



PRESIDENT'S MESSAGE

GRATITUDE FOR THE SCCAP COMMUNITY, COMMITMENT TO THE SCCAP MISSION

Hello, amazing SCCAP members. Thank you for reading *InBalance* and for being part of APA's Division 53. The last quarter of the calendar year means the beginning of the changing of the guard for SCCAP presidents. With great humility, I thank the members of SCCAP for entrusting the leadership of the board to me for this year. You made an excellent choice in Anna Lau as my successor, and I look forward to working with her closely next year.

I want to start my last column as president by sharing how deeply grateful I am to have served as the organization's president over the past year. SCCAP has been pivotal in my career, beginning when I was a graduate student in the early 1990s. I am honored to have had the opportunity to serve the organization.

SCCAP's Advisory Board

I am particularly thankful for the opportunity to work with our extraordinarily committed, impressively gifted, and exceptionally collaborative SCCAP board members and our talented director of operations. Please indulge me in taking a few words to thank them for their work this past year. Serving on the SCCAP board is a volunteer effort for each member. All of them have one (or more) demanding positions as well as busy lives outside of work. The pandemic has only magnified the challenges that they face in balancing these various demands. Despite these pressures, the members of the SCCAP board remained steadfastly dedicated to the work we had this past year. And as was shared at the membership meeting on Sept. 10, 2021 (video available soon), they were remarkably productive for the organization. Your [SCCAP board](#) is an amazing group and I have been so lucky to work with them.

Let me share some of the great formative work that your board has been doing over the past year. A major focus for the past two years has been an inward look, including a careful revision of our vision and mission. As well, we have built a roadmap for our future initiatives. SCCAP is in the fortunate position of having talented and dedicated board members who bring many complementary skills to the table. We have determined in recent years to work smarter, not harder. In doing so, we aim to keep our focus on the mission, thereby avoiding the temptation to do a little of everything and instead focusing on doing a few things with quality. Big thanks to recent presidents Steve Lee and Steve Hinshaw who invested effort in moving in this direction. Our current work represents continuing fruition of their leadership.

Clarifying SCCAP's Statements

One major focus has been a revisiting and clarifying of our mission and vision statements. And I am pleased to report that that work is completed!

SCCAP Vision Statement:

To improve the mental health and resilient development of children, adolescents, and families with full commitment to promoting diversity, equity, and inclusion.

Proposed (a member vote is coming soon) SCCAP mission:

SCCAP enhances the science and practice of clinical child and adolescent psychology by supporting its membership, and the field's workforce, in the domains of (a) research; (b) evidence-based practice; (c) training and career development; (d) diversity, equity, and inclusion; and (e) dissemination.

Given these two statements, the board committed this year to develop a roadmap for 2022 and 2023, identifying those projects and initiatives that will be the focus for the organizations (and by omission, those that will not be the focus). We used a mantra to guide our choices: **"We are a membership organization."** Accordingly, our roadmap initiatives are ones that will bring value to you, our members.

Although incoming President Anna Lau will finalize the roadmap in the midwinter meeting in late Jan. 2022, I can share a sneak peek. We have several core activities that will continue, including our **generous (and growing) annual awards**, our **impressive stable of publications** (*JCCAP*, *EPCAMH*, and this newsletter), our robust listservs, and a **commitment to high-quality APA convention programming**. In addition, our focus initiatives for 2022 will likely include: (a) continued funding of projects through our **Child Mental Health in Action program**; (b) a robust set of **webinars available to members**; (c) advocacy related to **training standards and/or specialty recognition**; (d) a **new Clinical Practice Institute**; and (e) continued investment in the **Leadership Education to Advance Diversity (LEAD)** institute and the **Future Directions** forum, excellent professional development opportunities for our members. I hope that gives you a taste of what to expect in 2022 from SCCAP.

In closing, I again thank SCCAP members and the SCCAP board for a great year. I am so proud of what we have accomplished together. And I look forward to the great year planned for our members in 2022.



Michael Southam-Gerow, Ph.D.
SCCAP President

The e-version of this newsletter, with enabled [hyperlinks](#), is available at sccap53.org.

IN THIS ISSUE

- *SIG Update* (p. 2) ▪ *In Memoriam* (p. 3) ▪ *In Focus* (p. 4-7) ▪ *Journal Updates* (p. 8-9) ▪ *Committee, MAL & Council Updates* (p. 10-11)
- *Student View* (p. 12-13) ▪ *Grants & Awards* (p. 14-15) ▪ *ABCCAP Update* (p. 15) ▪ *Professional Development Awards* (p. 16)
- *Announcements* (p. 17) ▪ *APA Convention* (p. 18) ▪ *Membership Update* (p. 19) ▪ *Executive Board* (p. 20)

INBALANCE is published three times each year by the Society of Clinical Child and Adolescent Psychology, Division 53, American Psychological Association.

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
webeditor@sccap53.org

Listserv Manager

Heather MacPherson, Ph.D.
William James College
sccap53list@sccap53.org

Director of Operations

Lynn Canty
sccap@sccap53.org

Newsletter Design

Firefly Communications
& Design, LLC
jill@fireflyllc.com

Newsletter Submissions

Articles for the next newsletter
are due by February 1, 2022.

Please send your submission to
newsletter editor Anthony
Puliafico at *acp2137@cumc.
columbia.edu*.

© SCCAP, Division 53, American
Psychological Association
All Rights Reserved

SIG UPDATE



INTRODUCING THE INFANT AND EARLY CHILDHOOD SIG (IEC SIG)

Caroline Kerns, Ph.D., and Miller Shivers, Ph.D., wanted to connect with other psychologists around the nation on clinical, research and education pertaining to infants and children from birth to age 5 years. Comparatively, there are fewer psychologists dedicated to this young age range than older ages and Drs Kerns and Shivers felt it was crucial to bring like-minded psychologists together to enhance efforts and promote the field. They cultivated a group of founding members and proposed the creation of the IEC SIG to SCCAP leadership which was met with much support and enthusiasm.

Founding members include:

Co-chair: Caroline Kerns, Ph.D.
Lurie Children's Hospital of Chicago

Co-chair: Miller Shivers, Ph.D.
Lurie Children's Hospital of Chicago

Jonathan Comer, Ph.D.
Florida International University

Jami Furr, Ph.D.
Florida International University

Donna Pincus, Ph.D.
Boston University

Marni Axelrad, Ph.D.
Texas Children's Hospital

Laurie Wakschlag, Ph.D.
Northwestern University

Jennifer Carlson, Ph.D.
Lurie Children's Hospital of Chicago

Annelise Cunningham, Ph.D.
Lurie Children's Hospital of Chicago

Elizabeth Fischer, Ph.D.
Children's Hospital of Wisconsin

Mindy Kronenberg, Ph.D.
private practice Memphis, Tenn.

Erin Sadler, PsyD
Children's National Medical Center

Leandra Godoy, Ph.D.
Children's National Medical Center

Caroline Martin, MA
Lurie Children's Hospital of Chicago

In brief, the IEC SIG is dedicated to the promotion of policy, practice, research, training, and education directly relevant to the psychological assessment of and intervention with infants and young children from birth to age 5 years. The primary goal of the Infant and Early Childhood SIG is to provide a professional forum that supports researchers and clinicians in the pursuit of psychological science and practice designed to promote the mental health and well-being of infants and young children during these critical early developmental stages.

Infancy and Early Childhood involves a unique period of rapid progression through developmental and psychological stages. Assessment and intervention with this young population requires consideration of multiple intersecting elements, including evolving development, psychological factors, family context, and broader community influences. In recent years, there has been growing interest in and recognition of the particular mental health needs of infants, young children, and their families. The field is rapidly expanding, and there is a tremendous need to facilitate connection and collaboration among scientists and practitioners with shared interests in further elucidating, promoting, and serving the needs of this population.

We hope that the IEC SIG will create a space for dissemination, collaboration and support of ideas, education/training and evidence-based practice among clinicians and researchers to advance the field. We welcome members and trainees and look forward to working together.

Visit IEC online (<https://sccap53.org/special-interest-groups/current-special-interest-groups/infant-early-childhood-special-interest-group>) for information about the SIG, how to join and upcoming meeting dates.



Caroline Kerns, Ph.D.



Miller Shivers, Ph.D.

IN MEMORIAM



REMEMBERING DR. DONALD ROUTH

Dr. Donald Routh (1937-2021), who served as President of the Section on Clinical Child Psychology (precursor to our Society of Clinical Child and Adolescent Psychology), was an outstanding clinical psychologist, mentor, teacher, researcher, and scholar, as well as a dedicated champion of clinical child psychology.

