



INBALANCE

Summer 2025

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President's Message

From Ideas to Action: Broadening the Tent in Clinical Child and Adolescent Psychology

By Regine Galanti, PhD

(The following column is a modified version of Dr. Galanti's Presidential Address at the 2025 SCCAP Conference).

What an extraordinary moment it was to gather for the inaugural conference of the Society for Clinical Child and Adolescent Psychology. For the first time, our field came together—not as a session at another conference or breakout panel—but for a conference built entirely around *us*: our science, our practice, and our community. Seeing that vision realized was both powerful and deeply meaningful.

This milestone didn't happen by accident. It was the result of incredible dedication from a group of people who believed in creating a space where clinical child and adolescent psychologists could truly belong. I want to especially thank the conference planning committee, and Mary Louise Cashel, whose leadership was instrumental in bringing this idea to action.

In this column, and at our inaugural conference, I'd like us to reflect on this same theme: how we can turn ideas into action, do so in ways that build a community that is not only welcoming, but genuinely inclusive, collaborative, and forward-looking.

Let me start by sharing a bit about me, and how I ended up here.

I'm not in academia and have never been a researcher. I'm a clinician in private practice in New York who works with kids struggling with anxiety, OCD, and behavior challenges. I, like many child psychologists, have the goal of helping kids and families through moments of struggle, and trying to offer something that helps. My aim is generally to help kids do uncomfortable things, and help their parents step back and let them experience that discomfort without jumping in and saving them from their feelings. It's hard work, and it's so rewarding to watch families learn to thrive.

As a specialist in exposure therapy, it seems like I spend almost all of my time tweaking and adapting – a process that used to look like trying to make my patients fit the stereotype in the manual, and currently looks like finding the principles that from evidence based therapy and figuring out how to fit them into my patients' lives and within their values. It's gratifying work, and I love it. But it's also filled with frustration.

It's frustration at the massive disconnect between what we *know* works and what families can actually access. Frustration at the conference panels full of nuance and

careful caveats and apps that are proprietary and built for a specific study that will never be accessible to your boots on the ground clinician while kids were waiting months — or years — for basic, evidence-based care. Or, even worse, while families have no idea that therapies aren't all created equal.

So, in the 2010s, I did what people did when they're frustrated: I turned to twitter.

What started as some frustrated tweets turned into advocacy on social media, and I found a community of like-minded CBT psychologists there. It was a mix of practitioners and researchers, speaking to each other and to anyone who would listen about therapy, stigma, research, practice, and more. I found that there was a place for my voice as "just a clinician," and I found myself in conversation with the researchers I respected, who often valued my input as a therapist. I found that I liked writing and eventually began to write books about anxiety geared towards the public, all with the goal of making evidence-based principles accessible for more people in more ways.

For me, there has always been central question: **We have treatments that work — how do we get people to use them in ways that work for them?** Not just researchers or academic medical centers — but actual clinicians, in real-world settings, with real-world constraints. How do we increase access, to clinicians who don't know about evidence-based care and to families who want to do right by their children.

But we're just not doing enough.

The Problem with the Current System

We have some incredible research in our field — thoughtful, rigorous, careful work. But as a practitioner, there are times I sit in these conference rooms and want to scream.

We are not in a knowledge crisis. We *know* what works. What we're in is a systems crisis, an implementation crisis, and sometimes, a relevance crisis. Because while we're designing elegant RCTs with pristine exclusion criteria, the practitioners in the field are managing messy, beautiful, complicated kids with four co-occurring diagnoses and a family in crisis.

They don't get to exclude comorbidity. They don't get a placebo group. They get Tuesday at 4 p.m., and they need tools that work.

Defining Our Identity: Who are we as child clinical psychologists?

This brings me to a broader question — Who are we, as clinical child and adolescent psychologists?

This isn't just a question for faculty members, or early-career professionals, or clinicians or researchers. It's for all of us.

We are researchers, clinicians, trainers, and advocates — and we are also leaders.

We study child development, treat mental health problems, publish research, and train clinicians and we are stronger when we embrace the full spectrum of what this field looks like. It's time to stop drawing hard lines between “researcher” and “clinician,” or “scholar” and “practitioner.”

When my first book, *Anxiety Relief for Teens*, came out, I was anxious – who was I to talk about CBT for teens with anxiety when there were more experienced, more expert psychologists who wrote the manuals I was citing? I was surprised by the warm reception my colleagues gave me. It took me time to realize that, when one of us succeeds, we all succeed. As child clinical psychologists, our personal successes are the field's successes.

If you're in the trenches with kids: you belong. If you're publishing in journals: you belong. If you're training parents, running school-based programs, mentoring a new generation: you belong.

Let's bring those practitioners, educators, school counselors, and community-based providers *into* the tent. Let's give them a seat at the table — not just as recipients of our research, but as partners in the creation, refinement, and translation of knowledge.

Because the field moves differently when research and practice are in dialogue. When we stop assuming we know best for groups we're not part of and start co-creating solutions with the people on the ground.

Saying “you belong” is one thing. But how do we *act* like a society where everyone truly belongs?

It starts with asking: **How do we work together and value each other's contributions?** How do we become not just a professional society that welcomes people, but one that *partners* with them?

Welcoming is about inclusion. Partnership is about power — and we need clinicians, school-based providers, and community psychologists not just attending this conference, but leading it. Running committees. Chairing panels. Voting on policy. Shaping the future of this society.

You're not just welcome here: you're needed in power.

So, when we organize panels, let's think: Is this group only researchers? Do we have voices from people outside the lab? Is there someone here whose insight might challenge the orthodoxy in a good way?

We've done a great job disseminating *to* people — manuals, trainings, frameworks. Now we need to build pathways *from* people, back into the research and specifically leadership conversations.

We are living in divisive times. That shows up in our schools, our communities, and yes — in our therapy rooms.

And so being a professional society in 2025 has to mean more than just supporting each other's *work*. It means supporting each other's **identities**. When grant funding is on the line, and laws are proposed that threaten the way we get to show up in our therapy rooms and in our research, it doesn't just impact one of us, it impacts all of us.

