UTSouthwestern.edu

Associate Editor

Anthony C. Puliafico, Ph.D.
Columbia University Clinic for
Anxiety and Related
Disorders–Westchester
acp2137@cumc.columbia.edu

Website Editor

Stephon Proctor, Ph.D., ABPP
The Children's Hospital
of Philadelphia
sccapwebeditor@gmail.com

Listserv Manager

Heather MacPherson, Ph.D.
Brown University
div53list@gmail.com

Director of Operations

Lynn Canty
sccapdiv53@gmail.com

Newsletter Design

Firefly Communications
& Design, LLC
jill@fireflyllc.com

Newsletter Submissions

Articles for the next newsletter
are due by May 1, 2019.

Please send your submission
to newsletter editor Jennifer
Hughes at Jennifer.Hughes@
UTSouthwestern.edu.

JOURNAL UPDATE



CALL FOR ABSTRACTS 2019 JCCAP FUTURE DIRECTIONS FORUM JUNE 28 – 29, 2019 IN WASHINGTON, D.C.

By Andres De Los Reyes, Ph.D., Editor, JCCAP
Program Chair, JCCAP Future Directions Forum



Andres De Los Reyes, Ph.D.

Learning how to do great science requires a toolbox of skills. Skills for effectively communicating science. To secure funding for scientific work. To identify where and when job opportunities arise. To get the offers to start your first job and build the record to keep that job. No one takes a class to acquire this toolbox, who has the time? Yet, we still need these tools, so where do we find them?

We launched the *Future Directions Forum* to help you build your scientific toolbox. At the Forum, we dedicate a full day to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. We webcast many of these events online so that those who cannot attend in-person can have access to this content from wherever they are.

Learning new skills only gets you so far. You need a space to showcase those skills and what you have to offer. Thus, a key element of the Forum is that it raises the public awareness of its attendees. In Washington, D.C., our Forum Science Social features presentations rendered in an all-digital environment. Further, we leverage the small, intimate atmosphere of the meeting for networking opportunities between presenters and the world-class speakers we invite to the Forum. Online, we host the Forum Science Community. Here, webcast attendees have the opportunity to present their research and interact with other attendees. We leverage online platforms to enhance the visibility of all this work.

In keeping with our focus on the future of science, we dedicate a full day to learning about innovative areas of mental health research, based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology* (JCCAP). At the Forum we cover research relevant to anyone allied with the diverse fields that focus on mental health, and an extended description of the Forum can be found at: www.jccapfuturedirectionsforum.com.

Call for Abstracts

- On-site in Washington, D.C.
Forum Science Social: <http://bit.ly/JCCAPForumAbstractCall2019Social>
- Online
Forum Science Community: <http://bit.ly/JCCAPForumAbstractCall2019Community>

Access Online Submissions

- On-site in Washington, D.C.
Forum Science Social: <http://bit.ly/JCCAPForumAbstractPortal2019Social>
- Online
Forum Science Community: <http://bit.ly/JCCAPForumAbstractPortal2019Community>

Submission Deadline & Notification

- Abstract submissions will close at 11:59 pm March 8, 2019.
- Review decisions on abstracts will be communicated between March 11 and 15.

The annual JCCAP Future Directions Forum showcases interdisciplinary work in child and adolescent mental health, devotes a full day to professional development training to early-career attendees, and raises public awareness of the “best and brightest” of these scientists-in-training.



SCCAP 2019 APA CONVENTION PREVIEW: CHICAGO

By Meghan Miller, Ph.D.
APA Convention SCCAP Program Chair

Andrew Freeman, Ph.D.
APA Convention SCCAP Program Co-chair

The APA Annual Convention will be held in Chicago from August 8-11. Please save the date! We are eager to share a sneak peak of what SCCAP will be offering this year at the conference. We received numerous innovative proposals this year, and we are excited about the schedule of presentations that we are working to finalize. Full details will be available in the summer edition of the newsletter. Below are a few highlights to get you excited.

SCCAP will serve as the sponsoring division for the collaborative proposal titled: "Bullying Behaviour Among Adolescents: A Complex Problem Requiring a Multifaceted Solution." We're also excited to be participating in five additional collaborative proposals, including 1) protecting black youth from racial stress and trauma, 2) challenges facing interdisciplinary pediatric teams, 3) minority stress and the impact of acceptance for transgender youth, 4) autism practice considerations across diverse settings and disciplines, and 5) applying psychological science to address disparities in PK-12 education.

Invited Speakers

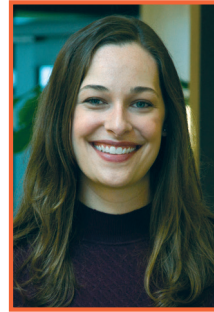
We are thrilled to announce three fantastic invited speakers will present at this year's convention. Our first, Laurie Wakschlag, Ph.D., is professor and vice chair for Scientific and Faculty Development in the Department of Medical Social Sciences, as well as the director of the Institute for Innovations in Developmental Sciences, at Northwestern University. Her talk will be titled, "Healthier, Earlier: A Transdiagnostic Approach to Accelerating Neurodevelopmental Discovery to Mental Health Prevention Beginning at Birth." Our second invited speaker, Joan Luby, M.D., is the Samuel and Mae S. Ludwig Professor of Child Psychiatry and the director of the Early Emotional Development Program at Washington University in St. Louis. She will present a talk titled, "Early Childhood Depression: Parent Child Therapy Targeting Emotion Development." Our third invited speaker is Thomas Shafee, Ph.D., a research officer in Animal, Plant, and Soil Sciences at LaTrobe University in Australia. His talk is titled, "Wikipedia as a Key Public Health Tool: Leveraging the World's Most-Read Information Source."

A series of symposium presentations will showcase the latest research in child and adolescent mental health. Symposium sessions will span mentorship selection when

applying to doctoral programs, evidence-informed treatment of children in families under stress, tools to improve confidence in science and practice, improving outcomes using online resources for evidence-based assessment, web-based tools to bring psychology to more diverse audiences, factors promoting resilience among urban youth, psychosocial health of youth seeking gender-affirming multidisciplinary care, school-based approaches to promoting child and adolescent mental health, secondary analyses in randomized trials of psychosocial treatments for pediatric mood disorders, and social and individual-level risk processes in youth anxiety disorders. As you can see, we have a varied and exciting program planned.