Dr. Routh received his Ph.D. in psychology from the University of Pittsburgh and continued his academic career at the University of Iowa, the University of North Carolina at Chapel Hill, and the University of Miami. He was a passionate historian of psychology, and among his many publications is the book, *Clinical Psychology Since 1917: Science, Practice, and Organization*. He also served as editor of the *Journal of Clinical Child Psychology*.

Dr. Routh held multiple leadership roles within the APA and other professional organizations, and he was one of the founding members of the Society of Pediatric Psychology. In addition to serving as President for our organization, he also served as President of Division 37 (now the Society for Child and Family Policy and Practice), Division 33 (now Intellectual and Developmental Disabilities / Autism Spectrum Disorder), and Division 12 (Clinical Psychology), among other leadership roles.

Dr. Routh was known for his support of students, enjoying collaborating with students on dissertations and theses, and providing gifts to APA and other organizations to support training in clinical psychology, and clinical child psychology in particular.

To learn more about the personal and professional details about Dr. Routh's life in his own words, we recommend:

Donald K. Routh, PhD, Growing Older in Pediatric Psychology, *Journal of Pediatric Psychology*, Volume 25, Issue 1, January 2000, Pages 47–52, <https://doi.org/10.1093/jpepsy/25.1.47>

SCCAP members reflect on Dr. Routh's contributions to our field...

"To say that he was a giant in the field is an understatement but also, my experience of Don was of a humble and generous human, who was always open to listening and advising students and rising professionals. And, he was just a lovely, interesting and engaging person to be around."

— Anne Marie Albano, Ph.D., ABPP

"Don was among the most caring and generous people I have known. As you say he was a true scholar in every way and perhaps as importantly a dedicated mentor to innumerable students, as evidenced by the Routh fund he graciously established for our division. We should all be so fortunate to have a legacy like his to be remembered by."

— Marc S. Atkins, Ph.D.

"A legend in our times, Don Routh is one of the most important leaders in our field's history to advance the cause of child, adolescent, and family well-being across many facets of our science, clinical practice, and policy programs. We stand on his shoulders."

— Eric M. Butter, Ph.D.

"I am so sorry to learn that the field has lost Don Routh. He was such a champion for clinical child psychology and so incredibly generous, gracious, caring, and supportive."

— Susan B. Campbell, Ph.D.

"He was a very generous, kind, and supportive person, who was one of the creators of pediatric and clinical child psychology. So many of us benefitted from his guidance and leadership."

— John Curry, Ph.D.

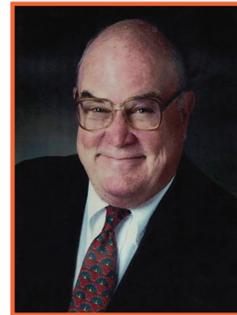
"Don was an outstanding and prolific scholar, a tireless editor, and a supportive mentor. Like many of you, I will especially remember Don for his humanity and caring support. He will very much be missed."

— Annette M. La Greca, Ph.D., ABPP

"Much can be written about his numerous professional achievements. His life's work clearly reflects a caring and committed human in his mentoring, scholarship, and advocacy."

— Michael C. Roberts, Ph.D., ABPP

Please see an upcoming issue of *American Psychologist*, an APA journal, for Dr. Roberts's wonderful tribute to Dr. Routh.



Donald Routh, Ph.D.

Please see an upcoming issue of APA's journal, *American Psychologist*, for Dr. Roberts's wonderful tribute to Dr. Routh.

IN FOCUS



WHAT ARE WE WAITING FOR? AN ACTION PLAN FOR REAL-WORLD TRANSLATION OF EARLY CHILDHOOD NEURODEVELOPMENTALLY-BASED IDENTIFICATION AND PREVENTION OF MENTAL HEALTH PROBLEMS

By **Lauren S. Wakschlag, Ph.D.**, Northwestern University

JD Smith, Ph.D., University of Utah

with members of the **Mental Health, Earlier Partnership:** Sheila Krogh-Jespersen, Ph.D., Amy Finlay-Jones, Ph.D., Erica Anderson, Ph.D., Miller Shivers, Ph.D., Allison Carroll, Ph.D., Susan Friedland, M.D., & Nivedita Mohanty, M.D.



Lauren S. Wakschlag, Ph.D.



J.D. Smith, Ph.D.

Recent insights into the neurodevelopmental basis of psychopathology point toward early childhood identification and prevention of vulnerability to internalizing and externalizing mental health problems, and promotion of social-emotional resilience (O'Farrelly et al., 2021; Wakschlag et al., 2019). This reorientation towards transdiagnostic, developmentally-unfolding patterns of mental health and illness (Casey et al., 2014; Cicchetti, 2018) largely remains the province of clinical research, resulting in a large research-to-practice gap (Wakschlag et al., 2021).

Mental Health, Earlier Partnership: An Identify and Act Action Plan

Closing this gap is imperative to reducing the public health burden of early-onset mental health problems and is the basis for forming our Mental Health, Earlier Partnership (MHE-P). Anchored by the Institute for Innovations in Developmental Sciences (devsci.northwestern.edu), MHE-P is an evolving team science initiative advancing a broader 'healthier, earlier' mission previously described (Wakschlag et al., 2019; 2021). We propose that closing this gap will occur via a translational action plan to "identify and act" on mental health concerns during the infancy/toddlerhood vulnerability phase (Finlay-Jones et al., 2021) (Figure 1). A key objective is the identification of very young children at risk of psychopathology through *irritability* screening in pediatric primary care, coupled with decision support tools and evidence-based interventions (EBIs). MHE-P's initial target is initiating irritability screening at the 24-month well child visit, as prevention at this age has a strong evidence base. However, the broad MHE-P vision for pediatric care-based screening and prevention begins in infancy. This first years of life focus capitalizes on early malleability of brain and behavior, and the crucial role of consolidating self-regulation skills in preparing for school readiness and beyond. Achieving this MHE-P vision requires transdisciplinary team science including partnerships with both academic medical-, and Federally Qualified Health Centers.

Why irritability?

Emotional dysregulation, i.e., a maladaptive pattern of emotional management and expression, is a transdiagnostic marker of vulnerability to most childhood psycho-

pathologies (Beauchaine & Cicchetti, 2019; Evans et al., 2021). To optimize practical utility, we focus on *dysregulated irritability* (i.e., low frustration tolerance and proneness to dysregulated tantrums), the most prevalent (20% of toddlers), pragmatic and well-characterized feature of emotion dysregulation (Wiggins et al., 2021). Irritability reflects disruptions of emergent self-regulation and multiple studies demonstrate its association to subsequent psychopathology (Beauchaine & Tackett, 2019; Klein et al., 2021; Vidal-Ribas et al., 2016). Dysregulated irritability increases odds of later psychopathology by 4-7x (Wiggins et al., 2021). It has well-developed measurement methods beginning in infancy, as tantrums are salient to caregivers (Krogh-Jespersen et al., in press; Wakschlag et al., 2018). The MAP-DB Temper Loss scale, which differentiates typical-atypical irritability patterns, provides an efficient screening tool (Krogh-Jespersen et al., in press; Wakschlag, 2014). Further, irritability is central to the core emphasis of developmental evidence-based interventions (EBIs) on improving emotion regulation, and has been shown to mediate intervention effects (Smith et al., 2019).

From identification to action: Supporting young children with dysregulated irritability

EBIs effectively prevent and treat internalizing/externalizing problems beginning in toddlerhood via improvements in parenting skills, child self-regulation, and dyadic co-regulation, including when delivered in pediatric primary care (Gardner et al., 2019; Shah et al., 2016; Smith et al., 2020). Recent interventions specifically targeting irritability are promising (Evans et al., 2021; Sukhodolsky et al., 2016). MHE-P will employ the well-validated Family Check-Up for Health (FCU4Health; Smith et al., 2018), a brief, tailored, family support EBI delivered remotely in coordination with pediatric primary care. FCU4Health improves physical (obesity) and mental (self-regulation) health outcomes compared to primary-care-as-usual, with high acceptability (Berkel et al., 2021; Smith et al., 2021). This dual mental-physical EBI is aligned with priorities of pediatric practitioners (Smith et al., 2020).

Practical considerations for research-to-practice translation

Pediatric primary care is the optimal setting for 'mental health, earlier' translation (Figure 1) for the following

...CONT'D WHAT ARE WE WAITING FOR? AN ACTION PLAN

Figure 1: Mental Health, Earlier Partnership (MHE-P) Identify & Act Action Plan Heuristic



reasons: a) it is a trusted, non-stigmatized setting; b) surveillance of social-emotional wellbeing is core to routine well-visits in early childhood; c) pediatrics is prevention-oriented and d) behavioral health is a frequent presenting concern in pediatric primary care. (Boat & Kelleher, 2020).