It impacts the clinician who is burned out from navigating microaggressions in their clinic. The grad student questioning whether there's a place for their voice in this field. The researcher whose work gets dismissed because it focuses on underrepresented populations.

We see you. And we need to be a field that makes space for all of you: not just your outputs, but your full selves.

This is also true in our clinical work. Kids bring us their whole identities. Families bring us their whole cultures and fears and contexts. And we need to bring our whole selves, too, as people, not just as professionals. And support each other through that process, even when it's hard and messy.

Why This Conference Matters: Building the Field We Want to See

That's why the SCCAP conference matters so much.

It's not just about gathering for CE credits or presenting posters. It's about building the *kind* of field we want to belong to.

A field where ideas don't just live in journals — they take shape in school cafeterias, in family living rooms, in private practices, in community centers.

A field where we don't treat "clinical" and "academic" as silos, but as different vantage points on the same field.

And a field where we stop waiting for someone else to make it better and start doing it together.

Taking the Next Step

Here's my challenge to each of you:

What idea have you been sitting on?

What voice haven't you used yet?

What action could you take — even a small one — to move this field forward and get involved?

SCCAP has room for you. What do you want to do? Where can you volunteer? What's stopping you?

We need new voices in leadership — not just the usual suspects. If you've never run for a board position, start now. If you've never submitted a proposal, bring your lived experience and lead.

Don't wait for someone to tap you. Tap yourself.

Let's stop asking if we belong. Let's start asking what we're building — and how we can build it *together*.

We have treatments that work.

We have a field that's evolving.

We have kids and families who are counting on us.

Let's broaden the tent of child clinical psychology tent. Raise your voice and get involved. And let's turn our ideas — and our values — into action.

In Focus: Clinical Subtypes of Misophonia in Youth

By **Gabrielle M. Armstrong, BA**, University of Mississippi
Ogechi C. Onyeka, PhD, Baylor College of Medicine
Eric A. Storch, PhD, Baylor College of Medicine
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Misophonia is a chronic condition characterized by intense intolerance to specific auditory stimuli typically produced by other people, which may include food chewing, breathing, or pen clicking (Lewin et al., 2021; Schröder et al., 2013; Swedo et al., 2022). Although the diagnostic traits of misophonia are heterogeneous, individuals with this condition share key phenotypic features, including significant emotional distress in response to triggers as well as intense physiological and behavioral reactions such as muscle tension, sensory overwhelm, aggression, or escape behavior (Cavanna & Seri, 2015; Edelstein et al., 2013; Schröder et al., 2013). While early research surrounding misophonia was largely delineated by case studies and observational reports (Schneider & Arch, 2017; Schröder et al., 2013), more recent studies have begun to uncover its underlying mechanisms (Rosenthal et al., 2023; Kumar et al., 2021). Despite these advances, a detailed understanding of misophonia and its clinical presentation, particularly in youth, remains unclear.

Is Misophonia a Standalone Condition or Part of a Larger Phenomenon?

The classification of misophonia is a topic of ongoing debate in the literature. While extant research suggests that misophonia may manifest as a distinct, standalone condition (Rosenthal et al., 2022), others indicate that the clinical profiles of misophonia often include a complex interplay of co-occurring psychological or neurophysiological phenomena (Ferrer-Torres & Giménez-Llort, 2022; Guzick et al., 2023; McKay et al., 2018; Wu et al., 2014). These overlapping features complicate efforts to accurately capture the full clinical picture of misophonia and may point to the existence of distinct subtypes of the condition. For example, many individuals with misophonia often share characteristics with various internalizing disorders, such as disgust sensitivity, emotion regulation difficulties, and intense reactions to specific stimuli (Barahmand et al., 2021; Claiborn et al., 2020; Dixon et al., 2024). Additionally, the aggressive reactions observed in misophonia often overlap with behaviors commonly associated with externalizing disorders (Guzick et al., 2023; Ferrer-Torres & Giménez-Llort, 2022), with some evidence suggesting an association between these behaviors and sensory sensitivities (Armstrong et al., 2023). The coexistence of these symptoms suggests that misophonia may manifest differently across individuals, making it challenging to define precise clinical characteristics. This variability in clinical profiles highlights the need for more nuanced diagnostic methods and personalized treatment approaches. Furthermore, while some studies have explored distinct profiles of misophonia in adult

community samples (McKay et al., 2018), few have done so with clinical samples, and there is a notable absence with youth samples. Retrospective studies suggest that misophonia typically begins in childhood or adolescence (Clairborn et al., 2020; Jager et al., 2020) and is linked to considerable impairment and distress across various areas of life (Remmert et al., 2022; Rinaldi et al., 2022). This gap is particularly concerning, as early identification and intervention could be crucial for mitigating long-term psychological or social impacts of misophonia. Therefore, further investigation into the clinical diversity of misophonia in youth and various diagnostic contexts is critical for developing more effective and targeted treatment strategies.

Understanding Clinical Subtypes of Misophonia in Youth: Insights from Our Recent Study