In addition to these exciting talks, we will present our Early Career and Distinguished Career Awards, and the recipients will speak about their work. Furthermore, two poster sessions will highlight ongoing research focused on child and adolescent mental health. The first session is titled "Child and Adolescent Psychopathology: Correlates, Development, and Etiology," and the second session is titled "Assessment, Prevention, and Treatment of Psychopathology in Children and Adolescents." We will be giving out awards for several posters, so please come join us to see these great presentations. Be on the lookout for additional details regarding our social hours, student programming in the hospitality suite, and opportunities for networking and mentorship.

We are excited to see you in Chicago, and we will have more details available in the summer so that you can plan your visit.



Meghan Miller, Ph.D.



Andrew Freeman, Ph.D.

It is going to be a great convention, and we are excited about the SCCAP program. We look forward to seeing you in Chicago!

SCCAP ELECTION 2019



CANDIDATE FOR PRESIDENT-ELECT (2020)

Michael A. Southam-Gerow, Ph.D., is a professor of Psychology at Virginia Commonwealth University, where he serves as chair of the Psychology Department. His research focuses on the dissemination and implementation of psychological treatments for mental health problems in children and adolescents. Southam-Gerow also studies emotion processes (e.g., emotion regulation) in children and adolescents and treatment integrity. He is associate editor of the *Journal of Consulting and Clinical Psychology* and the author of dozens of scholarly papers. He is also the author of *Practitioner's Guide to Emotion Regulation in Children and Adolescents*, now available in paperback as well as translated into Dutch and Korean, and a forthcoming book, *Exposure Therapy with Children and Adolescents*, to be published in 2019 by Guilford Press.



Michael Southam-Gerow, Ph.D.

Candidate Statement

I am honored to have been nominated to serve as president. I have been a member of SCCAP since the 1990s and have been involved with the society in one or way or another for more than a decade. I served the society as the editor of the Newsletter for five years. The society also sponsored me to serve on the APA Committee on Children, Youth, and Families from 2012-2014, and I served as associate editor of JCCAP, where I coordinated the first wave of evidence base updates.

In terms of initiatives, I am particularly interested in identifying ways that our society can work with other disciplines, such as American Academy of Pediatrics and the National Association of Social Workers. Multidisciplinary effort is needed to solve the myriad problems we face with regard to child/adolescent mental health and wellness. Furthermore, I would like to continue the society's efforts to find the best ways to give science away through no- and low-cost training for members and the public. In particular, finding ways to get the benefits of our scientific and practice-based expertise into the hands of families represents an important area for continued work. Third, I would like to identify ways to increase equity, diversity, and inclusion in SCCAP and APA.

Finally, I would like to learn what the members of the society would like from the society and its board. I would be eager to develop initiatives based on member input.

CANDIDATE FOR TREASURER (2020-2022)

David Langer, Ph.D., ABPP, is an assistant professor in the Department of Psychology at Suffolk University and an adjunct associate professor in the Department of Psychological and Brain Sciences at Boston University. Langer's research explores the efficacy and effectiveness of psychosocial treatments for youth psychopathology, the processes through which psychosocial treatments work, and the applicability of the research literature to non-research clinical settings. He is currently working on developing novel approaches to personalize psychosocial treatments for youth by supporting active collaboration between clinicians and families throughout the treatment planning process (i.e., shared decision-making). Langer has served as co-chair of ABCT's Child and Adolescent Depression SIG and SCCAP newsletter editor (2016-2017), and currently serves on the ABCCAP Board of Directors and as SCCAP treasurer.



David Langer, Ph.D., ABPP

Candidate Statement

It has been an honor to serve as SCCAP's treasurer since 2017, and I am hoping to continue to serve SCCAP in this role. Following the 18-year term of our much-appreciated founding treasurer, Dick Abidin, I have worked to maintain SCCAP's strong financial position. I have actively managed our budget, worked with our financial advisor to manage our reserve funds, and worked with Taylor & Francis to protect our journals' stature and income while minimizing costs. As treasurer, I have also been actively involved in ensuring adequate funding for and financial management of SCCAP's committees and our many exciting initiatives and collaborations, including: SCCAP's grants and awards, the development of our new websites, the Leadership Education to Advance Diversity (LEAD) Institute, the Future Directions Forum, and Helping Give Away Psychological Science (HGAPS).

If I am given the opportunity to continue to serve SCCAP and its members as treasurer, I will: 1) continue to improve upon our financial policies and procedures to protect the resources that support SCCAP's activities, 2) transparently manage our finances, 3) work with members and affiliated groups to further SCCAP's mission through initiatives, projects, and collaborations, and 4) continue development of a process to make applying for SCCAP funding more open and accessible to all members.

The President helps steer the division's direction.

One year each is spent as President-Elect (2020), President (2021), and Past-President (2022).



CANDIDATES FOR APA COUNCIL OF REPRESENTATIVES (2020-2022)

Stephen Hupp, Ph.D., is a licensed clinical psychologist, a social-emotional consultant for Head Start, and a professor of Clinical Child and School Psychology at Southern Illinois University Edwardsville. He is the editor of the books *Child and Adolescent Psychotherapy: Components of Evidence-Based Treatments for Youth and their Parents* (2018) and *Pseudoscience in Child and Adolescent Psychotherapy* (2019). He is the co-editor-in-chief of the *Encyclopedia of Child and Adolescent Development* (2020), and he also co-authored three books: *Great Myths of Child Development* [2015], *Great Myths of Adolescence* [2018], and *Thinking Critically about Child Development* [2020]. A longer biography is available at: www.siu.edu/education/psychology/bios/huppbio.shtml.



Stephen Hupp, Ph.D.

Candidate Statement

The SCCAP Council of Representatives board position calls to me for one simple reason – too few children and adolescents are receiving evidence-based treatments (EBTs). Facing this challenge has been the primary focus of my career, and I’ve observed how SCCAP has been at the forefront of identifying and disseminating EBTs.

There are several ways I’ve tried to promote the science of psychology in my roles as a Professor of Clinical Child and School Psychology, a Licensed Clinical Psychologist, and the Social-Emotional Consultant for the East St. Louis Head Start Program. For example, I’ve conducted EBT-focused research, published EBT-focused books, produced a film related to science-based parenting, and broke a Guinness World Record as part of an effort to promote literacy.