Fundamental to clinical evidence translation and adoption is seamlessly integrating adaptations into existing workflows, e.g., electronic health records (EHRs) (Bass et al., 2021). MHE-P will conduct efficient and precise irritability screening via EHR-embedded computer adaptive testing. There are substantial developmental challenges to pediatric social-emotional risk determination. MHE-P ties risk identification to empirically and developmentally based screening guidelines with decision supports tied to clear, action-oriented guidance.

Provider confidence and motivation to identify risk increases when tied to an accessible, family-based EBI referral. MHE-P couples irritability screening and decision support with FCU4Health. A dashboard informs providers of families’ intervention-related progress to enhance provider engagement. FCU4Health implementation strategies are geared towards addressing barriers to online engagement for diverse families (Smith et al., 2020).

Changing the conversation: The importance of stakeholder engagement

Tools to support earlier identification and intervention are necessary, but not sufficient, for translation. Provider and public conceptualizations of early childhood mental health and illness diverge from scientific ones,

and require alignment with MHE-P’s vulnerability model (Kendall-Taylor, 2012). Traditional medical models of illness raise concerns about premature labeling and stigmatization, especially for children of color, for whom early labeling may have iatrogenic effects (Sabol et al., 2021; Spencer et al., 2021). A vital MHE-P action item is ongoing stakeholder engagement to frame early identification and intervention in a strengths-based, socio-culturally tailored way, and to convey identification of early vulnerability as an opportunity for resilience promotion.

Reducing population health burden of early-onset mental health problems is within reach

The necessary tools to improve young children’s mental health in a scalable manner are now in hand. These enable targeting vulnerability during peak neuroplasticity, when EBIs most effectively and enduringly support self-regulation capacities. Actualization holds promise for meaningfully reducing prevalence and public health burden of early-onset mental health problems. As clinicians, methodologists, developmentalists, and prevention scientists, child psychologists are key to this translational process. This paradigm shift to “identify and act” on early childhood vulnerability to mental health problems is anchored in evidence that the origins of mental health problems are identifiable and malleable well before they reach frank disorder. Meaningful collaboration with stakeholders will be fundamental to this grand challenge, with transformative potential for improving the foundations of children’s mental health.



...CONT'D WHAT ARE WE WAITING FOR? AN ACTION PLAN

References

- Bass, M., Rosen, K., Gerend, M., Wakschlag, L., Alshurafa, N., Doyle-King, Z., Ghaffari, R., & Smith, J. (2021). Development and feasibility of a Configurable Assessment Messaging Platform for Interventions (CAMPI). *Family, Systems and Health*, 39(1), 19–28.
- Beauchaine, T. P., & Cicchetti, D. (2019). Emotion dysregulation and emerging psychopathology: A transdiagnostic, transdisciplinary perspective. *Development and psychopathology*, 31(3), 799-804.
- Beauchaine, T. P., & Tackett, J. L. (2019). Irritability as a transdiagnostic vulnerability trait: Current issues and future directions. *Behavior Therapy*.
- Berkel, C., Fu, E., Carroll, A. J., Wilson, C., Tovar-Huffman, A., Mauricio, A., Rudo-Stern, J., Grimm, K. J., Dishion, T. J., & Smith, J. D. (2021). Effects of the Family Check-Up 4 Health on parenting and child behavioral health: A randomized clinical trial in primary care. *Prev Sci*, 22(4), 464-474. <https://doi.org/10.1007/s11121-021-01213-y>
- Boat, T. F., & Kelleher, K. J. (2020). Fostering healthy mental, emotional, and behavioral development in child health care. *JAMA Pediatrics*, 174(8), 745-746. <https://doi.org/10.1001/jamapediatrics.2020.1485>
- Casey, B., Oliveri, M., & Insel, T. (2014). A neurodevelopmental perspective on the Research Domain (RDoC) framework. *Biological Psychiatry*, 76, 350-353.
- Cicchetti, D. (2018). A multilevel developmental approach to the prevention of psychopathology in children and adolescents. In J. N. Butcher & P. C. Kendall (Eds.). *APA handbook of psychopathology: Child and adolescent psychopathology*. American Psychological Association. (pp. 37– 53) <https://doi.org/https://doi.org/10.1037/0000065-003>
- Evans, S. C., Wei, M. A., Harmon, S. L., & Weisz, J. R. (2021). Modular psychotherapy outcomes for youth with different latent profiles of irritability and emotion dysregulation. *Frontiers in Psychiatry*, 12(446). <https://doi.org/10.3389/fpsyt.2021.618455>
- Finlay-Jones, A., Krogh-Jespersen, S., Smith, J. D., & Wakschlag, L. S. (2021). From “watch and wait” to “identify and act”: A global public health imperative. Submitted manuscript.
- Gardner, F., Leijten, P., Melendez-Torres, G. J., Landau, S., Harris, V., Mann, J., Beecham, J., Hutchings, J., & Scott, S. (2019). The Earlier the Better? Individual Participant Data and Traditional Meta-analysis of Age Effects of Parenting Interventions. *Child Dev*, 90(1), 7-19. <https://doi.org/10.1111/cdev.13138>
- Kendall-Taylor, N. (2012). Conflicting models of mind: Mapping the gaps between expert and public understandings of child mental health. *Science Communication*, 34(6), 695-726.
- Klein, D. N., Dougherty, L. R., Kessel, E. M., Silver, J., & Carlson, G. A. (2021). A Transdiagnostic Perspective on Youth Irritability. *Current Directions in Psychological Science*, e pub ahead of print. <https://doi.org/10.1177/09637214211035101>
- Krogh-Jespersen, S., Kaat, A., Gray, L., Petitclerc, A., Burns, J., Adam, H., Briggs-Gowan, M., & Wakschlag, L. (in press). Calibrating tantrum severity in the transition to toddlerhood: Implications for developmental science. *Applied Developmental Science*.
- O’Farrelly, C., Watt, H., Babalis, D., Bakermans-Kranenburg, M. J., Barker, B., Byford, S., Ganguli, P., Grimas, E., Iles, J., Mattock, H., McGinley, J., Phillips, C., Ryan, R., Scott, S., Smith, J., Stein, A., Stevens, E., van IJendoorn, M. H., Warwick, J., & Ramchandani, P. G. (2021). A brief home-based parenting intervention to reduce behavior problems in young children: A pragmatic randomized clinical trial. *JAMA Pediatrics*. <https://doi.org/10.1001/jamapediatrics.2020.6834>
- Sabol, T., Kessler, C., Rogers, O., Silver, J., A, P., Briggs-Gowan, M., & Wakschlag, L. (2021). A window into racial disparities in preschool disciplinary action using developmental methodology. *Annals of the New York Academy of Science*.
- Shah, R., Kennedy, S., Clark, M. D., Bauer, S. C., & Schwartz, A. (2016). Primary care-based interventions to promote positive parenting behaviors: A meta-analysis. *Pediatrics*, 137(5), e20153393. <https://doi.org/10.1542/peds.2015-3393>

“We, in primary care, are all about prevention. Why wait for a child to develop a psychiatric disorder, when we can intervene early and prevent years of disability?”
– Pediatrician from an MHE-P clinical partner