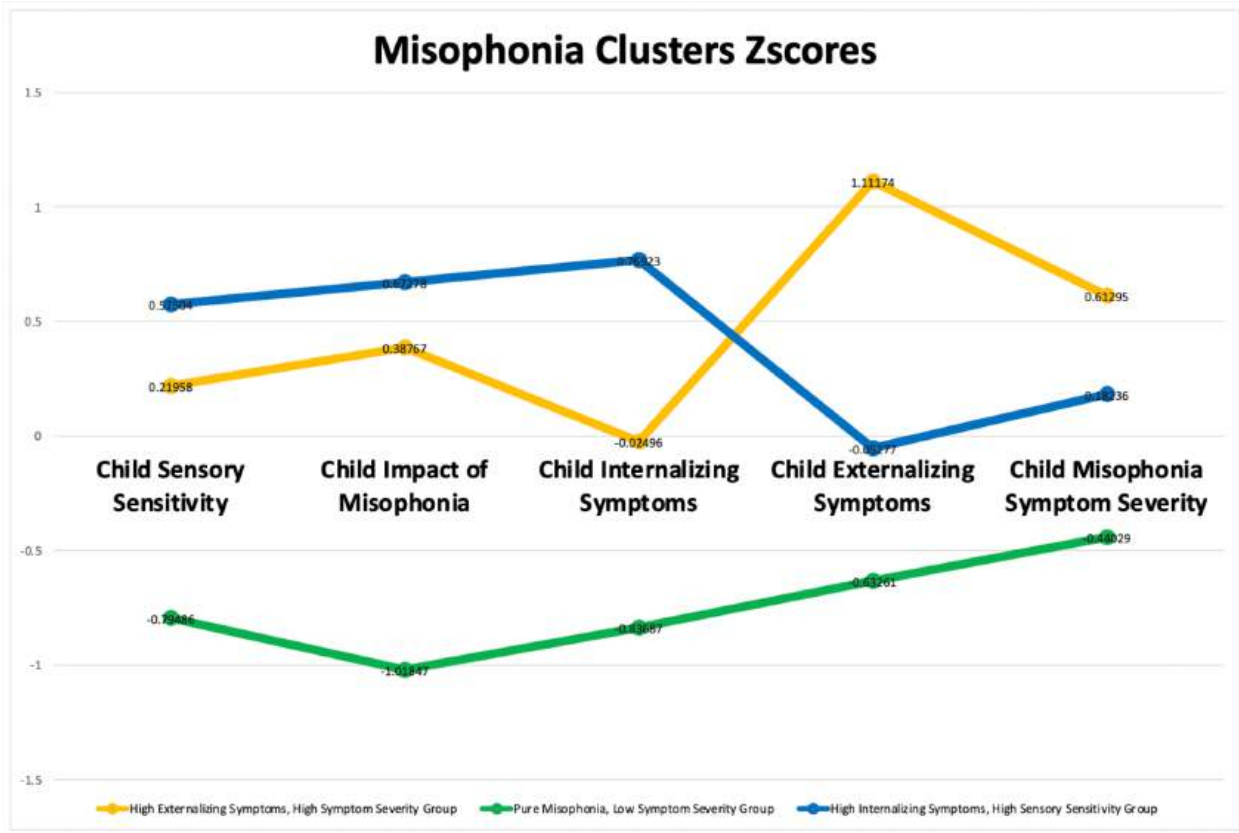
We aimed to explore the presence of clinical subtypes of misophonia in youth. Our goal was to better understand how misophonia presents in young people and whether distinct subtypes would be identified based on symptom severity and co-occurring psychopathology.

We collected data from 102 youth (*Age* = 13.71) who met the clinical threshold for misophonia. Participants completed a series of validated assessments that measured misophonia severity and impact, internalizing and externalizing symptoms, and sensory sensitivity—in line with previous research demonstrating their respective associations with misophonia symptom severity (Guzick et al., 2023; Rinaldi et al., 2022). Additionally, we gathered demographic characteristics and a validated assessment of quality of life, comparing these factors across different clusters identified in the data. A hierarchical agglomerative cluster analysis was conducted to examine the natural groupings across variables, which was then validated by a *k*-means cluster analysis.

Results indicated three distinct groups:

- 1. High Externalizing Symptoms, High Symptom Severity Group:** Youth who exhibit strong emotional reactions, often expressed outwardly, with elevated symptom severity
- 2. Pure Misophonia, Low Symptom Severity Group:** Youth primarily affected by misophonia with minimal overall symptom severity
- 3. High Internalizing Symptoms, High Sensory Sensitivity Group:** Youth experiencing high levels of internalizing symptoms (e.g., depression and anxiety) and elevated sensitivity to sensory stimuli

Interestingly, while the groups did not differ by gender, there was a statistically significant difference in age. Youth in the *Pure Misophonia, Low Symptom Severity* group were the youngest, which may suggest that misophonia symptoms become more pronounced or co-occur with other psychopathology as children age. Additionally, a significant difference was observed in child-reported quality of life. Youth



in the *Pure Misophonia, Low Symptom Severity* group reported the highest levels of quality of life, indicating that less severe symptoms may be less disruptive to their daily functioning and overall well-being.

Implications for Treatment and Support

Our findings suggest that misophonia is not a one-size-fits-all condition. Instead, there may be subtypes representing clinical profiles characterized by severity and comorbidity. The identification of these subtypes is crucial for developing effective, tailored treatment approaches. For example, individuals in the *High Internalizing Symptoms, High Sensory Sensitivity* group may benefit from therapies targeting anxiety and sensory processing, while those in the *High Externalizing Symptoms, High Symptom Severity* group may require interventions focused on emotion regulation and behavior management.

This variability also emphasizes the importance of early intervention. While youth in the *Pure Misophonia, Low Symptom Severity* group may experience fewer disruptions in daily life, they also appeared younger, and thus it may be that early intervention is key to help offset trajectories that corresponds with increasing severity and more comorbidity. Those in the more severe groups may also benefit from earlier, targeted support to manage the emotional and behavioral difficulties associated with misophonia. By recognizing the spectrum of misophonia and its varied clinical

presentations, clinicians can tailor treatment strategies to meet the specific needs of each individual, improving the overall effectiveness of care. As research continues to evolve and treatment approaches become more refined, the emotional and social well-being of youth with misophonia is expected to improve, ultimately supporting them in leading more fulfilling lives.

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Expert Recommendations: Demystifying the Relationship between Science and Advocacy

By **Mary Ann McCabe, Ph.D., ABPP**
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Advocacy is having a moment. Regardless of their political affiliation, psychological scientists are becoming increasingly concerned about protecting funding, preserving certain areas of concentration, and ensuring the future research workforce and academic freedom. Psychologist educators are increasingly concerned about such things as equity, diversity and inclusion and threats to longstanding student loan programs, and psychologists in practice are worried about such things as health care reimbursement, mental health parity, and access to care. The work on all these fronts is conducted through advocacy. For the sake of brevity, I will focus here on the relationship between science and advocacy at the federal level.

There are common misconceptions about advocacy that have led some in science careers to believe that it is outside their areas of expertise and/or responsibility. On the contrary, I will argue that *advocacy is a shared responsibility* that we all either assume or delegate. Someone is always minding the science store.

