



PRESIDENT'S MESSAGE

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



Eric Youngstrom Ph.D.
SCCAP President

We have built an assessment center where we have identified more than 100 of the best free assessments and programmed more than 70 of them.

At schools all around the world, the realization is dawning – the holidays are coming! ...And so are the final exams. It is time to review how we did on our objectives, and to decide how to finish strong before concentrating on celebrating with friends and family.

A major objective for 2019 was to pick, program, and share free online assessments. Rather than making PDFs available for people to download and print, we aimed to automate and give away the scoring, and to tighten the connection to information and resources. It is an ambitious effort to make it easier for the best information to reach the people who would benefit. The Depression and Bipolar Support Alliance [website](#) version is still chugging along, and the dozen measures on it have been used more than 26,000 times so far.

Focus groups and discussions with our colleagues in Division 12, Division 12 Section 9, and Division 5 filled in some content gaps, picked a “set menu” version that bundles tools for common issues for different stakeholders (parents about youths, teens about themselves, adults about themselves), as well as having an “a la carte” list. One of the big discussions has been about how to package the tools for clinicians to use versus what would be appropriate for the general public.

Based on the discussions, we are planning on having different welcome pages and frames (the “top bun” of the assessment sandwich) for the public or for practitioners. The measures and the scoring will be the same, leveraging the investment in building the tools, and then the information and links on the feedback are tailored to the different audiences (the “bottom bun”). We are putting the finishing touches on the parent-facing page for [EffectiveChildTherapy.org](#), including a “starter menu” that bundles together measures for common issues. We will try that first, then add an “a la carte” section with individual measures. The same tools are planned to go onto a practitioner page on the SCCAP53 website. We will be asking for feedback about both, and then adding the self-report measures for teens and adults. Helping Give Away Psychological Science (HGAPS) is exploring adding all of the above (parent, youth, adult, and

practitioner-facing versions) to its website in 2020. Look for both announcements and requests for feedback in the coming months!

HOW ARE WE DOING ON OUR KEY RESULTS?

Build an assessment center with two dozen measures: We have identified more than 100 of the best free assessments, and programmed more than 70 of them, with 12 deployed...so far. There is a good chance that we will get more than another dozen before the end of December. That would be a solid “A.”

Covering three age ranges: 100% accomplished, with the welcome page and feedback written (although we will upgrade rapidly based on feedback). A+, but again, the longer term goal is to get the welcome and resource pages tuned to the different audiences.

Used 5,000 times: Hmm... The first dozen have been used 21,000 times; but we wanted to have something live already on [EffectiveChildTherapy.org](#). This feels like heading into Finals Season – we did well on the first exam, then things slid, but we could still pull out a great final exam. When we get our next pages launched and used, the report card will be an “A+”. Crunch time!

Available in both English and Spanish: We have gathered translations for many of the measures and programmed them. Where we are stuck is needing good translations of the welcome page and resources. We also realize that our main sites are mainly English language, so the first pass will be embedding Spanish tools in English pages until we get more partners who can help with the rest of the pages. The number of words involved is not a lot; it is the cultural competence that is the key ingredient, so that the pages seem welcoming and helpful, not tone deaf. Grade: Incomplete.

What has been most striking to me is that all of this work was only one of many projects for SCCAP and HGAPS in 2019. SCCAP continues to support excellent programming at four conventions, worked with Earl Turner to launch the LEAD Institute, revised the awards

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Newsletter Submissions

Articles for the next newsletter are due by February 1, 2020.

Please send your submission to newsletter editor Jennifer Hughes at Jennifer.Hughes@UTSouthwestern.edu or to Anthony Puliafico at acp2137@cumc.columbia.edu.

COMMITTEE UPDATE



DIVERSITY COMMITTEE UPDATE

By Erlanger “Earl” Turner, Ph.D.
Diversity Committee Chair

I am proud to have the privilege of serving as the inaugural chair of the SCCAP Diversity Committee. It has been a pleasure working with my esteemed colleagues to help advance the mission of SCCAP. In 2019, we have continued to offer funding opportunities for students and early career professionals through our Diversity Travel Awards, co-sponsored webinars on diversity issues for members, and improved our inclusion of diversity across SCCAP’s initiatives. One significant advancement by SCCAP was the by-laws change that now institutes a voting Member at Large (MAL) Diversity seat on the SCCAP Board of Directors. I strongly encourage you to consider nominating yourself to run as a candidate for the 2021-2023 MAL Diversity position. Submission details can be found at <https://sccap53.org/sccap-diversity-travel-awards/>.