...CONT'D WHAT ARE WE WAITING FOR? AN ACTION PLAN

- Smith, J. D., Berkel, C., Carroll, A. J., Fu, E., Grimm, K. J., Mauricio, A. M., Rudo-Stern, J., Winslow, E., Dishion, T. J., Jordan, N., Atkins, D. C., Narayanan, S. S., Gallo, C., Bruening, M. M., Wilson, C., Lokey, F., & Samaddar, K. (2021). Health behaviour outcomes of a family based intervention for paediatric obesity in primary care: A randomized type II hybrid effectiveness-implementation trial. *Pediatr Obes*, 16(9), e12780. <https://doi.org/10.1111/jjpo.12780>
- Smith, J. D., Berkel, C., Rudo-Stern, J., Montañó, Z., St George, S. M., Prado, G., Mauricio, A. M., Chiapa, A., Bruening, M. M., & Dishion, T. J. (2018). The Family Check-Up 4 Health (FCU4Health): Applying implementation science frameworks to the process of adapting an evidence-based parenting program for prevention of pediatric obesity and excess weight gain in primary care. *Frontiers in public health*, 6, 293.
- Smith, J. D., Cruden, G. H., Rojas, L. M., Van Ryzin, M., Fu, E., Davis, M. M., Landsverk, J., & Brown, C. H. (2020). *Parenting interventions in pediatric primary care: A systematic review*. *Pediatrics*, 146(1), e20193548. <https://doi.org/10.1542/peds.2019-3548>
- Smith, J. D., Wakschlag, L., Krogh-Jespersen, S., Walkup, J. T., Wilson, M. N., Dishion, T. J., & Shaw, D. S. (2019). Dysregulated irritability as a window on young children's psychiatric risk: Transdiagnostic effects via the family check-up. *Development and psychopathology*, 31(5), 1887-1899.
- Spencer, A. E., Sikov, J., Loubeau, J. K., Zolli, N., Baul, T., Rabin, M., Hasan, S., Rosen, K., Buonocore, O., Lejeune, J., Dayal, R., Fortuna, L., Borba, C., & Silverstein, M. (2021). Six stages of engagement in ADHD treatment described by diverse, urban parents. *Pediatrics*. <https://doi.org/10.1542/peds.2021-051261>
- Sukhodolsky, D. G., Smith, S. D., McCauley, S. A., Ibrahim, K., & Piasecka, J. B. (2016). Behavioral interventions for anger, irritability, and aggression in children and adolescents. *Journal of child and adolescent psychopharmacology*, 26(1), 58-64. <https://doi.org/10.1089/cap.2015.0120>
- Vidal-Ribas, P., Brotman, M. A., Valdivieso, I., Leibenluft, E., & Stringaris, A. (2016). The status of irritability in Psychiatry: A conceptual and quantitative review. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(7), 556-570. <https://doi.org/http://dx.doi.org/10.1016/j.jaac.2016.04.014>
- Wakschlag, L., Briggs-Gowan, M., Choi, S., Nichols, S., Kestler, J., Burns, J., Carter, A., Henry, D. (2014). Advancing a multidimensional, developmental spectrum approach to preschool disruptive behavior. *Journal of the American Academy of Child & Adolescent Psychiatry*, 53(1), 82-96. <https://doi.org/http://dx.doi.org/10.1016/j.jaac.2013.10.011>
- Wakschlag, L., Perlman, S., Blair, R., Leibenluft, E., Briggs-Gowan, M., & Pine, D. (2018). The neurodevelopmental basis of early childhood disruptive behavior: Irritable and callous phenotypes as exemplars. *American Journal of Psychiatry*, 175, 114-130.
- Wakschlag, L. S., Finlay-Jones, A., MacNeill, L., Kaat, A., Davis, M., Krogh-Jespersen, S., & Smith, J. (2021). Don't get lost in translation: Integrating developmental and implementation sciences to accelerate real world impact on children's development, health and wellbeing Submitted manuscript.
- Wakschlag, L. S., Roberts, M. Y., Flynn, R. M., Smith, J. D., Krogh-Jespersen, S., Kaat, A. J., Gray, L., Walkup, J., Marino, B. S., Norton, E. S., & Davis, M. M. (2019). Future directions for early childhood prevention of mental disorders: A road map to mental health, earlier. *Journal of Clinical Child & Adolescent Psychology*, 48(3), 539-554.
- Wiggins, J., Rosario, A., Krogh-Jespersen, S., Briggs-Gowan, M., Smith, J., & Wakschlag, L. (2021). Advancing early irritability as a transdiagnostic marker of mental disorder via a pragmatic approach: Prevalence, stability, and predictive utility. Submitted manuscript.

Acknowledgements

We gratefully acknowledge contributions of our broader Mental Health, Earlier Partnership collective, participation of the Illinois Early Childhood Special Interest Group, and support from the Northwestern University's Institute for Innovations in Developmental Sciences, and Primary Care Practice-Based (NP3) Research Program, the Robert & Ann H. Lurie Children's Hospital Pritzker Department of Child Psychiatry & Behavioral Health, the Department of Pediatrics, and its Town & Country Pediatrics Group, AllianceChicago, and Telethon Kids Institute.

This paradigm shift to “identify and act” on early childhood vulnerability to mental health problems is anchored in evidence that the origins of mental health problems are identifiable and malleable well before they reach frank disorder.

JOURNAL UPDATES



SAVE THE DATE: FUTURE DIRECTIONS FORUM JUNE 9-11, 2022 IN WASHINGTON, DC

By Andres De Los Reyes, Ph.D., Editor, *JCCAP*

As a leading journal in youth mental health, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)* is in a unique position to build connections among various disciplines—Psychology, Psychiatry, Pediatrics, Public Health, Public Policy, Social Work, Education, Nursing, and Neuroscience, among others. Together, we can leverage expertise from all these disciplines to improve the mental health of youth worldwide. In fact, JCCAP publishes content with a large, interdisciplinary outreach. In particular, our Future Directions article series focuses on topics of relevance to all of these disciplines. In 2017, we launched the Future Directions Forum to strengthen connections among disciplines. Now in its sixth year, the Future Directions Forum showcases interdisciplinary work in youth mental health, provides professional development training to early career scientists in the field, and raises public awareness of the “best and brightest” of these scientists-in-training.

Here is what should motivate you to “save the date” and attend Future Directions Forum 2022:

- Local health guidelines permitting, we will be back in Washington, DC, for an in-person offering of the 2022 Future Directions Forum, June 9-11, 2022! As in 2018 and 2019, we will hold the Future Directions Forum on the top floor of the American Psychological Association’s home office (<http://spireeventsd.com/>). These facilities allow us to offer an in-person experience at a low cost (i.e., \$99 registration fee), and stream the experience live at no cost, so that people from all over the world can view our programming from wherever they are!
- Inspired by their Future Directions articles, leading figures in youth mental health deliver invited addresses about their work, in an effort to inspire early career scientists with innovative ideas. We have an added element of excitement and inspiration for our early career attendees: In 2022, all of our addresses will be delivered by fantastic early career scholars in youth mental health.

– **Dr. Riana Anderson**, Assistant Professor at University of Michigan, presenting her article on racism, which is [in press](#) and available soon.

– **Dr. Miya Barnett**, Assistant Professor at University of California at Santa Barbara, presenting her article on lay health worker models of service delivery is [in press](#) and available soon.

– **Dr. Jessica Schleider**, Assistant Professor at Stony Brook University, presenting research on [brief, scalable interventions](#).

– **Dr. Jessica Fish**, Assistant Professor at University of Maryland, presenting her research on [LGBTQ youth mental health](#).



Andres De Los Reyes, Ph.D.

• As in previous years, we have many exciting, informative workshops in development for next year’s Future Directions Forum, including workshops about implementation science, participatory action frameworks, building a lab, navigating problematic mentoring relationships, and serving as a peer reviewer for scholarly journals! To get a sense of what we have covered at previous meetings, visit our Forum On-Demand page, where you have free access to archived workshops: <https://jccapfuturedirectionsforum.weebly.com/forum-on-demand.html>

• Beyond our workshops, attendees have the opportunity to sign up for small-group and one-on-one consultations on various aspects of academic work, including feedback from editors on manuscripts, program officers on grant applications, and seasoned professors on ongoing projects and applications to graduate school.

• We will release our Call for Abstracts in mid-October. At each Future Directions Forum, we hold a premier social event dedicated to early career scientists presenting their own mental health research. An innovative element of our poster session socials is that we render all poster presentations in a 100% digital environment, saving presenters both time and money. With no more than 8-10 posters presented at any one time, this event provides early career scientists with opportunities to connect “one-on-one” with fellow attendees, address-givers, and workshop presenters.

• From among presenters at the Forum, we will identify recipients of the Future Directions Launch Award. This award recognizes promising early career researchers doing groundbreaking work in mental health. Learn more about previous winners at:

<https://jccapfuturedirectionsforum.weebly.com/award-recipients.html>

For updates, stay tuned to our homepage and Twitter at: www.jccapfuturedirectionsforum.com and [@twitter.com/JCCAP_Editor](https://twitter.com/JCCAP_Editor)

Submit your best work for publication in *JCCAP* and plan to attend the Future Directions Forum in Washington, DC, June 9-11, 2022.



EVIDENCE-BASED PRACTICE IN CHILD AND ADOLESCENT MENTAL HEALTH

By Mary A. Fristad, Ph.D., ABPP, EPCAMH Editor

I am pleased to report that our practice journal, *Evidence-Based Practice in Child and Adolescent Mental Health*, continues to grow and flourish. Given the current epidemic of youth suicidal ideation and attempts, I am grateful that Drs. Joan Asarnow and David Goldston assembled national experts for the first Special Issue under the current Editorial Board, Quality Improvement for Acute Trauma-Informed Suicide Prevention Care, which was published in September.

Statistics that show our steady growth include:

- 174% increase in downloads 2021 year-to-date compared to 2020 year-to-date
- 24% reduction in mean days for accepted papers from submission to online publication

- 2021 Jan-Jun submissions surpassed all of 2020 submissions (and 2020 represented a 50% increase from 2019)
- Author satisfaction (9.3 on a 1-10 scale) exceeds “top level” (all journals) and “host level” (behavioral science journals)



Mary A. Fristad, Ph.D., ABPP

I encourage all our members to read, cite, and submit *EPCAMH* articles, as we strive to become the #1 clinical resource for our practitioner members.