Science Policy

There are essential differences between *science policy* (e.g., funding priorities, levels of investment in funding agencies) and *social policy* (e.g., gender affirming care, youth mental health). Advocacy in the service of science policy is a continuous process involving individual scientists, professional organizations, and coalitions of organizations across scientific disciplines. A few recent examples of *individual* efforts in science advocacy on behalf of psychology include:

- 133 psychologists from 46 states visited Congressional offices in February to advocate for increased funding for NIH in 2026 and the impact of proposed cuts on their states and communities ;
- over 18,000 psychologists responded to an APA Action Alert in February which generated letters to their Senators and Representatives regarding immediate cuts to NIH funding; and
- several psychologists contributed comments on the strategic plan for NIMH in 2024.

A few recent examples of efforts by *organizations*, specifically APA, include:

- co-sponsoring a reception for the bipartisan mental health caucuses in the House and Senate in May, with a request to protect NIH funding;
- [Leading a letter from 75 organizations to two Senate committees](#) in May urging greater transparency in changes to government agencies that impact science and public health; and
- Submitting questions to the Senate committees holding confirmation hearings for the Secretary of Health and Human Services in January.

Recent examples of activities of *coalitions* of organizations – of which APA is a member – include:

- Research! America issued a [public response](#) in May to the President's proposed budget for 2026 that includes cuts to NIH and other funding agencies;
- The Federation of Associations in Behavioral and Brain Sciences provided [comments to the Office of Personnel Management](#) about the President's proposed changes to civil service rules that could impact the leadership, workforce, and data in science agencies;
- The Friends of NIMH submitted [written testimony to the House and Senate](#) in June regarding appropriations for NIHM for 2026; and
- Stand Up for Science, a new coalition of individuals (rather than organizations), led a letter to the NIH Director in May with over 25,000 signatories objecting to changes in the organization and areas of funding.

You might say, “Those are all good examples of advocacy activities, but do they make a difference?” And the answer is, “Yes!” But science policymaking is an iterative and continuous process. These types of advocacy activities often result in re-considering decisions, slowing change processes, heightening accountability, restoring funding priorities, and improving funding levels. However, science policy is often informed by social policy.

Science-based Social Policy

Social policy involves advocacy from different vantage points and competing interests: science, politics, values, social movements, and even personal experience. It is this muddy terrain of what constitutes “knowledge” for policy-making that often discourages scientists from seeing a role for themselves. However, there have been increasing calls for science-based (or “evidence-based”) social policy. See, for example, the [Blueprint for the Use of Social and Behavioral Science to Advance Evidence-Based Policymaking \(2024\)](#).

Indeed, science regularly informs policymaking in a number of ways: defining or highlighting a problem; mobilizing support and influencing votes; informing legislation, regulations, and spending; evaluating programs, and even legitimizing decisions made on other grounds.

Following a career in academic health care, I became immersed in the public policy arena. It was then that I learned that communicating science for policy-making is a process that resembles clinical work. It is dependent on building trusting relationships, respecting differences in culture, the careful use of language, and the right timing. Three points are worthy of emphasis.

First, timing is critical for the use of science to inform policy, and this can be particularly frustrating for scientists who generate important research for which there is no “appetite” at the time. Informing policy with science requires bringing evidence forward when there is appetite and opportunity. Second, it is helpful to bring a body of peer-reviewed work forward rather than a single study and to communicate in such a way as to be understood by the lay audience (“knowledge translation”). Third, policymakers can become suspicious of bias when individual scientists only bring forward their own work. For all these reasons, there is a critical role for “knowledge brokers” who are expert at interpreting science for the lay policy audience, judging appropriate timing, and engaging in policy coalitions with other organizations to magnify support for a body of knowledge. APA is such a knowledge broker, and advocacy staff have built strong bipartisan relationships.

The APA Council of Representatives is charged with reviewing and approving evidence-based policies that showcase psychological science. In turn, these policies are used in APA advocacy work. I have had the privilege to lead several policy resolutions related to child and adolescent wellbeing – with support from the Child, Adolescent and Family Caucus (currently led by Dr. Mary Louise Cashel, SCCAP representative to Council): [children’s behavioral health and equity](#); [child labor](#); and [prevention across the lifespan](#).

Again, you might say, “These are good examples of science-based policy, but do they make a difference?” And, again, the answer is “Yes.” Recall that policymaking is iterative, and bringing science to inform social policy is a continuous process. For example, following passage of the APA policy resolution on Child and Adolescent Mental and Behavioral Health (2019), APA has utilized it to provide Senate testimony, support work with the media, inform the *Bipartisan Safer Communities Act (2022)*, consult with the U.S. Surgeon General and other stakeholders regarding youth mental health, and inform Congressional office visits by psychologists. In short, Council-approved policy enables advocacy staff (knowledge brokers) to bring the science forward whenever and wherever the opportunities present themselves.

Ways to Get Involved

Again, advocacy is having a moment. Scientists who have previously not seen a role for themselves are becoming engaged. There is no shortage of ways to get involved at whatever level feels right. *First and foremost, psychologists and students are voters; the power of constituents to influence policymakers should never be underestimated.*

In the professional arena, there are additional ways to participate in advocacy: visit policymakers; sign up to participate in [APA Action Alerts](#) that generate letters to Congressional offices; respond to calls from APA for public comment on strategic plans, nominations for federal advisory committees, and other requests from funding agencies; translate science for the media, social media, and in editorials; serve as experts for media requests and/or Congressional briefings; comment on APA's advocacy priorities that are set biannually; join state and territorial psychology associations; and/or contribute to the [Psychology Political Action Committee \(PAC\)](#). For those who wish to develop special expertise in bridging science and policy, there are policy [fellowships](#) that attract psychologists across the career span. Finally, SCCAP may decide to appoint a liaison to the APA advocacy division partner program.

Where advocacy is concerned, slow and steady wins the race.