Additionally, as an editor-in-chief for the Encyclopedia of Child and Adolescent Development (10 volumes forthcoming), I’ve been working with a large team to disseminate information about the evidence base of several broad aspects of our field. However, I believe that being a part of something even bigger, like the work done by SCCAP, is the best way for me to help make the most significant, long-lasting contributions to the improvement of mental health care provided to children and adolescents.

Mary Louise Cashel, Ph.D., is an associate professor at Southern Illinois University (SIU) Carbondale and the director of training for the doctoral program in Clinical Psychology. For 10 years, Cashel had a joint appointment at the SIU Clinical Center where she supervised and conducted psychological assessments for children and adolescents. During that time period, she also worked closely with the Carbondale Police Department (C.P.D.) and served as the co-chair of the Gang Task Force and the Serious Habitual Offender Comprehensive Action Program. In collaboration with the C.P.D., she coordinated a juvenile mentoring program for youth at risk for delinquency funded by SAMHSA through a Youth Violence Prevention Cooperative Agreement. She has worked with regional juvenile probation offices, detention centers, and correctional facilities on a variety of projects assessing trauma and the psychosocial needs of referred youth. For the past three years, Cashel has been the principal investigator on a Comprehensive School Safety Initiative funded by the National Institute of Justice. Finally, she has served on a State Board for the Illinois Department of Child and Family Services since 2004 and is currently a member of the Executive Council.



Mary Louise Cashel, Ph.D.

Candidate Statement

I have been a member of both APA and SCCAP for the past 20 years, and I have seen many exciting changes. I am very pleased to be considered for the role of Representative to APA Council because I foresee many critical developments, occurring presently and in the near future, that will affect the practice of Child Clinical Psychology and our field as a whole. I believe it is important that we maintain a strong voice at the table and ensure that the collective concerns of our members are clearly heard.

My goal as Representative to Council is to serve as a liaison for our Division and to advocate for a continuing role for Child Clinical Psychology in the APA Strategic Plan. As a graduate and director of Scientist-Practitioner Programs, I am committed to evidence-based practice. I am also committed to excellence in training and program development. I believe my background and skills will prove beneficial, and I would be honored to serve SCCAP in this role.

Vote for the following SCCAP Board Member positions between April 15 – June 1. Watch your email for a voting link from APA!

SCCAP ELECTION 2019



CANDIDATES FOR MEMBER-AT-LARGE: SCIENCE & PRACTICE (2020-2022)

Kevin Antshel, Ph.D., is a professor of Psychology and Director of the Clinical Psychology doctoral program at Syracuse University. He is also the director of the ADHD Lifespan Treatment, Education and Research (ALTER) program at Syracuse University and an adjunct associate professor of Psychiatry at SUNY-Upstate Medical University. He has



Kevin Antshel, Ph.D.

been a licensed psychologist for the past 15+ years and specializes in ADHD and associated conditions. Antshel's research has consistently been translational and clinically oriented, focusing on developing and testing interventions for children, adolescents and young adults.

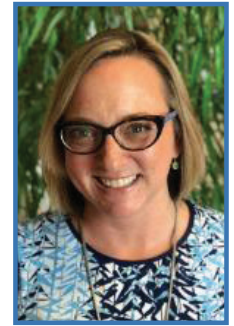
Candidate Statement

Serving SCCAP and its membership as Member-at-Large for Science and Practice would simultaneously be a great honor and a significant responsibility. The experience, knowledge and abilities that I have gained through my years of clinical practice, leadership in doctoral education/training in our scientist-practitioner training program as well as my strong commitment to evidence-based practices all position me well to contribute meaningfully to this exciting SCCAP initiative.

I am particularly interested in efforts designed to increase the two-way conversations between practitioners and researchers around topics such as (a) the integration of behavioral health into pediatric primary care, (b) disseminating, implementing and sustaining evidence-based practices, (c) moving towards a theoretically based dimensional system for mental health disorder diagnoses, (d) using routine clinical outcomes assessment, (e) improving accessibility and reducing attrition to mental health care in underserved populations, (f) efforts to reduce stigma and increase mental health advocacy, (g) involving stakeholders in practice-related decision making, (h) engaging fathers in child/adolescent treatment, (i) reducing provider burnout and (j) using technology-based service delivery models.

In this position, I will be committed to developing practice-relevant materials for SCCAP members and the public, such as practice-related webinars and content for the website and newsletter for these and other contemporary, clinically relevant topics.

Jill Ehrenreich-May, Ph.D., is an associate professor in the Department of Psychology at the University of Miami, where she currently directs the Child and Adolescent Mood and Anxiety Treatment Program and is the University's current chair of the Faculty Senate Committee on Equity and Inclusion. She may be best known as the developer



Jill Ehrenreich-May, Ph.D.

of the Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents (UP-C and UP-A) and the author of more than 100 peer-reviewed publications. Ehrenreich-May's currently funded work includes effectiveness trials regarding treatment of youth emotional distress in community settings and the application of the Unified Protocols to new populations and treatment conditions. She is also currently the SCCAP Science Committee chair, a former ABCT Child and Adolescent Anxiety SIG leader, and an active member of both ADAA and ABCT.

Candidate Statement

I am honored to be considered for the Member-at-Large for Science and Practice position. As the current Science Committee chair, I have learned how SCCAP can influence and support the delivery of evidence-based practices to a large audience of trainees, early career professional and established practitioners in the community. Among other responsibilities as Science Committee chair, I serve as a representative for SCCAP to the Coalition for the Advancement and Application of Psychological Science (CAAPS), which is already taking steps to make effective treatment strategies available to the larger population of psychology trainees and practitioners.

Transitioning to the Member-at-Large position fits ideally with my career goal to provide high quality training, consultation and implementation support in evidence-based practices for youth emotional disorders and act as a mentor and supportive peer in these activities. By personally providing training in evidence-based practices in a wide range of clinical and research settings, I have seen firsthand the varied barriers clinicians face in adopting strategies that work with youth and families in need. As Member-at-large, I hope to continue to innovate in our thought processes as a Board and larger community about how to overcome these barriers and promote adoption of effective treatment principles more broadly.