Also, if you missed our recent webinar on “The Effects of Separating Families at the Border” with



Diversity Committee Chair “Earl” Turner, Ph.D., (at left) recognized by SPPAC President Eric Youngstrom at APA 2019 for founding the SCCAP Leadership Education to Advance Diversity (LEAD) Institute.

Jack Shonkoff, M.D., the recording is available on the website. Please feel free to contact the committee if you have any suggestions for future webinars.

PRESIDENT’S MESSAGE



...continued from page 1

program and added clinical service awards, and achieved many other successes. HGAPS added chapters at the University of Maryland and UCLA, joining the UNC Chapel Hill and Appalachian State clubs. The number of edits on Wikipedia and Wikiversity reached 550,000 words (about 11 journal articles), with four core resource pages (hurricanes, community violence, the evidence-based assessment portal, and 13 Reasons Why: What we wish they knew) accruing 20,000 views. The Wikipedia tally is 150 million views and counting.

In 2020, I will continue to strive to keep the initiatives going. SCCAP has the Past President stay active (as Steve Lee will attest!), and it will be fun to work together to bring the best information to the people who would benefit. It’s been a swift year, and one that did not stick to the script. That heightens my gratitude for all that got done, but especially for how we did it together.

Go, Team SCCAP! Happy holidays, and see you in 2020!

**2020 JCCAP FUTURE DIRECTIONS FORUM
JUNE 12-13 IN WASHINGTON, DC — CALL FOR ABSTRACTS**

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



Andres De Los Reyes, Ph.D.

**JCCAP Future
Directions Forum
will be held in
Washington, DC
June 12-13, 2020.**

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 widely used 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). In particular, articles from JCCAP's Future Directions series are written by thought leaders who come from research backgrounds as diverse as interventions, neuroscience, suicide, health disparities, sleep, and stigma. As such, at the Forum we cover research relevant to anyone allied with the diverse fields that focus on mental health, including

Counseling, Education, Neuroscience, Nursing, Pediatrics, Psychology, Psychiatry, Public Health and Policy, Social Work, and Sociology.

An extended description of the Forum can be found at: www.jccapfuturedirectionsforum.com.

The 2020 Future Directions Forum will be in Washington, D.C., on June 12-13, 2020, on the top floor of the American Psychological Association's home office (<http://spireeventsdc.com/>). We webcast much of the Forum's programming so that people from all over the world can view the Forum from wherever they are!

Please see our official Call for Abstracts documents for more information:

On-site in Washington, D.C. (Forum Science Social): <http://bit.ly/JCCAPForumAbstractCall2020Social>

Online (Forum Science Community): <http://bit.ly/JCCAPForumAbstractCall2020Community>

We accept submissions via our online surveys:

On-site in Washington, DC (Forum Science Social): <http://bit.ly/JCCAPForumAbstractPortal2020Social>

Online (Forum Science Community): <http://bit.ly/JCCAPForumAbstractPortal2020Community>

We will review abstracts submitted on or before 11:59pm on Friday, March 20, 2020.

COMMITTEE UPDATE



FELLOWS COMMITTEE UPDATE

By Sharon Berry, Ph.D., ABPP
Fellows Committee Chair

The Fellows Committee announces the election of the new Fellows of Division 53. We congratulate them on this achievement and distinction through SCCAP.



Sharon Berry, Ph.D., ABPP

Congratulate
SPPAC's new
Fellows of
Division 53.

INITIAL APA FELLOWS

Daniel M. Bagner, Ph.D.
Florida International University

Karen Bierman, Ph.D.
Penn State

Amie Grills, Ph.D.
Boston University

Beth Dohoney Kennard, Psy.D.
University of Texas Southwestern

Laura Mufson, Ph.D.
Columbia University

NEW SCCAP FELLOWS

Jeanne Brooks-Gunn, Ph.D.
Columbia University

Thomas Brown, Ph.D.
Brown Clinic for Attention and Related
Disorders

James Calvert, PhD, MSCP
Southern Methodist University

Caroline S. Clauss-Ehlers, Ph.D.
Rutgers University

Andy De Los Reyes, Ph.D.
University of Maryland

Gregory Fabiano, Ph.D.
University of Buffalo

James Garbarino, Ph.D.
Loyola University, Chicago

Jaime Inclan, PhD
Roberto Clemente Center NYC
New York University School of Medicine

Joel Katz, PhD, CPsych, FCAHS
York University

Bonita Klein-Tasman, Ph.D.
University of Wisconsin

Craig LeCroy, PhD
Arizona State University

Tina Malti, PhD, CPsych
University of Toronto

Susan McCammons, Ph.D.
East Carolina University

James McPartland, Ph.D.
Yale University

David Palmiter, PhD, ABPP
Marywood University

Sunita Stewart PhD
University of Texas Southwestern

Douglas Wl Woods
York University

ANNUAL APA CONVENTION



2019 APA CONVENTION HIGHLIGHTS

By Meghan Miller, Ph.D.