EPCAMH is a practice-oriented journal and submissions should be accessible and of clinical utility to practicing clinicians.

KUDOS & NEWSLETTER CHANGES IN 2022

2022 will bring with it many changes for the *InBalance* newsletter. We will welcome a new newsletter editor and new online format. However, before making those changes, we would like to express our gratitude to two special members of the *InBalance* team.

Jennifer Hughes, Ph.D., MPH, began as the newsletter editor in the middle of 2017. Under her leadership, the newsletter has grown in article and page count, with an emphasis on content that is most valuable to SCCAP members. Jenny’s energy, persistence, and sharp editing eye helped improve every issue during her time as editor. Furthermore, she has led the transition to the online newsletter format that we will adopt next year. As we say goodbye to Jenny, we also say congratulations as she assumes her new role as an associate professor at Nationwide Children’s Hospital in Ohio, where she will continue conducting research in youth suicide and depression prevention and intervention, while focusing her clinical efforts on helping youth who have recently struggled with suicide.

Jill Fishbaugh of Firefly Communications & Design has been collaborating with SCCAP on the *InBalance* newsletter since 2008. Working with several newsletter editors over the years, Jill has been a steady force in editing and formatting *InBalance* and ensuring that SCCAP members receive newsletter information clearly and punctually. Jill consistently made managing a volunteer staff to produce a high-quality newsletter look effortless and seamless. She always gave the extra for SCCAP and its members. We wish Jill much happiness in retirement.



Jennifer Hughes, Ph.D., MPH



Jill Fishbaugh

COMMITTEE UPDATE



DIVERSITY COMMITTEE UPDATE

By Omar Gudiño, Ph.D., ABPP
Diversity Committee Chair



Omar Gudiño, Ph.D., ABPP

We have expanded our travel awards to focus more broadly on professional development. Applications are due Dec. 20.

It was wonderful “seeing” so many of you at the APA Convention. Although we could not be there in person, I hope you found many opportunities to learn and connect with one another.

The Diversity Committee is particularly grateful for Chardée A. Galán, Ph.D., and Irene Tung, Ph.D., for their presentation titled, “Advancing Antiracism in Clinical Science to Reduce Racial Disparities in Youth Mental Health” and to Ernestine C. Briggs, Ph.D., for her presentation, “The Truth about Race and Trauma.” These were just some of the excellent educational opportunities SCCAP offered that are designed to push our thinking and guide our action as we work toward embedding antiracism into our work. If you have not had a chance to view these excellent presentations, you can still access APA Convention content online at: <https://convention.apa.org>.

New Awards

The Diversity Committee has also been working on several exciting new initiatives. First, as the world moves away from in-person conferences, we have expanded our travel awards to focus more broadly on professional development. Applications for this SCCAP Diversity Professional Development Award (up to 15 awards; \$300 each) will be due December 20, 2021. Please visit our awards page at <https://sccap53.org/members-portal/award-opportunities> for additional information and to submit your application.

Additionally, we are excited to announce a new Early Career Contributions to Diversity, Equity, and Inclusion award for 2022. We are thankful to the SCCAP Board for supporting this important initiative designed to highlight and encourage the wonderful work that our members do to advance diversity and equity in clinical child and adolescent psychology.

Committee Updates

The Education and Training Subcommittee has also been hard at work planning opportunities based on the input SCCAP members provided via our training needs survey. We are excited to announce that Dr. Riana Elyse Anderson will be presenting on race-related stress in youth and families for the SCCAP Webinar Series on December 3, 2021. Information about registration will be available via the SCCAP listserv.

We have also been working with the Membership Committee on collaborative opportunities for education and consultation to support our work with diverse youth and families. Please visit sccap53.org to learn more about our other initiatives.

If you have ideas or comments to share, please email me at Omar.Gudino@ku.edu.

Please visit our awards page at
<https://sccap53.org/members-portal/award-opportunities>
for additional information and to submit your application.



UPDATES FROM YOUR PRACTICE COMMITTEE

By Jill Ehrenreich-May, Ph.D., Member at Large for Science & Practice

In the last few months, SCCAP's Practice Committee and an additional ad-hoc Clinical Practice Institute Committee, consisting of members from the SCCAP Board, Diversity Committee, Practice Committee and others, have been working hard to develop new resources and events that may be of particular use to SCCAP members in full- or part-time clinical practice. In this column, I will describe two such efforts that are currently underway.

First, Practice Committee member Dr. Regine Galanti and I are working with SCCAP-affiliated journal editors, Dr. Andres de los Reyes (*Journal of Clinical Child and Adolescent Psychology*) and Dr. Mary Fristad (*Evidence-based Practice in Child and Adolescent Mental Health*) to identify empirical articles from these journals that may provide important practice insights that can be translated quickly to evidence-based techniques or treatment processes for children and adolescents. After identifying relevant articles, we asked the senior author of these pieces to record a brief (under five minutes) synopsis of the article, with an emphasis on how its findings or lessons can be translated to clinical practice with youth. These resultant videos will be disseminated on social media and SCCAP's YouTube page.

One such video was played at SCCAP's recent annual business meeting from Dr. Julia Rucklidge, Professor from the University of Canterbury in New Zealand, regarding her article in *Evidence-based Practice in Child and Adolescent Mental Health* entitled, "Nutrition Provides the Essential Foundation for Optimizing Mental Health." The aim of this SCCAP Short Videos Project is to allow for an accelerated path to dissemination

of knowledge from these cutting-edge articles and thought leaders to clinical practice. We look forward to sharing more videos from this series in the coming weeks and months!

In addition to the SCCAP Short Videos Project, an ad-hoc committee including Drs. Regine Galanti, Omar Gudino, Sherelle Harmon, Juventino Hernandez Rodriguez, Jennifer Hughes, and Marilyn Sampilo are working with me to produce a new series of virtual practitioner-focused workshops for SCCAP, collectively called the Clinical Practice Institute. The Clinical Practice Institute will include three themed workshops in July 2022 and July 2023. The goals of these virtual workshops will be to allow practitioners to gain relevant techniques, materials and insights during an initial 2-3-hour workshop, followed by breakout groups that allow for a deeper dive into the materials via guided practice of concepts reviewed in the workshop.

The first Clinical Practice Institute in July 2022 will feature three workshops on the theme, Culturally-Sensitive Evidence-based Practices with Children and Families. We are excited to provide details about speakers, registration information and more before the end of 2021. In the meantime, we welcome those who wish to contribute to or assist with either our SCCAP Short Videos Project or the Clinical Practice Institute. If you are an interested member, please do not hesitate to contact me at j.ehrenreich@miami.edu for more details.



Jill Ehrenreich-May, Ph.D.

SCCAP REPRESENTATIVES UPDATE TO APA COUNCIL

By Timothy A. Cavell, Ph.D., and Mary Louise Cashel, Ph.D., ABPP, APA Council Representatives

The APA Council of Representatives August meeting was postponed until October 29-30, 2021.

At this upcoming meeting we anticipate continued discussion focused on the implementing regulations for accreditation of Master's level training programs in Health Service Psychology (HSP; clinical, counseling, school). APA's Board of Professional Affairs (BPA) and Board of Educational Affairs (BEA) have taken steps to develop the infrastructure needed to support professional practice by graduates of HSP Master's programs. Established are work groups focused on updating doctoral level HSP competencies and articulating scope of practice, possible title, and a model licensure act for those with a master's degree in HSP. SCCAP Board member Tim Cavell is the BEA liaison to the work group focused on scope of practice and title for those with a master's degree. Stay tuned for updates!

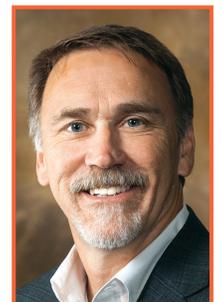
There will also likely be discussion at the October Council meeting focused on ways to increase the efficiency of council and its role in

generating APA policy, as well as next steps in implementing current Equity, Diversity and Inclusion (EDI) initiatives.

Apportionment Ballot

Each fall, APA members participate in an "apportionment ballot." This is the mechanism APA uses to determine the number of Council Representatives from each Division or state association. Each member has 10 votes they can apportion to any given Division or state association.

We urge you to assign all 10 of your apportionment votes to Division 53, so we can grow our representation on the Council!!!



Timothy A. Cavell, Ph.D.



Mary Louise Cashel, Ph.D., ABPP

THE STUDENT VIEW



STUDENT DEVELOPMENT PROGRAMMING, MENTORING SPOTLIGHT

By Natalie Finn, M.S.
SCCAP Student Representative



Enitan Marcelle
SCCAP Student Rep 2020-2021
University of Calif., Berkeley



Natalie Finn, M.S.
SCCAP Student Rep 2021-2023
Virginia Commonwealth University

Looking for a mentor? Many students find it helpful to identify informal mentors in their day-to-day settings.