Helpful Links

- [A Letter to APA Members and Psychologists Feb. 7, 2025](#)
- [APA/APASI Response Center](#)
- [APA Advocacy Actions](#)
- [APA 2025 Advocacy Priorities](#)
- [APA Council Policy Manual](#)

Fellowship Opportunities

- [APA Public Policy Fellowship Program](#)
- [SRCDC U.S. Policy Fellowship Program](#)
- [SPSSI Public Policy Fellowships](#)
- [Jacquelin Goldman Congressional Fellowship](#)
- [Springfield LGBTQIA+ Congressional Fellowship](#)
- [AAAS Science & Technology Policy Fellowships](#)

The Student View

Updates From the SCCAP Student Development Committee

By Hong Bui & Sarah Kim

SCCAP Student Representatives and Student Development Committee Co-Chairs

The SCCAP Student Development Committee (SDC) was formed in 2010 to provide students with an opportunity to become involved in SCCAP's governing activities. The SDC is responsible for initiatives geared toward supporting student development at all stages in their training trajectories from undergraduate to postdoc. Discover current SDC projects to help you take advantage of everything we offer and let us know what you would like to see more of!

What We've Been Up To

- **New Committee Members!** We onboarded **9** new committee members this year to serve on our mentorship, programming, and awards committees. Members have already been busy at work coordinating programming and events for students.
 - Mentorship: Pauline Serrano, Ryan Kenneally, and Nhi Hoang
 - Programming: Katie Moskowitz, Annika Quam, Will Morgan
 - Awards: Amanda Neal, Ainsley Patrick, Tom Harrison
- **Mentorship Committee:** Each summer the SDC Mentorship Program partners undergraduate students/graduate students interested in clinical child and adolescent psychology careers with graduate students/early career professionals in the field. This cycle, the mentorship committee is working hard to match more than 70 mentor-mentee pairings! More information about the SDC Mentorship Program is available [here](#). (Members will need to log in to their SCCAP account to view and sign up for the mentorship program.)
- **Programming Committee:** The SDC organizes an annual webinar focused on applying to clinical internships every summer! This summer, the internship webinar will occur on **July 23rd at 7 PM EST** and include a fantastic panel of three internship training directors, one incoming intern, and one exiting intern. Be on the look out for registration information via email and access the recording on our website [here](#).
 - **SDC at the SCCAP conference:** It was wonderful to meet some of our fellow SCCAP student members at the Student Social Hour at the SCCAP conference in Chicago earlier in June. The SDC Programming Committee hosted a networking lunch for student members, and many new

connections were formed. Check out pictures below! Thank you to those who stopped by to grab a bite, network, relax, and share thoughts on what they would like to see from the SDC!

- **SDC at APA:** We are excited to see students at APA in August! See you all at the Division 53 Poster sessions, membership meetings, and more!
- **Awards Committee:** Each year, SDC awards up to eight **Student Achievement Awards** to undergraduate and graduate students in recognition of their contributions to the field (research and clinical work), as well as up to six **Professional Development Awards**, to fund student conference and/or training opportunities. Please congratulate our 2025 winners featured [here](#) and [here](#)! The next award cycle will occur **October 1 – Jan 5, 2026**. Please be on the lookout for announcements!

As always, we encourage student members to contact their student representatives (students@sccap53.org) if they have any suggestions or ideas for improving existing initiatives or new programming.

Graduating Students – Get Highlighted in the Fall 2025 InBalance Issue!

SCCAP would love to highlight your graduation milestones whether it is an undergraduate, master's, doctoral, or professional degree. Please fill out the form to be included in our next InBalance newsletter.

Journal Update: Evidence-Based Practice in Child and Adolescent Mental Health

By **Mary A. Fristad, PhD, ABPP**
Editor, *EPCAMH*

EPCAMH is “the little engine that could”! We have increased our revenue by over 500% from 2023 to 2024. This is occurring in the context of a rapidly changing field of publishing, in which subscriptions are declining across journals in general.

Our first quarter downloads are 29% higher than 2024, 58% higher than in 2023, and 87% higher than in 2022! Our CiteScore is 3.3 and we are in the top 34% (115/342) for journals in Pediatrics, Perinatology and Child Health.

Be on the lookout for an amazing special issue 10(2) on [Adapting the Summer Treatment Program: A Special Issue Honoring the Legacy of William E. Pelham, Jr. \(1948–2023\)](#) as organized by Drs. Dan Waschbusch, Andrea Chronis-Tuscano, and Greg Fabiano. This issue contains 18 empirical articles and an insightful commentary by Dr. Steve Evans.

As always, I encourage our members to **read, cite, and submit** EPCAMH articles, as we strive to be the **#1 clinical resource for our members.**

THE SCCAP Conference Recap

By Mary Louise Cashel, PhD
Chair, SCCAP Conference Planning Committee

The inaugural SCCAP Conference was held on June 6-7, 2025 at the University of Illinois Chicago, near the heart of downtown. By all accounts, it was a huge success!

Dr. Regine Galanti opened with a brief Presidential Address.

Our keynote speakers included Dr. John Weisz, Dr. Rebecca Ford-Paz, Dr. Sarah Burgamy and Dr. Olivia Moorehead-Slaughter. These presenters provided timely information on current research evaluating the effectiveness of child and adolescent psychotherapy, the challenges faced by immigrant and newcomer youth and families in the United States, and critical aspects of working with gender diverse and multicultural youth.

We had a tremendous response to our call for student posters; we received over 180 submissions and the 60 posters selected for presentation were of the highest quality. The poster session was also a wonderful networking opportunity for students and professionals to discuss future research directions.

Dr. Lynda Gibson chaired the juried review and the poster award winners were:

Best Overall Posters

Grace Nga, M.A.

Northwestern University

A Picture is Worth a Thousand Words: Incorporating Culturally Responsive Digital and Visual-Based Measures for Global Music for Childhood Well-Being Initiative (MCWI)

Zoe Primack, B.S.

The Baker Center for Children and Families at Harvard Medical School

Using Text Mining and Sentiment Analysis to Bridge Gaps in Youth Mental Health by Elevating Client and Caregiver Voices

Three Special Interest Groups also selected “best poster” winners, including:

AIRS SIG Poster Award

Logan Cummings, Ph.D., University of Texas Health Sciences Center

Identifying Adolescents at Risk for Acute Psychiatric Rehospitalization: A Two-Year Survivor Analysis

ASD SIG Poster Award

Chris Balbo, M.A., University of Hartford

Associations among Autism, ADHD, and Autism+ADHD and Caregiver Emotional Support and Aggravation

Bilingual Psychologists Poster SIG Award

Alyssa Payne, M.S., Nova Southeastern University

Parental Accommodation and Youth Anxiety in Latino Families: The Moderating Role of Acculturation and Immigrant Status

We also celebrated some of our 2025 SCCAP Awards winners: Dr. Justin Parent-Richard “Dick” Abidin Early Career Award and Grant Recipient; Dr. Jonathan Weinand-Distinguished Career Award for Practice and Training; and Dr. Roberto Abreu- Early Career Contributions to Diversity Science Recipient. Each awardee gave a presentation highlighting their impressive work.