APA Convention Division 53 Program Chair

Andrew J. Freeman, Ph.D.

APA Convention Division 53 Program Co-Chair

Thanks to all who joined us in Chicago! The Annual APA Convention was a great success for SCCAP. Our symposia, poster sessions, and keynote addresses were attended by more than 1,000 people.

Symposia attendees heard from a variety of speakers who highlighted the latest findings in psychological science and the evidence-based practice of clinical child and adolescent psychology. Especially well-attended were sessions on improving diagnosis, case formulations, and outcomes, school-based approaches to child and adolescent mental health, treatment of autism spectrum disorders, and bullying among adolescents. Our keynote addresses were topical and invigorating, covering early detection of mental health symptoms, interventions for early childhood depression, and using Wikipedia as a public health tool. It was great to see so many standing-room-only audiences (including during 8 am sessions!).

We were pleased to present several awards at the Convention: Geraldine Dawson, Ph.D., accepted the SCCAP Distinguished Career Award and presented her fascinating, innovative, and impactful work in an invited address titled, "Early Intervention and Brain Development in Autism." Thomas Achenbach,



Meghan Miller, Ph.D.



Andrew J. Freeman, Ph.D.

Ph.D., was awarded the inaugural R. Bob Smith III Excellence in Assessment Award, and Mary Karapetian Alvord, Ph.D., received the Award for Promoting Evidence-Based Mental Health Services for Children and Adolescents. Additionally, Matthew Lerner, Ph.D., was awarded the Richard "Dick" Abidin Early Career Award for his work related to brain development and intervention in older children with autism spectrum disorders. Both Matthew Lerner and Anna Van Meter (2018 Abidin Early Career Awardee) gave inspiring talks linking their current work to the future. Finally, we were delighted to present awards to five students for their outstanding posters, four Routh Research and Dissertation Grants, several Diversity Travel Awards, as well as several other awards and recognitions.

We are eager to highlight more of the outstanding work SCCAP members are doing on behalf of the science and practice of clinical child and adolescent psychology at the next APA Convention in Washington D.C., August 6-9, 2020.

Thank you to our members for supporting SCCAP programming highlighting the latest findings in psychological science and evidence-based practice of clinical child and adolescent psychology.

PLAN TO ATTEND: APA CONVENTION AUGUST 6-7, 2020, IN WASHINGTON, DC



ANNUAL APA CONVENTION



2019 APA CONVENTION HIGHLIGHTS

The 2019 Annual APA Convention in Chicago was a great success for SCCAP. Our symposia, poster sessions, and keynote addresses were attended by more than 1,000 people.



Members of the Student Development Committee enjoy a student networking event at APA 2019 in Chicago.

From left: SCCAP Student Reps Yen-Ling Chen and Beth Moroney with SDC members Nana Amoh, Daniel Elledge, and Bridget Makol.

SCCAP President Eric Youngstrom Ph.D., welcomes members and describes the benefits of membership at the SCCAP Business Meeting.



SCCAP students participate in the Student Advisory Board-sponsored Speed Mentoring event to network and advance their learning and careers.



R. Bob Smith, Ph.D. (at left), and Leslie Altman Rescorla, who accepted the inaugural R. Bob Smith III Excellence in Assessment Award on behalf of Thomas Achenbach, Ph.D., for their development and research related to the Achenbach System of Empirically Based Assessment.



R. Bob Smith, Ph.D. (at left), with SCCAP President Eric Youngstrom Ph.D., marking the first year of the R. Bob Smith Excellence in Assessment Award, created to recognize Smith for his many years of service to the psychological profession by upholding the highest standards when creating and publishing evidence-based psychological assessments

“
Congratulations to all SCCAP’s award winners recognized at the APA Annual Convention.”



Geraldine Dawson, Ph.D., (at left) accepted the SCCAP Distinguished Career Award and presented her impactful work in an invited address titled, “Early Intervention and Brain Development in Autism,” with SCCAP Past President Steve Lee.



Anna Van Meter (2018) and Matthew Lerner (2019), recipients of the Richard “Dick” Abidin Early Career Award and Grant, both presented their work at the 2019 APA Convention.