In 2012, the SCCAP Student Development Committee (SDC) began the Student Mentorship Program to provide undergraduate students with the opportunity to talk with graduate students about topics such as the graduate school application process, career objectives, research and clinical interests, and graduate student life. The program then expanded to include postdoctoral scholars and early-career psychologists as mentors, providing mentorship to graduate students on topics such as career development, the job market, and professional trajectory as a child and adolescent psychologist. The mentorship program has continued to grow, and this summer the program experienced a large increase in interest from both mentors and mentees. The Student Development Committee is thrilled to have so many participants currently embarking on new mentorship relationships!

We would like to thank our Student Mentorship Program Co-Chairs, **Emily Hirsch** and **Alison Chavez**, for their impressive work reviewing applications and making thoughtful mentee-mentor matches based on participant interests. This summer they were able to match over 60 undergraduate students and over 100 graduate students with mentors in the program – amazing!

Each year we aim to improve the program, and one major change this cycle included matching mentees and mentors based on their desired frequency of meeting. Some pairs have opted to meet on just one or two occasions to provide general guidance, while other pairs have agreed to meet at least once per month for more continuous mentorship. We look forward to gathering more feedback on participant preferences as we continuously improve matches and participants' experience in the program.

Looking for a mentor?

In addition to structured mentorship programs, such as our Student Mentorship Program, many undergraduate and graduate students find it helpful to identify informal mentors in their day-to-day settings.

Not sure where to find new mentors?

Here are a couple of ideas:

• Undergraduate students

Tip: Meet a graduate student mentor after class! One great place to find a mentor is in your psychology classes. If your class has a teaching assistant, they are likely a graduate student! Feel free to ask your TA about their career goals and their own research interests. Many TAs would love to impart knowledge and help undergraduate students succeed. Perhaps this could even lead to an opportunity to help them with their own research and/or for them to help you with your own independent project. TAs can also be a great resource for putting you in touch with other helpful mentors at your school or opportunities in the community.

• Graduate students

Tip: Look for multiple mentors at your clinical training sites. If you only have one assigned clinical supervisor at your clinical placement/training practicum site, it can be very helpful to try to get to know other professionals at the site as well, such as other psychologists, doctoral interns, and students from other programs and disciplines. Don't be afraid to introduce yourself and ask about their work! You might even ask if they have some time to meet to discuss your common interests or talk about their own career trajectory. Perhaps they have certain clinical expertise you'd like to know more about or maybe they have advice on choosing your next clinical training experience.

THE STUDENT VIEW



SCCAP STUDENT AWARDS

By Natalie Finn, M.S.
SCCAP Student Representative

Student Achievement Awards

The SCCAP Student Development Committee is pleased to invite applications for our annual Student Achievement Awards in Research and the Graduate Student Achievement Award in Clinical Practice. Submission deadline: April 1. Awardees will receive \$1,000 each.

- **Student Achievement Award in Research:** The research awards will recognize one undergraduate student, one early-stage graduate student (for students in the first three years of doctoral training or in master's programs), and one or two late-stage graduate students. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through work on a recent research project but also through teaching, mentoring, clinical work, and other forms of community engagement. Undergraduates will also be evaluated based on their academic achievement.
- **Graduate Student Achievement Award in Clinical Practice:** The clinical practice award will recognize one graduate student of any stage who demonstrates innovative clinical service, clinical skill, and commitment to evidence-based practice. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through pioneering clinical work but also through research, teaching, mentoring, and other forms of community engagement. In addition, we seek to recognize students who have demonstrated exceptional clinical skill in evidence-based practice. Students are asked to submit a case conceptualization as an example of this skill set, with an emphasis on course of treatment.

For more information, visit:

<https://sccap53.org/student-achievement-awards/>

Join the SCCAP Student Development Committee

Each year, the SCCAP Student Representatives accept applications for the Student Development Committee (SDC). The deadline this year is October 31. The SDC is the student representative group of SCCAP. The SDC is responsible for initiatives geared toward supporting student development for individuals at all stages in their career trajectories, including undergraduate and graduate students, and postdoctoral scholars. Members take initiative in leading a subcommittee and participate in bi-monthly conference calls. SDC positions are two-year terms and run from January through December.

For more information and application, visit:

<https://sccap53.org/about-us/committees/student-development-committee/>

Apply for
SCCAP Student
Development
Committee and
achievement
awards.

JCCAP FUTURE DIRECTIONS FORUM NEWS

The poster features the JCCAP FDF Washington DC logo at the top. Below it, the text reads "JCCAP FUTURE DIRECTIONS FORUM 2022" and "FDF FELLOWS PROGRAM" in a large, stylized font. It lists benefits for selected applicants: "SELECTED APPLICANTS RECEIVE: -FUNDS TO OFFSET TRAVEL COSTS -EXCLUSIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES". The forum dates are "Future Directions Forum June 9-11, 2022". The application link is "Apply at: <http://bit.ly/JCCAPForumFellows2022>". Logos for the Society of Clinical Child & Adolescent Psychology, the American Psychological Association, and Routledge are at the bottom.

The poster features the JCCAP FDF Washington DC logo at the top. It includes logos for Routledge (Taylor & Francis Group) and the American Psychological Association. The text reads "2022 JCCAP FUTURE DIRECTIONS FORUM" and "CALL FOR ABSTRACTS NOW OPEN!". It provides the website "Find out more on our website: <https://jccapfuturedirectionsforum.com>" and the dates "June 9-11, 2022". Logos for the Society of Clinical Child & Adolescent Psychology and Routledge are at the bottom.

GRANTS & AWARDS



UPCOMING AWARD OPPORTUNITIES

Don't miss your opportunity to receive funding for your work. Apply for SCCAP Grants & Awards today!

To advance its mission, SCCAP has developed a series of awards to recognize and promote excellence across these specific child and adolescent focused domains, as well as across the career span.

The awards are a members-only benefit as part of SCCAP's mission to promote psychologists' work and advance the profession. SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, ethnicity, disability, gender, geography, nationality, race, religion, and sexual orientation.

Our awards program has the ability to give a boost to developing professionals and students or acknowledge work well done. We need your assistance to seek candidates throughout our diverse fields of educators, researchers, and practitioners who are worthy of recognition.

The SCCAP nomination process is straightforward and self-nominations are accepted. Most awards require a current CV and a letter explaining the exemplary characteristics and positive impact of the nominee's work. SCCAP membership is required. Nominations can be submitted online through the specific award pages listed below. Questions may be emailed to SCCAP@sccap53.org.

Distinguished Career Award

Although there are no simple defining criteria for this award, major research or theoretical contributions to the field or other contributions in terms of public policy or scientific practice may be considered. The awardee must be prominent or eminent in the area of clinical child and adolescent psychology. We especially encourage our members to nominate stellar candidates within any area of clinical expertise who have made contributions to equity, diversity, and inclusion in the field. The recipient will receive a \$2,000 honorarium to be used for travel to the APA Convention to present an invited address.

A list of past Distinguished Career Recipients is posted on SCCAP53.org.

Nominations for the Distinguished Career Award are due January 10, 2022.

2021 Routh Research And Dissertation Grant

The Routh Research and Dissertation grant provides support for student research with potential to add significantly to the research literature in the area of clinical child and adolescent psychology. Up to four \$2,500 grants will be awarded annually.

Student dissertation projects must be approved by an advisor and program faculty at time of submission. The applicant must be a student member of SCCAP and enrolled in an APA- or CPA-approved doctoral program at the time of application. Submissions are due Jan. 14, 2022.

2021 Abidin Early Career Award and Grant – \$20,000

The Richard "Dick" Abidin Early Career Award and Grant recognizes an early-career psychologist who has established a program of empirical research that has had a major impact on the field's understanding of psychopathology, prevention, assessment, treatment, or public policy. The grant is provided to enhance the awardee's research program and/or to enable the awardee to initiate a new effort that extends their work.

Applications are due December 15, 2021.

SCCAP Award for Promoting Evidence-based Mental Health Services for Children and Adolescents

This award recognizes a practitioner who has made a significant and enduring impact to promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents. Recognition is designed to highlight the outstanding work of currently practicing clinicians who take scientifically derived clinical knowledge and promote, provide, or share it on a broader scale (i.e. state, national, or international), in particular with members of diverse, vulnerable, or underserved groups. Focus is not on scientific productivity (e.g., publications, grants received) but on efforts that facilitate and improve the quality of evidence-based services for children and adolescents more broadly and to the general public's access to those services.

Applications are due February 1, 2022.