Our breakout panel sessions addressed key issues in the business and practice of clinical services, effective research mentorship, and preventing academic burnout. These sessions were moderated by Dr. Jarrod Leffler, Dr. Tim Cavell, and Dr. Mary Louise Cashel, respectively.

Our Special Interest Groups (SIGs) also had time to come together and meet in person. The AIRS (Acute, Intensive, and Residential Services) group hosted a special presentation entitled, AIRS in Review: Past, Present and Future. The Bilingual Psychologists group provided a training seminar on ethics and best practices for supervising bilingual supervisees. The IEC (Infant and Early Childhood) group used the time for an organizational meeting. We were especially excited to host the in-person meeting of the Clinical Child and Pediatric Psychology Training Council (CCaPPTC).

Perhaps most importantly, across both days there were opportunities for socializing and networking among our members. We had a community-building welcome reception on Friday night and some of us concluded the conference with a wonderful riverboat architecture tour of Chicago on Saturday!

We are now in the process of soliciting feedback from our attendees to inform planning for the next SCCAP Conference in 2027. For those of you that attended, please complete the Qualtrics survey you were emailed. For those of you who were unable to join us, we hope we will see you at the next one!

From past and present members of the SCCAP Board – thank you for attending THE SCCAP Conference! See you soon at APA!

SCCAP AT APA 2025

August 7-9 | Denver, CO

We are looking forward to seeing our members at the [APA 2025 Convention](#) in Denver, Colorado on August 7-9!

Together, with support from the SCCAP board and our reviewers, we created a program that includes innovative research and practice recommendations in the area of clinical child and adolescent psychology.

Our symposia and skill-building sessions this year will include topics related to our conference theme of “*Science to Practice and Practice to Science.*” The SCCAP vision is to improve the mental health and resilient development of children, adolescents, and families with a full commitment to promoting diversity, equity, and inclusion.

There are several highlighted presentations that we would love for you to attend and share with others:

August 7th:

- *Enhancing Treatment Outcomes on an Inpatient Psychiatric Unit Through Use of Measurement-Based Care* by Sheina Friesen, Marina Zhukova, Jarrod Leffler, and Jessica Hawks (1:00-2:00pm; Mile High Ballroom 4E)

August 8th:

- *Assessment and Evaluation Correlates when Working with Pediatric Populations Who Identify as Sexual and Gender Diverse* by Michelle Cuevas & Lori Futterman (11:30-12:30pm; Mile High Ballroom 4E)
- *Harnessing Technology for Mental Health Interventions: Novel Tools and Applications* by Cody Dodd, Justin Russell, and Suzanne Mouton-Odum (2:30-3:30pm, Mile High Ballroom 4F)

On August 7th, we will also present the Distinguished Career Award to Dr. Mitch Prinstein and he will give a talk titled “Peers, Life, Teens, Tech, and Impact.” A short membership meeting will precede Dr. Prinstein’s presentation. Check out the [SCCAP-APA Brochure](#) for the full list of SCCAP Programming at APA!

With all the activities and events, we know that conferences can be overstimulating at times. SCCAP will provide a relaxed space for you to decompress, network, or enjoy informal programming. Please make sure to check out the exciting schedule of programming in the informal gathering space, or the Mile High as we are calling it. The location will be announced on social media and in the [SCCAP-APA Brochure](#). We hope that the programming we have laid out will provide you with opportunities to learn, network, and have fun! Follow us on X/Twitter (@SCCAP53). We will be posting

reminders of upcoming talks. If you use social media, be sure to tag us with #SCCAPatAPA, #APA2025, and #SCCAP53.

Please check the official [SCCAP Program Website](#) for final time and location information, as details may change leading up to the convention.

We look forward to seeing you in Denver!

Science & Practice Committee Update

By **Jennifer L. Hughes, PhD, MPH**
Member-at-Large, Science & Practice

Gratitude

Let me start this update with gratitude – I am thankful for summertime, thankful for the first SCCAP Conference and the chance to spend time with great colleagues and friends, and thankful for the meaningful and important practice of community with others who care about improving mental health and resilience in children, adolescents, and families. I am also thankful for the many SCCAP volunteers, in particular the Clinical Practice Institute Sub-Committee, who made this year’s first in-person Clinical Practice Institute (CPI) a fabulous success, and the SCCAP Practice Committee and SCCAP Research Committee for their support of the SCCAP Conference through providing input and assisting with poster review.

As I move through my final year as your Member-at-Large for Science and Practice, I want to return to my appreciation of you, the SCCAP members, as you continue this important and, it seems, increasingly difficult work of providing care for youth and families, developing innovative strategies to better train our child mental health workforce, researching new models and interventions to grow our evidence-based assessment and treatment approaches, and contributing to your communities to support prevention, intervention, education, and access to care efforts.

Clinical Practice Institute (CPI)

The 2024/2025 SCCAP CPI theme was: “**Improving Clinical Practice through Enhanced Case Conceptualization.**” On December 6, 2024, Drs. Amanda Jensen-Doss, Bryce McLeod, and Lillian Christon led the virtual CPI session, “Guiding the Psychotherapy Journey: Using a Science-Informed Approach to Case Conceptualization in Clinical Care.” This interactive learning opportunity, which included case review and break-out room discussion, was attended by **44 SCCAP members**.

On June 5, 2025, we held our first in-person CPI with **76 SCCAP members** joining us in Chicago for a full-day event! Dr. Tim Cavell led, “*Defiant Teens and Tweens: Family Therapy Case Formulation,*” which included questions and case discussion with our members. Dr. Erica Rozmid presented DBT strategies for use with children and parents in “*From Turmoil to Clarity: Conceptualizing Cases with Emotionally Dysregulated Youth.*” Dr. Sarah Kate Bearman discussed ways to target mechanisms of change in treatment, leading an interactive session, “*The FIRST Program for Children and*

Adolescents: Using Principles of Change for Treatment Planning and Clinical Decision-Making.”