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CANDIDATES FOR MEMBER-AT-LARGE: SCIENCE & PRACTICE (2020-2022)

Jarrold M. Leffler, Ph.D., ABPP, is currently on staff in the Department of Psychiatry and Psychology at Mayo Clinic in Rochester, Minn., where he developed and directs the Child and Adolescent Integrated Mood Program and co-directs the Pediatric Mood Clinic. He is involved with clinical program development, training in the APA-accredited Medical Psychology Fellowship program, and is a member of the Diversity and Inclusion Council. Prior to his work at Mayo Clinic, he was a staff psychologist at Nationwide Children’s Hospital (NCH) in Columbus, Ohio, and held the roles of director of Outpatient Group Therapy Programming, director of Clinical Quality and Training, and clinical coordinator.



Jarrold M. Leffler, Ph.D., ABPP

Leffler’s research and areas of publication include evidence-based assessment and treatment of childhood mood disorders, treatment and training program development and evaluation, and training in professional psychology and multidisciplinary care models. He is starting his second term as ABCCAP president. He is a member of APA divisions 53, 12, and 49, as well as the Association for Behavioral and Cognitive Therapies (ABCT).

Candidate Statement

I am very excited about the possibility of serving as SCCAP’s Member-at-Large for Science and Practice. I have been a member of SCCAP since I was a graduate student. I have served as the Listserv Manager for SCCAP, and currently I am a member of SCCAP’s Practice Committee. In my role with the Practice Committee, I collaborate with committee members and the current Member-at-Large for Science and Practice on practice initiatives for child and adolescent psychologists with a focus on engaging and promoting the interaction SCCAP members in regard to clinical practice development, innovation, and application. I am active in SCCAP, APA, and the American Board of Professional Psychology to promote professional practice issues as well as foster the growth of child and adolescent psychology.

As Member-at-Large for Science and Practice I will engage in efforts to promote efforts to engage in training and integration of science-based treatments for youth.

Martha C. Tompson, Ph.D., is an associate professor at Boston University (BU). She received her Ph.D. from UCLA (1992). Her NIH-funded research foci include: the course of childhood psychopathology; the impact of family environmental risk factors on adults and children suffering from schizophrenia, bipolar disorder, anxiety and depression; development/testing of family-based interventions; and integration of mental health intervention into low income primary care settings. She has served as sponsor/co-sponsor on training awards, as NIMH grant-reviewer, as associate editor (2013-2017) for *Journal of Abnormal Child Psychology* and *Journal of Consulting and Clinical Psychology* (2015-present), and as *Journal of Clinical Child and Adolescent Psychology* Editorial Board member (2015-present). She represents BU on the ABPP Clinical Child and Pediatric Psychology Training Council.



Martha C. Tompson, Ph.D.

Candidate Statement

SCCAP serves as the voice of child and adolescent clinical psychology nationally, and as Member-at-Large, I would have a number of priorities aimed at strengthening training and enhancing the reach of our field.

First, SCCAP has made enormous progress in enhancing training initiatives on evidence-based interventions and communicating resources through our website, newsletters and directory. We must continue to build on these successes.

Second, throughout my career my work has focused on enhancing the resilience of families as they manage mental health challenges, and I am committed to the development of initiatives aimed at reaching and strengthening families.

Third, changes in healthcare have increased the need to adapt, develop, disseminate and apply treatments to diverse settings (e.g., primary care, homes, school clinics) and through new mediums (e.g., online). I am committed to expanding the reach of psychology through dissemination of prevention and treatment strategies in a broad range of settings.

I am honored to be considered for this important role and I look forward to collaborating closely with colleagues in this crucial work.

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SCCAP ELECTION 2019



CANDIDATES FOR MEMBER AT LARGE: SCIENCE & PRACTICE (2020-2022)

Amy West, Ph.D., is an associate professor in the Department of Pediatrics and associate director for Psychology Training at Children's Hospital Los Angeles (CHLA) and USC Keck School of Medicine. Her clinical work and research focus on pediatric mood disorders, with a particular concentration on understanding predictors and mechanisms of treatment response for psychosocial treatments.



Amy West, Ph.D.

West received funding from the NIMH to develop and rigorously test a family-based intervention for children with bipolar spectrum disorders. This treatment was subsequently published as part of Oxford University Press's "Treatments that Work" series and is one of only a few evidence-based treatments for youth with bipolar disorder. She also has an interest in intervention development for culturally unique populations and has partnered with urban American Indian communities and has been funded to develop community-based, culturally competent mental health services.

Candidate Statement

I have a strong commitment to enhancing access to science-based interventions for children and families affected by mental health issues, particularly those most vulnerable (e.g., ethnic minorities, socio-economically disadvantaged, underserved). My involvement in multiple levels of the continuum – creating scientific evidence, applying science-based interventions in real-world community settings with diverse and underserved populations, and training the next generation of psychologists – requires me to consistently evaluate how clinical science translates to practice in vulnerable and complex clinical populations, and to reflect on the skills and knowledge necessary to navigate the intersections of science, real-world clinical practice, training, ethics, and diversity issues.

I would be honored to serve as SCCAP's next Member-at-Large for Practice and Science. I have been fortunate to serve APA in the past as Division 37 Program Chair for the 2008 APA annual convention. I am an associate editor for the Journal of Clinical Child and Adolescent Psychology and have served in various leadership positions in other relevant organizations (e.g., ABCT, APR, ADAA). If elected, I hope to contribute to exciting new and ongoing initiatives relevant to advancing SCCAP's missions around professional development, ethical standards, and education in the clinical practice of child and adolescent psychology.

Cami Winkelspecht, Ph.D., is a child psychologist and the clinical director of the Child Clinical and Community Team within the Division of Pediatric Behavioral Health at Nemours/Alfred I. duPont Hospital for Children in Wilmington, Delaware. She completed her residency and fellowship training at Nationwide Children's Hospital in Columbus, Ohio, and continued within that organization in various roles for 11 years before transitioning to Nemours in 2017.



Cami Winkelspecht, Ph.D.

She received her doctorate and master's degrees from Auburn University and her undergraduate degree from Vanderbilt University.

Candidate Statement

As a practitioner and advocate for the integration of research into practice, the opportunity to serve in the role of Member-at-Large for Practice and Science would be an honor. Throughout my career, one of the greatest opportunities has been working to help make science accessible to practitioners and families to enhance clinical care.