Matthew Lerner, Ph.D., (at left) was awarded the Richard “Dick” Abidin Early Career Award for his work related to brain development and intervention in older children with autism spectrum disorders, with SCCAP President Eric Youngstrom Ph.D.

IN FOCUS



PARENTAL SEPARATION AT THE BORDER AND CHILD MENTAL HEALTH: WHAT DOES THE SCIENCE TELL US?

By Margaret Sheridan, Ph.D.



Margaret Sheridan, Ph.D.

In our long-term study of children separated from their parents early in life and raised for periods without family, we observed a profound impact on their cognitive ability, social function, mental health, and brain development.

This past summer, the U.S. House of Representatives Oversight Committee reported that between April and June of 2018, 2,648 children were separated from their parents at the U.S./Mexico border to deter immigration (Davis, 2018). This formal federal policy was reversed in June 2018 following outcry across the political spectrum. Of the children removed, 18 were under the age of two years and the youngest was 4 months old. At the time of the congressional report's publication, 30 children were still not reunited with their parents. Since that time, 900 new cases of children being removed from caregiver custody for maltreatment, neglect or trafficking have been documented. However, reporters observed at least one case of removal in which the neglect was described as a child having a dirty diaper (Jordan, 2019).

The idea of children being removed from parental custody for inappropriate cause likely elicits horror in any parent. For this reason, we, as a society have enshrined parental rights into law. As psychological scientists, we possess an additional perspective for understanding these events. Science can be a lens through which we view current events in a noisy news cycle and can lend the appropriate gravity to these events.

As it happens, substantial taxpayer dollars have been invested in studying precisely the effects of parental separation on child development. One of the most common animal models for studying the impact of early life stress is a maternal separation model. Rat pups are separated from dams for a period 3 to 24 hours, between .3-3% of the duration of puphood. Rats exposed to this separation, when examined in maturity, exhibit increased behaviors related to psychopathology, disrupted neurochemistry, and stress responsivity, compared to rats who did not experience maternal separation (Eiland, Ramroop, Hill, Manley, & McEwen, 2012; Meaney, Szyf, & Seckl, 2007; Moloney, O'Mahony, G Dinan, & Cryan, 2015). Interestingly, the average duration that children were separated from families in the spring of 2018 (90 days) is about 1.4% of the duration of childhood (from 0-18 years), a duration very similar to those in the rodent experiments.

Importantly, studies examining the impact of caregiver removal on children are not limited to rodents. In our long-term study of children separated from their parents early in life and raised for periods without family members (www.bucharestearlyinterventionproject.org), we observed a profound impact on their cognitive ability, social function, mental health and brain development. In

2001, in Bucharest, Romania, Nelson, Fox, and Zeanah randomly assigned orphaned and abandoned children younger than three years to live with families or to remain in institutions, which were the standard of care for orphaned children at that time (Zeanah et al., 2003). These children underwent assessments of their mental health, cognitive ability and neural function using EEG through adulthood. Today, most children in the study now live in family care or independently. However, this brief stay in institutional care left its mark. Interestingly, many of the long-term impacts on children were very similar to those observed in rodents separated from dams in early life. For example, children who stayed in institutions had increased incidence and symptoms of psychopathology through adolescence (Humphreys et al., 2015) relative to their peers in family care. Boys who remained in an institution were almost 11 times more likely to have significant levels of callous and unemotional traits compared to boys who were placed in family care. More recently, we have assessed brain structure and physiology and found that children who remained in institutions exhibited long-term changes in brain function (Marshall, Reeb, Fox, Nelson, & Zeanah, 2008; Vanderwert, Marshall, Nelson, Zeanah, & Fox, 2010) and structure (Bick et al., 2015; Sheridan, Fox, Zeanah, McLaughlin, & Nelson, 2012). Furthermore, these changes in brain structure were still clearly observable at age 16 and related to shifts in the developmental trajectory (Sheridan, et al., in prep). Finally, children who remained in institutions exhibited a blunted physiological response to stress (McLaughlin et al., 2015).

Institutionalization also conferred a number of cognitive deficits. Children who remained in institutions exhibited significantly impaired IQ at ages five (Nelson et al., 2007) and 16 (Humphreys, et al, in prep). In addition, these children exhibited basic learning deficits that mediated future depression and social problems (Sheridan et al., 2018). Finally, institutionalization at any time in a child's life was associated with extensive deficits in executive function which, along with cortical thinning, predicted symptoms of attention-deficit/hyperactivity disorder (McLaughlin et al., 2013; Tibu et al., 2015).