Both events received fabulous reviews from our members and, given the ongoing and building success of CPI, we plan to continue to offer this training opportunities for our members. If you have a topic suggestion or would like to become involved in the CPI planning, please contact me!

2024/2025 CPI Sub-Committee

- Jenny Hughes, PhD Chair (MAL Science & Practice)
- Sherelle Harmon, PhD, LCSW
- Lucas Zullo, PhD (LEAD alumni)
- Jen Reese, PhD
- Alex Foxwell, PhD
- Pascale Stemmler, PhD
- Laura Dilly, PhD
- Jennifer Serico, PhD
- Sarah Kate Bearman, PhD
- Amanda Bowling, PhD

Awards

I also want to take a moment to thank the awards chairs: **Dr. Puja Patel** chairs the Bob Smith Psychological Assessment Award process and **Dr. Pascale Stemmler** chairs the Distinguished Career Practice and Training Award process. I am grateful for their time in advertising for the award, reviewing submissions with their awards committee members, and providing their recommended winners to the SCCAP Board each year!

Please continue to nominate SCCAP members for these important awards, and if you would like to become involved in the awards review process, please contact me!

Science and Practice Resources

If you have not already, please sign up for the APA Science Spotlight, available [here](#). Additionally, APA has a helpful resource page for practitioners, available [here](#).

If you would like to become more involved in SCCAP's science and/or practice initiatives, I am sure we can find a place for you within our Science and Practice Committees. Please contact me directly at jennifer.hughes@nationwidechildrens.org.

Diversity Committee Update

By **Juventino Hernandez Rodriguez, PhD**
Member-at-Large: Diversity

The Diversity Committee has been busy with several DEI initiatives in SCCAP over the last few months!

In April, we collaborated with the Education and Standards Committee and the Bilingual Psychologists SIG to host SCCAP's first ever webinar in Spanish! Dr. Cecilia Montiel-Nava presented "*Empoderando a las Familias Intervenciones Mediadas por Padres para Niños Autistas Latinos*" (Empowering Families: Parent-Mediated Interventions for Latino Children with Autism) to a group of engaged psychologists and trainees! Members can access slides from the webinar [here](#).

We were also thrilled to provide 11 **Diversity Professional Development Awards** to SCCAP members this year. These awards provide financial support to help graduate students and early career professionals attend professional conferences and disseminate their work. In fact, several 2025 awardees attended our inaugural SCCAP Conference in Chicago in June, where they presented posters or participated as panelists.

The Diversity Committee was also excited to participate in the planning of the in-person **Leadership Education to Advance Diversity (LEAD) Institute**, which was chaired by Dr. Erlanger Turner and Dr. Marilyn Sampilo. Held a day prior to the SCCAP Conference, this event provided programming focused on professional development, leadership skill building, and networking. LEAD fellows had a packed day with leaders in our field including Dr. Roberto Abreu, Dr. Robyn Gobin, Dr. Raquel Martin, Dr. Ali Mattu, Dr. Olivia Moorehead-Slaughter, and Dr. Earl Turner. The end of the LEAD institute was marked with a community building dinner with the SCCAP Board. The Diversity Committee was excited and hopeful to see our future leaders in the making! As planning for the next LEAD institute begins, please visit the [SCCAP website](#) to learn more and watch for information about the next application cycle.

Lastly, **the SCCAP Diversity Committee is looking for new committee members**. Our committee focuses on diversity and multiculturalism initiatives within SCCAP. Some of our past initiatives have focused on developing research awards for student and early career members and enhancing leadership skills (e.g., LEAD Institute). If interested in volunteering, please contact me at Juventino.hernandezrodriguez@csun.edu

Membership Committee Update

By Nicole Lorenzo, PhD

Member-At-Large: Membership and Public Interest

Changes to membership onboarding begins July 2025

Beginning this July (2025), SCCAP will shift from internally managing membership renewals and new applications to having APA manage the process for both APA and Non-APA members. This is simply an administrative shift to allow the SCCAP Board time to focus on providing additional member benefits such as the new SCCAP Conference! There are no changes to membership other than the platform used to renew and/or apply.

- Non-APA members and APA members will begin the process on SCCAP53.org. Under the Membership tab, you will find a description of the different membership levels and get the appropriate Free Membership Code. The registration/renew button will take you to the APA website to officially register. All registrations will be done on the APA website.
- **You do not need to be a member of APA to join SCCAP or use the APA registration platform.**
- Renewal does NOT change for current APA SCCAP members. You can renew your division memberships with your APA membership.
- SCCAP Dues are still \$40.
- FREE Membership is offered for students, post bacs, post docs, members from low-income countries, APA-defined disabled members, life members, and for those taking gap years.
- **NEW, NEW, NEW:**
 - To receive your free membership, you must **use a code** that will be provided on the [SCCAP membership website](https://SCCAP53.org).
 - APA closes membership registration for the current year in July of that year. Those who join after July 1 will have their membership applied to the following year.

Why join SCCAP?

Are you new to the child and adolescent mental health profession and looking for networking opportunities? Are you a seasoned professional looking for continuing education opportunities and to stay current on the latest research and practice in the field? Membership with SCCAP provides child mental health professionals with a wealth of resources and professional support including webinars with FREE CEs, Special Interest Groups, mentoring, and more. Please explore all the benefits of membership to SCCAP on our website SCCAP53.org

Already a member? Help us grow SCCAP by sharing this information with your colleagues, students, and friends!

SCCAP Fellows Committee Update

By Martha C. (Marcy) Tompson, PhD
Chair, SCCAP Fellows Committee

Time to Consider Becoming a Fellow of SCCAP/Division 53!

The SCCAP Fellows Committee invites nominations for Fellow Status in our upcoming 2026 cycle (Fellow status begins January 1, 2027). Self-nominations are welcome.