In my work as a staff psychologist and clinical educator at Nationwide Children's Hospital, I was involved in development and delivery of training in evidence-based models and organizing a continuing education platform for behavioral health staff. This work helped me understand firsthand the often limited opportunities for quality continuing education, especially with regard to current research, and ways to make this relevant to psychologists and clinicians across disciplines.

In my current position as clinical director at Nemours A.I. DuPont Hospital for Children, I am able to continue providing clinical care, organize evidence-based trainings, manage a diverse behavioral health team of clinicians, and coordinate work on increasing access to evidence-based care within community organizations.

This role would allow me to bring my interest and talent at integrating science into practice to SCCAP and its membership and bring relevant scientific content to a wider audience of practitioners in psychology as well as other disciplines.

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COMMITTEE UPDATES



DIVERSITY COMMITTEE UPDATE

By Erlanger "Earl" Turner, Ph.D.
Diversity Committee Chair



Erlanger A. Turner, Ph.D.

The SCCAP Diversity Committee is pleased to announce the individuals selected for the inaugural SCCAP Leadership Education to Advance Diversity (LEAD) Institute. The goal of the LEAD Institute is to provide professional development, networking, and leadership skills for graduate students and early career professionals from diverse groups (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability).

I want to thank everyone that applied to participate in 2019 Institute. The Diversity Committee reviewed more than 40 applications for our inaugural year. Please check the website and listserv for Diversity Travel Awards and Diversity Research Award announcements.

2019 LEAD Fellows

Nana Amoh, Graduate Center/John Jay College of Criminal Justice
Cindy Chang, Rutgers University
Michelle Cuevas, Ph.D., Kaiser Permanente
DeLon Isom, Ph.D., Children's Hospital Los Angeles
Thomas Kui, Yeshiva University
Christine Laurine, Rutgers University
Lucybel Mendez, University of Utah
Vanessa Mora Ringle, University of Miami
Jacqueline Moses, Florida International University
Trista Perez Crawford, Ph.D. University of Missouri Kansas City
Jenny Phan, Loyola University Chicago
Giovanni Ramos, University of California, Los Angeles
Michelle Roley-Roberts, Ph.D., Ohio State Univ Medical Center
Amanda Sanchez, Florida International University
Ilana Seager van Dyk, The Ohio State University
Krystal Simmons, Ph.D., Texas A&M University
Thomas Vance, Ph.D., Columbia University Medical Center
Michelle Vardanian, New York University
Lucas Zullo, University of Texas Southwestern Medical Center
Loreen Magarino, Florida International University

The LEAD Institute's goal is to provide professional development, networking, and leadership skills for graduate students and early-career professionals from diverse groups.

IMPROVING OUR COMMUNICATIONS NETWORKS: LISTSERVS, WEBSITES, AND WEBINARS

By Brian Chu, Ph.D.
Communication Committee Chair

Over the past two years, the Communications Committee has focused on enhancing communications amongst our members: between the board and members; amongst members; and between the organization and the public. To this end, we re-shaped both of our websites, thanks in large part to our fearless website editor, Stephon Proctor! These changes have made our platforms more appealing, interactive, and accessible.

Webinars

We have worked with the Education and Standards Committee to institute webinars, and have built discussion forums into our website to allow people to discuss topics of interest after the webinar. Send your webinar topic ideas to SCCAPDiv53@gmail.com.

Social Media

This year, the Committee will be turning our focus to enhancing our use of social media platforms to improve communications amongst members and to extend SCCAP's message to the public. Using Twitter, Facebook, Instagram, and others, we hope to further the message of evidence-based care, training, and professionalism concerning youth mental health.

If you have an interest in joining the Communications Committee and have familiarity/comfort with these or other social media platforms, please contact me at BrianChu@gsapp.Rutgers.edu. Looking forward to staying in touch!



Brian Chu, Ph.D.

IN FOCUS



T.E.C.H. PARENTING RECOMMENDATIONS FOR YOUTH VIDEO GAME USE

By Joy Gabrielli, Ph.D., and Susanne Tanski, M.D.

T.E.C.H. Parenting is where parents employ an engaged, informed, and participatory approach to youth video game use following evidence-informed recommendations for media parenting.

Since the first known video game was developed in 1958, the video game industry has grown dramatically. While the exponential increase in video game use that we see today did not occur until the 1980's, as of 2017 there were some 2,800 unique gaming companies creating ever-immersive experiences. Presently, games such as Fortnite (2017), Minecraft (2011), and Grand Theft Auto (1997) are commonly recognized household names, and vloggers (video bloggers) who post videos of themselves playing video games can experience a rapid launch to fame and amass millions of followers. Meanwhile, ownership of hand-held media devices by youth has proliferated, vastly increasing youth exposure to and engagement with video gaming. This increase in youth screen media time has drawn interest and concern, particularly in the fields of pediatrics and communications, and several calls have arisen to provide parent-targeted recommendations for how best to manage youth technology access.

Parents and clinicians have voiced several concerns about the clinical impact of video game use in youth, particularly around overuse and problematic video gaming. The gaming industry is in the business of consumer engagement, so it is no surprise that parents are now struggling with how to prevent overuse of and over-engagement with video games. Before delving into potential harms of video gaming, however, it is important to note that a growing research literature also identifies the benefits of video game play in youth (see Granic, Lobel, & Engels, 2014 for a review). Indeed, video games can be employed to support youth engagement with intervention and practice of therapeutic skills (MindLight). The aim of this article is to provide guidance to support effective parental management of video game usage, as opposed to an abstinence approach to youth video game play.

In a recent publication in *Pediatrics*, the authors proposed that parents employ an engaged, informed, and participatory approach to youth video game use, following evidence-informed recommendations for media parenting. This approach, known as T.E.C.H. parenting, has been designed for broad application across media devices, but can also be tailored to specific types of media. The acronym is meant to be used as a memorable representation of core parenting behaviors that can serve to prevent and mitigate risks that arise from youth problematic media usage or exposures.