In our work we have extended these findings to more common forms of adversity such as abuse, neglect, or

poverty. We have observed that exposure to these events is associated with blunted stress physiology particularly in the context of fear learning (Machlin, Miller, Snyder, McLaughlin, & Sheridan, 2019; McLaughlin et al., 2016; Busso, McLaughlin, & Sheridan, 2016). In contrast, a lack of exposure to cognitive and social stimulation has consistently been linked with cognitive deficits (Machlin et al., 2019; Sheridan, Peverill, Finn, & McLaughlin, 2017) which in turn increase risk for psychopathology (Miller et al., 2018).

The association between adversity exposure and psychopathology is well-documented. It should not be surprising to our field that removing children from family care or exposing them to maltreatment leads to increases in psychopathology. However, recent work has allowed us to gain insight into why these impacts exist, showing us the pathways linking early experience to psychopathology through brain, behavior, and physiology. The findings across species and across types of exposure are remarkably similar. Keeping this body of evidence in mind we can view current events from a scientific perspective and with childrens' well-being in mind, recognizing the likely long-term impact of seemingly fleeting exposures.

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The association between adversity exposure and psychopathology is well-documented. The findings across species and across types of exposure are remarkably similar.

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JOIN SCCAP TODAY!

MEMBERSHIP BENEFITS INCLUDING ACCESS TO:

- **SCCAP WEBSITES** including *SCCAP53.org* and *effectivechildtherapy.com*
- **SCCAP JOURNALS** including *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

www.SCCAP53.org



APPLY FOR SCCAP BOARD OF DIRECTORS

SCCAP seeks nominations for four board positions. Candidates must have a strong commitment to the SCCAP mission and have the available time to successfully accomplish the tasks defined for the specific position.

All positions assume responsibility on January 1, 2021. Each term runs for three years (2021-2023). In addition to the responsibilities listed below, each board member is expected to participate in monthly conference calls and attend two Board of Directors meetings each year. All candidates must be a member of SCCAP (Division 53). The 2019 SCCAP bylaw changes allow for non-APA members to run in elections for MAL positions. Self-nominations are accepted.

E-mail your vita, headshot, and personal statement (250 words) about your interest in the position and SCCAP to **SCCAPDiv53@gmail.com** by Jan. 10, 2020. Bios, personal statements and headshots of the official slate will be posted to the **SCCAP53.org** elections page.

1. President-Elect (2021-2023)

The President-Elect has a term of three (3) years sequentially serving as President-Elect (2021), President (2022) and Past President (2023). The President-Elect shall be a member of the Board of Directors, shall appoint a Program Co-Chair and Student Representative, and performs duties traditionally assigned to a Vice-President to assist with steering the society. During the president-elect year a presidential initiative may be selected. The President-Elect must be a member of both SCCAP and APA.

2. Member-at-Large, Diversity (2021-2023)

The Member-at-Large for Diversity chairs the Diversity Committee and shall appoint all Committee members. The Committee shall review and recommend policy and inclusive language within all aspects of the working of the board as it relates to education and credentialing patterns in clinical child and adolescent psychology, on continuing education, on the accreditation of training programs, and on standards for the provision of clinical psychological services to children, youth, and families. The MAL or their appointed designee will Chair and execute the Leadership Education to Advance Diversity Conference. The committee will administer a webinar(s) as part of the Professional Development webinar series. The Committee will also identify existing continuing education and postdoctoral training opportunities of interest to

diverse populations of the SCCAP membership and share these on the listserv. The chair will oversee the Diversity Award Program. The chair will maintain the information relevant to diversity on the SCCAP websites.

3. Member-at-large, Education and Standards (2021-2023)

The Member-at-Large for Education and Standards chairs the Education and Standards Committee and shall appoint all Committee members. The Committee shall review and recommend policy on the education and credentialing patterns in clinical child and adolescent psychology, on continuing education, on the accreditation of training programs, and on standards for the provision of clinical psychological services to children, youth, and families. The MAL will serve as the SCCAP member to the Council of Specialties. The committee will administer the Professional Development webinar series. The Committee will also identify existing continuing education and postdoctoral training opportunities of interest to SCCAP's membership. As feasible, the Committee will help arrange for the delivery of postdoctoral and continuing education activities at professional meetings and conferences. The chair will oversee the Abidin Early Career Award or any other award assigned by the board. The chair will maintain the information relevant to Education and Standards on the SCCAP websites.

SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, color, creed, disability, gender, geography, nationality, race, religion, and sexual orientation.

Nominations are due to SCCAP by January 10, 2020.

**Society of Clinical Child
and Adolescent Psychology**

P.O. Box 3372
Alpharetta, GA 30023-3372

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