GRANTS & AWARDS



Student Achievement Awards

The Student Development Committee of the Society of Clinical Child and Adolescent Psychology is pleased to invite applications for our annual Student Achievement Awards in Research and the Graduate Student Achievement Award in Clinical Practice. The research awards will recognize 1 undergraduate student, 1 early-stage graduate student (for students in the first 3 years of doctoral training or in Master's programs), and 1-2 late-stage graduate students. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through work on a recent research project but also through teaching, mentoring, clinical work, and other forms of community engagement. Undergraduates will also be evaluated based on their academic achievement.

Submission deadline is April 1, 2022.

Diversity Professional Development Award

The goal of this award is to provide graduate students and early career professionals (ECP) from diverse groups (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability) the opportunity to gain new skills and promote their professional development by attending or presenting at professional conferences (online or in person). The Diversity Professional Development Award is designed to promote attendance at the annual APA conference, or an SCCAP- sponsored conference (e.g., Future Directions Forum, Miami International Child and Adolescent Mental Health conference). Conferences will be considered with a written justification of how the proposed conference will enhance your professional career. These funds will cover enrollment fees for webinars, classes or conference.

Application deadline is December 20, 2021.

SDC Professional Development Awards

These awards are designed to support the professional development of undergraduate and graduate students in APA- or CPA-accredited programs. Up to six \$375 professional development awards are available to support student conference attendance, online educational opportunities, and/or purchase of printed materials that relate to the student's work. Preference will be given to students presenting posters at conferences. Applicants must be a member of SCCAP to apply for this award, and priority will be given to students with long standing membership. SCCAP is free to join for students (<https://sccap53.org/join/>).

Application deadline is February 1, 2022.

Visit the Awards tab on [SCCAP53.org](https://sccap53.org) for a full listing of opportunities.

ABCCAP UPDATE



AMERICAN BOARD OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY ABCCAP UPDATE

By Elizabeth Gosch, PhD, ABPP
President, ABCCAP

Board certification assures the public and the profession that psychologists have successfully completed the education, training, and experience requirements to provide quality services in Clinical Child, Adolescent, and Pediatric Psychology. Successful completion of the board certification process is a strong statement of a psychologist's competence in this specialty.



Elizabeth Gosch, Ph.D., ABPP

ABCCAP congratulates those psychologists who met Specialty Board Certification Requirements in 2021:

- Rose Alvarez-Salvat, PhD, ABPP
- Kevin M Antshel, PhD, ABPP
- Mary Coiro, PhD, ABPP
- William Frye, PhD, ABPP
- Lauren Gardner, PhD, ABPP
- Wendy Gray, PhD, ABPP
- Brittany Gresl, PhD, ABPP
- Kelsie L Hendrickson, PhD, ABPP
- Lissette Perez-Lima, PhD, ABPP
- Danae Lund, PhD, ABPP
- Stephanie Nicole Marcy, PhD, ABPP
- Shana Schuler, PhD, ABPP

We are also pleased to announce that, in addition to earning 40 CE credits for becoming board certified, current specialists can now earn CE credits for serving on ABCCAP examination committees. If you are interested in learning more about Board Certification in Clinical Child and Adolescent Psychology, visit www.clinical-childpsychology.com or contact any member of the ABCCAP executive board.

SCCAP congratulates psychologists who met Specialty Board Certification requirements in 2021.

PROFESSIONAL DEVELOPMENT AWARDS



Don't miss your opportunity to receive funding for your work. Apply for SCCAP Grants & Awards today!



Augustine Lombera

Augustine Lombera

Augie Lombera is a second-year graduate student at Pennsylvania State University in the child clinical track. Lombera earned a B.A. from the University of California, Berkeley, and worked as the lab coordinator at Child HELP Partnership, Dr. Elissa Brown's lab at St. John's

University. Their research interests include the measurement and classification of childhood maltreatment and whether certain types of relationships (i.e., siblings) or interactions (i.e., police) following maltreatment exposure may protect or revictimize the child.



Cara Jack White

Cara Jack White

Cara Jack White is a second-year doctoral student in the School Psychology Program at the University of Nebraska-Lincoln. Her interests include resilience and mental health in historically underrepresented youths and children. She is specifically interested in well-

ness promotion for persons who are gender-expansive and/or have diverse sexual/romantic attractions.



Corinna Klein

Corinna Klein

Corinna Klein is a doctoral student in Clinical Psychology at the University of California Santa Barbara. Before beginning her doctoral program, she worked as a community-based social worker, and became passionate about improving the quality of children's mental health care and decreasing disparities in access to effective

care. Her research focuses on increasing equitable access to evidence-based children's mental health treatment, engaging caregivers in their children's care, and providing therapists with the training and support they need to do this important work successfully.

Emilea Rejman

Emilea Rejman is a first-year doctoral student in the School Psychology Program at the University of Nebraska-Lincoln. She is working in the Empowerment Initiative Lab, led by Dr. Susan M. Swearer. Her research interests are in bullying prevention and intervention, emotion regulation and chronic peer victimization. Emilea received this award for her upcoming poster presentation, Risk and Protective Factors for Bullying Behavior in Adolescence, at ABCT's Annual Convention in November.



Emilea Rejman

Kelly O'Connor

Kelly O'Connor, M.S., is a doctoral candidate in clinical psychology (child/adolescent concentration) at Virginia Commonwealth University. She is currently completing her clinical internship at the Medical University of South Carolina on the child track.

O'Connor's research and clinical interests focus on reducing externalizing behaviors and enhancing resilience among ethnic minority adolescents living in urban, low-income communities. Her program of research aims to inform strengths-based and culturally relevant programs, policies, and practices that bolster the positive development of urban youth.



Kelly O'Connor

Rachel Walsh

Rachel Walsh is a third-year doctoral student in the Mood and Cognition Lab at Temple University where she is under the mentorship of Dr. Lauren Alloy. Broadly, Walsh is interested in understanding risk factors for mood disorders and self-injurious thoughts and behaviors in adolescents. As a

National Science Foundation Graduate Research Fellow, she uses ambulatory assessment methodologies like ecological momentary assessment and actigraphy to understand how risk processes unfold. Her research also examines the role of sleep and circadian factors in mood disorders.



Rachel Walsh



APPLY FOR SCCAP BOARD OF DIRECTORS

SCCAP seeks nominations for candidates for four positions on the SCCAP Board of Directors. 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, 2023. Each term runs for three years (2023-2025). 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 per year. Each board member should identify best practices for implementing evidence-based and culturally informed practices to support mental health professionals that work with children and adolescents as it relates to their board position. All candidates must be a member of the Society of Clinical Child and Adolescent Psychology (Division 53). Some positions require membership in APA, see specific position descriptions. Self-nominations are accepted.

To nominate yourself, email your vita, headshot, and personal statement of approximately 250 words divided in two sections: 1) a bio describing your background, and 2) a statement describing your interest in the position and SCCAP to SCCAP@SCCAP53.org. Personal statements and headshots of the official slate will be posted online. After the review of all nominations, the Elections Committee will present the slate of candidates to the Board of Directors to be voted on and approved during the January Board of Directors meeting. Please direct questions to Lynn Canty at SCCAP@SCCAP53.org.

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

1. President-Elect (2023)

The President-Elect has a term of three (3) years sequentially serving as President-Elect (2023), President (2024) and Past President (2025). The President-Elect must be a member of both SCCAP and APA. 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.

2. Representative to APA Council (term 2023-2025)

Representatives to APA Council must be a member of SCCAP and APA. They are elected for three (3) year terms. The Representative to APA Council shall perform those duties required of Representatives to APA Council as specified in the Bylaws of APA. They shall be responsible for advising the Board of Directors about significant matters of business scheduled to come before APA Council. They shall also be responsible for informing the Board of Directors of significant actions taken by APA Council. APA Council Representatives will sit on committees as appointed by the SCCAP president.

3. Treasurer (term 2023-2025)

The Treasurer shall oversee the custody of all membership funds and property of SCCAP, oversee receipt of all funds to SCCAP, direct disbursements as provided under the bylaws, oversee the Director of Operations financial bookkeeping, prepare the annual budget in consultation with the President and Board of Directors, create annual reports, review, negotiate and sign all contracts, oversee the tax filing, and ensure the annual budget is not exceeded. The treasurer must be a member of both SCCAP and APA.

4. Member-at-Large Science & Practice (term 2023-2025)

This Member-at-Large (MAL) chairs the Practice Committee and shall appoint all Committee members. The Committee shall monitor professional developments and review ethical issues pertaining to child and adolescent psychology, administer the Practice Corner, sponsor practice-related webinars, create practice-related content for the websites and newsletter, and administer the Practice committee awards. The MAL must be a member of both SCCAP and APA.

Consider running for SCCAP office: President Elect, Treasurer, Member-at-Large for Science & Practice, and Representative to APA Council.