“T” stands for “Talk to your child about their video game use.” This serves to monitor what children are doing as well as identify content exposures in video games including depictions of health risk behaviors (substance use, sex, violence). We recommend that parents remain open and curious about the video games their children prefer, which games they play with their friends, how much they are using video games and how use is changing over time, and who they interact with if they play online games. These conversations can open doors to communication about a range of other important topics, such as youth social relationships, safety issues when engaging in online behavior, and what activities are allowed to occur at friends' houses.

“E” stands for “Educate your child about risks and risk behaviors depicted in the video games they play.” This step requires parents to be knowledgeable about the content in games played by their children, as well as features related to in-game purchases and the ability for players to communicate with other players online. All video games in the US are rated on age-level of content by the Entertainment Software Ratings Board (ESRB). Ratings range from EC for Early Childhood, E for Everyone, E 10+ for Everyone aged 10 or older, T for Teen, M for Mature (ages 17 years or older), and A for Adults Only (ages 18 years or older). Rating summaries are also provided that offer additional information on the reasons for a game's rating. For example, a video game rating of Teen could include “partial nudity”, “use of alcohol and tobacco”, and/or “blood and gore”. If parents allow their children to play video games that include risk behaviors such as alcohol consumption or drug use, parents should be encouraged to provide their children with health-oriented and accurate information about these behaviors and their associated consequences.

Monitoring and education alone cannot protect children from risks related to the highly reinforcing and time consuming nature of some games, however.

“C” stands for “Co-use video games actively with your children.” When parents co-use technology with their children, they are better able to monitor material to which their children are exposed to, amount of time their children are playing, and the impact of gaming behavior on their children. Further, if video games are a favored activity of a child, he or she may appreciate parental efforts to engage with them around gaming, and

serves as an opportunity for children to demonstrate mastery of an activity to their parents. Engagement in side-by-side activity with children provides the opportunity for parents to model healthy behaviors, establish good connection, and foster healthy communication. Active co-use also enables parents to discuss risk behaviors that are depicted, if any should arise during the course of joint play, and modify house rules if gaming is interfering with other aspects of life.

Lastly, the **“H” in T.E.C.H. parenting represents “establish effective House rules for what type of video games are allowed and when/how much they can be played.”** If parents are clear with their children about exactly what type of video games are allowed, they lower the risk of their child being exposed to games that are age-inappropriate. Within video game ratings, there are three main components that can support parental decision making: age recommendation (e.g., for ages 10 years or older), content description (e.g., rude humor, gory violence), and interactive elements (e.g., in game purchases). The ESRB website contains additional details about the ratings content as well as a free downloadable ratings search app for mobile phones to support parental decision making (<http://www.esrb.org>). The ESRB also provides a step-by-step guide for setting Parental Controls for video game use across platforms (<http://www.esrb.org/parentaltools/>). House rules that are reinforced by technological constraints (e.g., Internet access shut off at 7pm) will be more effectively employed.

To help parents determine the types of video games they should allow and how often children should be allowed to play them, we propose a simple set of questions for parents to consider following an A, B, C model.

A – Age-appropriate: Is this game age-appropriate based on rating and interactive elements? For example, a 10-year-old should not be expected to safely navigate communication with unfamiliar online players, whereas such communication may be developmentally appropriate for an 18-year-old.

B – Balance: Has there been adequate balance of other activities (such as playing in person with friends, exercising, interacting with family) with the amount of time spent playing video games? If video game play is happening excessively, there likely is not enough time in a child’s day to participate in these other important

activities. Parents may consider “banking” screen time by earning it through engagement in other activities.

C – Content: Does the video game expose a child to content that has the potential for negative impact? There is a substantial and consistent literature demonstrating a prospective link between youth exposure to substance use in screened media (including video games) and their initiation of and progression in substance use behavior. Video games that incorporate health risk behavior into their narratives could influence development of health risk behavior, whereas video games that promote healthy or neutral narratives could serve to reduce risk for youth health risk behavior.

Parents can influence youth behavior through effective media parenting strategies, and strategies employed in a preventative way can be easier to implement. Parents can use media age ratings to support their house rules as a means to promote healthy child development. As clinicians we can and should support parental awareness of media-related risks as well as effective media parenting strategies to mitigate youth risk and promote positive media usage.

For a fuller description of T.E.C.H. Parenting and an associated infographic for parents, see Gabrielli, Marsch, & Tanski, 2018 in *Pediatrics*.



Joy Gabrielli, Ph.D.



Susanne Tanski, M.D.

As clinicians we can and should support parental awareness of media-related risks as well as effective media parenting strategies to mitigate youth risk and promote positive media usage.

NEW DOCTORAL DEGREES



ANNOUNCING 2018 SCCAP STUDENT MEMBER DOCTORATES



Alex Bettis

Vanderbilt University
Advisor: Bruce Compas, Ph.D.
Dissertation: *Secondary control coping in youth: Testing A novel experimental paradigm*



Jennifer Blossom

Kansas University
Advisor: Michael C. Roberts, Ph.D., ABPP
Dissertation: *Pathways from peer victimization to anxiety: A longitudinal examination considering the role of intolerance of uncertainty*



Stephanie K. Brewer

Loyola University Chicago
Advisor: Catherine DeCarlo Santiago, Ph.D.
Dissertation: *The roles of HPA axis activity and attentional bias in the development of anxiety symptoms in low-income Mexican-origin children*



Michelle Clementi

University of Houston
Advisor: Candice Alfano, Ph.D.
Dissertation: *Efficacy of an integrated sleep and anxiety intervention for anxious children: a pilot randomized controlled trial*



John L. Cooley

University of Kansas
Advisor: Paula J. Fite, Ph.D.
Dissertation: *The interactive effects of coping strategies and emotion dysregulation on experiences of peer victimization during middle childhood*



Katrina Cordts

Kansas University
Advisor: Ric G. Steele, PhD, ABPP
Dissertation: *Trajectories of pediatric sleepiness and associations with health-related quality of life: A longitudinal study using a person-centered approach*



Ashleigh Coser

Oklahoma State University
Advisor: Maureen Sullivan, Ph.D.
Dissertation: *Looking beyond the nuclear family: A mixed methods examination of extended family involvement in American Indian families*



Lindsay Emery

University of Maryland Baltimore County (UMBC)
Advisor: Anne Brodsky, Ph.D.
Dissertation: *How we talk about race: Examining interracial family communication on race and identity and the role of social context*



Ian Halberg

Indiana University
Advisor: Scott Bellini, Ph.D., HSPP
Dissertation: *Video self-modeling as an intervention to address noncompliant behavior in preschoolers*



Sara Hofmann

University of Northern Colorado
Advisor: Brian Johnson, Ph.D.
Dissertation: *Shame, aggression, and self-compassion in at-risk adolescents*



Micah Ioffe

Northern Illinois University
Advisor: Laura D. Pittman, Ph.D.
Dissertation: *Parent-adolescent open communication, interpersonal coping processes, and gender: Differential effects on daily hassles and internalizing symptoms in early adolescence*



Kristen L. Jezior

University of California, Los Angeles
Advisor: Steve S. Lee, Ph.D.
Dissertation: *Oppositional defiant disorder: Meta-analysis, predictive validity, and mediation of psychopathology outcomes*



Davielle Lakind

University of Illinois at Chicago
Advisor: Marc S. Atkins, Ph.D.
Dissertation: *Patterns and outcomes of parent participation in flexible paraprofessional-led services*



Elizabeth Ann Miller

The Pennsylvania State University
Advisor: Sandra Azar, Ph.D.
Dissertation: *Social information processing factors and economic stress in disadvantaged rural fathers: Informing child maltreatment prevention with an understudied parent population*



Tarrah Mitchell

Kansas University
Advisor: Ric G. Steele, PhD, ABPP
Dissertation: *Physical activity and sedentary behavior patterns in preadolescent youth and the association with health-related quality of life: A latent profile analysis approach*



Moshe Moeller

The Gordon F. Derner School of Psychology, Adelphi University
Advisor: Carolyn M. Springer, Ph.D.
Dissertation: *Tugging at his Tallis strings: An in-depth exploration of contemporary Orthodox Jewish fatherhood*

Congratulations to SCCAP student members receiving their doctorate in 2018!

CONFERENCE HIGHLIGHTS



2018 NATIONAL CONFERENCE IN CLINICAL CHILD AND ADOLESCENT: PSYCHOLOGY TRANSLATING RESEARCH INTO PRACTICE



SCCAP Science Committee member Dr. Paula Fite (left) presents the Student Poster Award for Outstanding Scientific Merit to University of Pittsburgh graduate student Rosalind Elliott for her poster, "Adolescent Girls' Physiological Reactivity is Associated with Real-World Peer Feedback: Validation of a Novel Peer Expressed Emotion Task."

Thanks to all the students, researchers, and clinicians who attended the National Conference in Clinical Child and Adolescent Psychology in Kansas City, Missouri, October 18-20, 2018. Attendees were treated to themed plenary sessions on peer victimization and aggression, the development of cultural competence in the profession, and science-based identification of interventions for Autism Spectrum Disorders; talks on suicide prevention, evidence-based case conceptualization, and remote delivery of interventions; a workshop on pain management; and poster sessions highlighting current research in the field.

The conference also included targeted programming to facilitate diversity within the profession by assisting underrepresented minority students and trainees as they apply for and pursue graduate degrees. For more information, visit <https://ccpp.ku.edu/conferences>.

APA DIVISION LEADERSHIP CONFERENCE



SCCAP President Eric Youngstrom meets with 2019 APA President Rosie Phillips Bingham in Washington, D.C. for the Division Leadership Conference.

Plan to attend the 2019 Society of Pediatric Psychology Annual Conference (SPPAC) April 3-6 in New Orleans.

Brittany M. Murphy

William James College

Advisor: Bruce Ecker, Ph.D.

Dissertation: *"NovaMind": A mobile app to augment DBT for adolescents*

Kellina Pyle

University at Buffalo, SUNY

Advisor: Gregory A. Fabiano, Ph.D.

Dissertation: *Efficacy of the daily report card intervention for high-functioning children with autism spectrum disorder: A multiple baseline study*

Brian E. J. Richter

University of Miami

Advisor: Kristin M. Lindahl, Ph.D.

Dissertation: *The role of general psychological processes in the association between parental rejection and LGB youth internalizing problems*

Preeti Sandhu

University of Hartford

Advisor: John Mehm, Ph.D.

Dissertation: *Animal-assisted therapy: Assessing the animal's impact on therapeutic rapport*

Jessica L. Schleider

Harvard University

Dissertation: *Effects of a single-session implicit theories of personality intervention on recovery from social stress and long-term psychopathology in early adolescents*

Nicholas Seivert

Wayne State University

Advisor: Rita Casey, Ph.D.

Dissertation: *The impact of stress on social-emotional competence in clinically referred children*

Thomas A. Vance, Jr.

University of Akron

Advisor: John Queener, Ph.D.

Dissertation: *Graduate and professional students of African descent: An exploration of racial identity, Afrocentric worldviews, academic self-concept, and the experiences of the Impostor Phenomenon*

Nicole Aelise Yoskowitz

Columbia University

Advisor: Helen Verdeli, Ph.D.

Dissertation: *Client engagement in psychotherapy: The roles of client and beginning therapist attachment styles*

THE STUDENT VIEW



INTRODUCING STUDENT REPRESENTATIVE YEN-LING CHEN AND A FOCUS ON MENTORSHIP AND TECHNOLOGY IN 2019

By Yen-Ling Chen, SCCAP Student Representative (2019-2020)

It is my pleasure to join the SCCAP leadership team and introduce myself as the new SCCAP Student Representative for 2019-2021. I received my undergraduate degree in Psychology from National Taiwan University (NTU). At NTU, my research focused primarily on examining the role of emotion regulation in different cultures. Meanwhile, I found myself becoming curious about academic research outside my home country, Taiwan.

The turning point in my academic career came when I was admitted to the University of North Carolina at Chapel Hill as a full-time exchange student for my junior year of undergraduate studies. At UNC, I worked under the supervision of Dr. Eric Youngstrom, where I shifted focus to evidence-based assessment and clinical decision-making. In addition, our team aimed to disseminate mental health resources globally for research and clinical use.

Studying abroad has helped me realize the wide applications of clinical research and its potential impact around the world. I highly admire the quality of teaching, community service and the commitment to synthesizing psychological knowledge in the US. After leaving UNC, I decided to study abroad again for higher academic achievement. Currently, I am a doctoral student in Clinical Psychology under the mentorship of Dr. Andrew Freeman at the University of Nevada, Las Vegas. Consistent with my research interests and diverse background, I focus my efforts on: a) improving clinical decision-making using machine learning techniques, and b) exploring cultural mechanisms of adult perceptions of disruptive behaviors in youth.