Nominations are due to SCCAP by December 15, 2021.

For a full description of responsibilities for each position, visit <https://sccap53.org/events-and-news/sccap-elections/>

ANNUAL APA CONVENTION



IN THIS TOGETHER: BUILDING COMMUNITY, ENHANCING EQUITY

By Caitlin Sayegh, Ph.D.
APA Convention SCCAP Program Chair

Miya Barnett, Ph.D.
APA Convention SCCAP Program Co-Chair

Thank you to our members for supporting SCCAP programming focused on the science and practice of clinical child and adolescent psychology.

A huge thank you to the APA Convention 2021 presenters and attendees! We had our second year of virtual APA, and while many of us are eager for a return to in-person conferences, this year still provided so many rich learning opportunities. SCCAP highlights included fantastic symposia, skill-building sessions, panels, and posters. There were also several inspiring invited addresses, which focused on how to address racial trauma and incorporate anti-racism into clinical research and practice with children and adolescents. If you missed any of the SCCAP programming, you can still access it at <https://convention.apa.org/> on demand through November 15, 2021. This is truly one of the greatest benefits of virtual conferences.

2022: Planning for Next Year's Convention

APA 2022 is scheduled for August 4-7 next year in the lovely city of Minneapolis, MN. We are so eager to have the opportunity to come together and be in community again. We are still waiting for updates from APA about the exact format of the conference. However, if there is one thing we have learned over the past two years, it is that SCCAP will have amazing programming! This year we are excited to welcome next year's Co-Chair, Joy Gabrielli, Ph.D., to the convention programming team. She has a program of research focused on the role of media and technology as well as early childhood adversity on developmental outcomes for youth. Her expertise in prevention and intervention with understudied youth is a strong asset to our team and future APA Conventions.

Extending last year's emphasis on antiracism and promoting mental health and well-being for marginalized youth, we are especially interested in proposals that seek to address determinants of mental health disparities for children of color. It is our hope to highlight work that identifies strategies to understand and implement solutions to address these determinants. We invite you to submit proposals for individual presentations, symposia, discussion panels, and skill-building sessions that focus on how to promote mental health equity for children and families through policy, research, and practice.

Collaborative Proposals: Due Late Fall/ Early Winter

APA places a high priority on collaborative programs that pull together multiple perspectives on issues significant to psychology and, where relevant, to society at large. SCCAP enthusiastically welcomes collaborative proposals with other Divisions that reflect multiple perspectives regarding the etiology and reduction of mental health disparities in children and adolescents.

Posters, Symposia, Discussions, and Skill- Building Sessions: Due Mid-Winter

We look forward to receiving proposals for posters, symposia, discussions, and skill-building sessions. Students, early career professionals, practicing psychologists, researchers, and academics—we value your contributions and want to hear from you!

Check out the Call for Proposals portal at: <https://convention.apa.org/proposals> for deadlines and details as they are finalized.

Please reach out to us at our new email address: APAConvention@sccap53.org. We are happy to give feedback and provide more information as you prepare your proposals.



Caitlin Sayegh, Ph.D.



Miya Barnett, Ph.D.



JOIN SCCAP TODAY AND GAIN ACCESS TO:

- **WEBSITES** including SCCAP53.org and effectivechildtherapy.org
- **JOURNALS** *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **INBALANCE NEWSLETTER**
- **FUNDING OPPORTUNITIES** including the Abidin Early Career Grant and Routh Dissertation Grant
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **USEFUL LISTSERVS** includes a members-only and a student-only listserv
- **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

MEMBERSHIP & PUBLIC INTEREST COMMITTEE UPDATE

By Christina Cammarata, Ph.D., ABPP
Member at Large for Membership & Public Interest



Christina Cammarata, Ph.D., ABPP

Remember to renew your SCCAP membership by December 31, 2021, so you can stay connected and continue to receive all the benefits that are free to you as an SCCAP member. Student and Post-Bac Student Memberships are **free**, but you need to renew each year.

You can renew/join in two ways:

1. Visit SCCAP53.org and select "join/renew your membership"
 2. You can also renew when you renew your APA membership.
- **APA membership is not necessary to join SCCAP.

A Few Member Benefits You Don't Want to Lose

1. SCCAP Community and Network of Members:

- **Special Interest Groups**
(SIG membership is free to all SCCAP members at SCCAP53.org)
 - Acute Intensive and Residential Services (AIRS) SIG
 - Infancy and Early Childhood SIG
 - Emerging Adulthood SIG
 - Clinical Child and Adolescent Practitioner SIG
- **Listservs**
 - Members-only listserv that provides a discussion forum for scientific and professional topics
 - Student-only listserv provides information specific to student issues and needs
 - Dedicated listservs for our SIGS to connect with other members
- **Leadership Roles**
 - All members are eligible to participate in committees and task forces
- **SCCAP Mentorship Program**
 - Student and Early Career Mentoring

2. Educational Resources:

- **Awards and Scholarships**
 - Abidin Early Career Award & Routh Dissertation Grants
 - Various student awards
 - Professional Development Awards
 - and many others!
- **Publications**
 - *Journal of Clinical Child and Adolescent Psychology*
 - *Evidence-Based Practice in Child and Adolescent Mental Health*
 - *InBalance*
- **Training Events & Online Learning**
 - Webinars- live and 24/7 access to SCCAP's online webinar library
 - Treatment Training workshops and EBP Keynote Addresses on SCCAP53.org
 - Annual APA Convention
 - LEAD Institute and Clinical Practice Institute
- **Websites**
 - SCCAP53.org
 - EffectiveChildTherapy.org

**Society of Clinical Child
and Adolescent Psychology**

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

NON-PROFIT ORG
US POSTAGE PAID
CEDAR RAPIDS, IA
PERMIT NO. 1500



**SOCIETY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY
2021 BOARD OF DIRECTORS**

President

Michael Southam-Gerow, Ph.D.
Virginia Commonwealth University
masouthamger@vcu.edu

Past President

Stephen Hinshaw, Ph.D.
University of California, Berkeley
hinshaw@berkeley.edu

President Elect

Anna Lau, Ph.D.
University of California, Los Angeles
alau@psych.ucla.edu

Secretary (2019-2021)

Anna Van Meter, Ph.D.
Zucker Hillside Hospital
avanmeter@northwell.edu

Treasurer (2017-2022)

David A. Langer, Ph.D., ABPP
Suffolk University
dlanger@suffolk.edu

APA Council Rep. (2018-2021)

Timothy A. Cavell, Ph.D.
University of Arkansas
tcavell@uark.edu

APA Council Rep. (2020-2022)

Mary Louise Cashel, Ph.D., ABPP
Southern Illinois University
mcashel@siu.edu

Member at Large (2021-2023)

Diversity
Omar Gudiño, Ph.D., ABPP
University of Kansas
gudino.omar@gmail.com

Member at Large (2018-2023)

Education & Standards
Tara Peris Ph.D.
University of California, Los Angeles
tperis@mednet.ucla.edu

Member at Large (2019-2021)

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

Member at Large (2020-2022)

Science and Practice
Jill Ehrenreich-May, Ph.D.
University of Miami
j.ehrenreich@miami.edu

JCCAP Journal Editor (2017-2026)

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

EPCAMH Journal Editor (2020-2025)

Mary A. Fristad, Ph.D., ABPP
Nationwide Children's Hospital
Mary.fristad@nationwidechildrens.org

**APA Convention Program Chair
(2020-2021)**

Caitlin Sayegh, Ph.D.
University of Southern California
caitlias@usc.edu

**APA Convention Program Co-Chair
(2021-2022)**

Miya Barnett, Ph.D.
University of California Santa Barbara
mbarnett@education.ucsb.edu

Web Editor (2017-2022)

Stephon N. Proctor, Ph.D., ABPP
Children's Hospital of Philadelphia
WebEditor@SCCAP53.org

InBalance Newsletter Editor (2017-2021)

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

Student Representative (2021-2022)

Natalie Finn
Virginia Commonwealth University
finnnk@mymail.vcu.edu

Student Representative (2020-2021)

Enitan Marcelle
University of California, Berkeley
emarcelle@berkeley.edu

Listserv Manager (2018-2023)

Heather MacPherson Ph.D.
William James College
sccap53list@sccap53.org

EffectiveChildTherapy.org Editor (2020-2022)

John Guerry, Ph.D.
Home for Anxiety, Repetitive Behaviors,
OCD, and Related Disorders
sccap@sccap53.org

Communications Chair

Regine Galanti, Ph.D.
Long Island Behavioral
rgalanti@longislandbehavioral.com

Fellows Chair

Sharon Berry, Ph.D.
Children's Minnesota
Psychological Services
Sharon.Berry@childrensmn.org