Additionally, I am leading a project where I mentor students around the world, including Taiwan, China, South Korea, Singapore, Turkey, and the Netherlands, conducting secondary analyses. The purpose of this project is to overcome geographical barriers and open up opportunities for experiential learning. This year, eight undergraduate students from five different countries submitted their first posters to present at the 2019 APA Annual

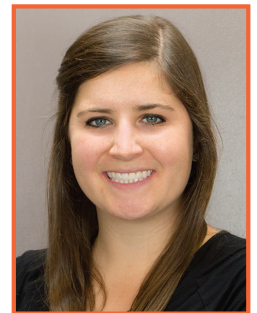
Convention. We plan to continue this line of work by establishing a solid mentorship system and creating teaching portfolios for further dissemination of psychological science in college education.

Great mentorship experiences and student resources have helped me grow tremendously over the course of my psychology training. During my term as SCCAP Student Representative, my goal is to work closely with my fellow Student Representative, Beth Moroney, to continue to advance mentorship opportunities between undergraduate, graduate, early- and late-stage professionals within SCCAP. Our student mentorship program has seen great success since its inception, and we hope to continue to improve it through investigating ways of expanding our reach to underrepresented and international students. Consistent with incoming SCCAP President Eric Youngstrom's mission to utilize technology in his evidence-based assessment dissemination efforts, we hope to work with our Student Development Committee to explore new ways of using technology to reach our student members and advance our work and support for the students of SCCAP.

As always, we encourage student members to contact their student representatives if they have suggestions or ideas for improving the mentorship program or other programming. We look forward to a productive and enriching year!



Yen-Ling Chen, B.A.
SCCAP Student Rep 2019-2020
University of Nevada, Las Vegas



Beth Moroney, M.A.
SCCAP Student Rep 2018-2019
University of California, Los Angeles

Looking for job postings, mentorship opportunities, information on training videos, or student travel and awards?

Check the website and listserv. We've provided resources at: <https://sccap53.org/resources/student-resources/>.

RECEIVING YOUR PH.D. OR PSY.D. IN 2019?

InBalance will publish the names of SCCAP student members receiving their doctoral degrees in 2019 in the newsletter. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to newsletter editor, Jennifer Hughes, at Jennifer.Hughes@utsouthwestern.edu.

Submissions in advance of the Aug. 1, 2019 deadline are encouraged.





ABCCAP NEWS

Jarrod M. Leffler, Ph.D., ABPP, President, ABCCAP



Jarrod M. Leffler, Ph.D., ABPP

Certification in the American Board of Clinical Child and Adolescent Psychology (ABCCAP) continues to grow and this was no different in 2018. Seventeen of our colleagues were boarded as ABCCAP specialists. As a reminder, ABCCAP conducts examinations through regional examination pods as well as at conferences (e.g., National Conference in Clinical Child and Adolescent Psychology, Miami International Child & Adolescent Mental Health Conference, Society of Pediatric Psychology Annual Conference, ABCT, APA, and ABPP Annual Conference and Workshops) making the process more accessible to applicants.

Additionally, ABPP offers a financial discount on an applicant's entry fee through the Early Entry Option.

Individuals who are 1) not yet licensed at the independent, doctoral level of practice and 2) are either a student in, or have graduated from, an APA or CPA-accredited or ASPPB/NR Designated doctoral program in psychology can submit their application through the Early Entry Option for \$25.00. (This is a \$100 discount off the standard application fee). Please contact me or any of the ABCCAP board members regarding membership and visit www.clinicalchildpsychology.com for more information.

ABCCAP Specialists are doctoral-level psychologists whose expertise exceeds the basic level of competence certified by state licensure.

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www.SCCAP53.org

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- **SCCAP WEBSITES** including clinicalchildpsychology.org and effectivechildtherapy.com
- **SCCAP JOURNALS**, *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **FUNDING OPPORTUNITIES**, such as the Abidin Early Career Award and Grant, and the Routh Research and Dissertation Grant
- **INBALANCE NEWSLETTER** published three times a year

- **USEFUL LISTSERVS** including a members-only listserv and a student-only listserv
- **CONVENTION ACTIVITIES** including internships-on-parade, hospitality suite, and social hour
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **TASK FORCES** investigating pertinent clinical child issues
- **MORE STUDENT BENEFITS** such as board representation and free membership
- **ADVOCACY** for children's mental health at local and national levels

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tcavell@uark.edu

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tperis@mednet.ucla.edu

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Christina Cammarata, Ph.D., ABPP
Nemours/AI duPont Hospital
for Children
cc0077@nemours.org

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University of Miami
ajensendoss@miami.edu

APA Convention Program Chair

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UC Davis MIND Institute
mrhmiller@ucdavis.edu

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andrew.freeman@unlv.edu

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Rutgers University
brianchu@gsapp.rutgers.edu

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Erlanger Turner, Ph.D.
University of Houston-Downtown
drerlangerturner@gmail.com

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j.ehrenreich@miami.edu

JCCAP Journal Editor (2017-2021)

Andres De Los Reyes, Ph.D.
Univ. of Maryland at College Park
adlr@umd.edu

EPCAMH Journal Editor (2016-2020)

Anne Marie Albano, Ph.D., ABPP
CUCARD
albanoa@nyspi.columbia.edu

Web Editor (2017-2019)

Stephon N. Proctor, Ph.D., ABPP
Children's Hospital of Philadelphia
sccapwebeditor@gmail.com

InBalance Newsletter Editor (2017-2020)

Jennifer L. Hughes, Ph.D., M.P.H.
UT Southwestern Center for
Depression Research and Clinical Care
Jennifer.Hughes@utsouthwestern.edu

Student Representative (2018-2019)

Elizabeth Moroney
UCLA Department of Psychology
emoroney@ucla.edu

**Student Representative (2019-2020)
Yen-Ling Chen**

University of Nevada, Las Vegas
ylchen@unlv.nevada.edu

Listserv Manager

Heather MacPherson Ph.D.
Brown University
div53list@gmail.com

SCCAP Director of Operations

Lynn Canty
SCCAPdiv53@gmail.com