Becoming an SCCAP Fellow recognizes outstanding contributions to Psychology and SCCAP, and is an honor valued by many members. Election requires evidence of outstanding contributions or performance in the field of Psychology, specifically Clinical Child and Adolescent Psychology, and is open to both researchers and practitioners. Fellow status requires that a person's work has had a national impact on the field.

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

Already an APA Fellow in another Division? The SCCAP Fellow Application is less cumbersome than the Initial APA Fellow Application. Minimum qualifications include:

- 1) Existing APA Fellow status through another division,
- 2) APA and SCCAP membership for at least one year,
- 3) Ten (10) years of postdoctoral professional experience, and
- 4) A self-statement and Curriculum Vita with highlighted contributions to clinical child and adolescent psychology broadly defined.

Not yet an APA Fellow? SCCAP can sponsor your initial application so you can become an APA and SCCAP Fellow through one application process. A full list of divisional criteria as well as information on both application processes, can be found on the SCCAP Website, [here](#).

The **deadline for submission for both SCCAP and Initial Fellow applications is December 1, 2025.**

For further information, contact:

Martha C. Tompson, PhD
Fellows Chair
Fellows@SCCAP53.org

Distinguished Career Contributions to Science Award Winner: Dr. Mitch Prinstein, PhD, ABPP

The *SCCAP Distinguished Career Award for Science* recognizes a researcher in the field of clinical child and adolescent psychology who has made major empirical and/or theoretical contributions to the field and whose body of work has had broad impacts that have shaped advances in scientific theory and knowledge, training and education, public policy, and clinical practice.

SCCAP is delighted to present the 2025 *Distinguished Career Contributions to Science Award* to **Mitch Prinstein, PhD, ABPP**. Dr. Prinstein is currently the Chief of Psychology Strategy and Integration at the American Psychological Association, John Van Seters Distinguished Professor of Psychology and Neuroscience, and the Co-Director of the Winston National Center on Technology Use, Brain, and Psychological Development at the University of North Carolina-Chapel Hill. Over the course of his career, Dr. Prinstein has made major contributions to the field of clinical child and adolescent psychology through science, training, and advocacy.

Dr. Mitch Prinstein is a nationally renowned clinical psychologist whose career has significantly advanced the science of adolescent mental health. With over 25 years of continuous NIH funding, his research has shaped our understanding of how peer relationships and interpersonal experiences contribute to youth depression, health risk behaviors, self-injury, and suicide risk. More recently, his work has integrated neurobiological methods and focused on adolescents' technology-mediated interactions, helping to illuminate how digital contexts affect social and emotional development. He has published more than 200 scholarly articles and several influential books, including widely used academic texts and the bestselling popular science book *Popular*. His contributions have earned numerous honors, including awards for scientific achievement and innovation.

Beyond his groundbreaking research, Dr. Prinstein is a dedicated mentor and leader in psychological training, having guided countless students and early career psychologists, and receiving national recognition for his mentorship. Through his leadership at American Psychological Association, he plays a pivotal role in shaping national science policy, advocating for evidence-based approaches in mental health across sectors. Dr. Prinstein has convened and led rapid-response expert panels, including the team that developed APA's first-ever Health Advisory—focused on adolescent social media use and mental health. He is a prominent psychological science communicator, regularly featured in major media outlets including the New York Times, CNN, ABC, CBS, and NBC and called upon by institutions such as the U.S. Congress, the Surgeon General's office, Centers for Disease Control, and the

World Health Organization to inform policy and public understanding of youth mental health needs.

In summary, through his research, mentoring, advocacy, and public engagement, Dr. Prinstein exemplifies a career devoted to advancing clinical child and adolescent psychological science and its impact on society. Please join us in congratulating Dr. Prinstein on receiving SCCAP's *Distinguished Career Contributions to Science Award*. He will present his impressive work in an Invited Address at the 2025 APA Convention this August. We look forward to honoring his substantial influence on the field of clinical child and adolescent psychology then!

Distinguished Career Award for Practice & Training Recipient: Jonathan Weinand, PhD

The *SCCAP Distinguished Career Award for Practice and Training* recognizes a clinical child and adolescent practitioner who has made a significant and enduring impact on promoting awareness, accessibility, and/or implementation of evidence-based mental health services for youth. This recognition highlights the outstanding work of currently practicing clinicians who take scientifically derived clinical knowledge and promote, provide, or share it on a broader scale, particularly with members of diverse, vulnerable, or underserved groups. An award review committee, chaired by Pascale Stemmler, Psy.D. reviewed the outstanding applications for this award.

SCCAP is thrilled to announce that the 2025 winner of this award is **Jonathan Weinand, PhD**, Psychologist at the Community Health Centers of Southeastern Iowa. Dr. Weinand has made a significant impact regarding increasing awareness, accessibility, and dissemination of a range of evidence-based practices for youth in his community. Dr. Weinand completed his Ph.D. in Clinical Psychology at Illinois Institute of Technology. Over his 35 years of experience since obtaining his PhD, Dr. Weinand has worked in many roles (e.g., clinical psychologist, clinical director, supervisor, consultant, and teacher) and notably, in four different settings including a regional hospital, a community mental health center, his own independent practice, and a community health center.

In terms of promoting awareness and accessibility of evidence-based treatments (EBTs) for all youth and families, Dr. Weinand first established his commitment to treating historically underserved communities while in graduate school in Chicago. Upon moving to Iowa, he has been especially dedicated to caring for children and adolescents in rural and impoverished areas. He is well-versed in the specific challenges that rural communities face, as well as the changing landscape of rural communities over the last 30 years. His EBT clinical practice has included a wide variety of diverse youth with significant adverse childhood experiences, including severely impoverished families, homelessness, children of justice-involved parents, youth whose parents struggle with severe mental illness and substance abuse, and immigrant youth who have suffered severe trauma during life in their country of origin, or during their immigration journey to the United States. He has ensured that these children and adolescents have access to EBTs for a range of diagnoses, including complex trauma, substance use disorders, and serious mental illness.

Dr. Weinand has also been passionate about disseminating EBTs to other practicing clinicians in his community. He spearheaded the initiation of an integrated behavioral

health model at his community mental health clinic, which included EBT-based community models for severe mental illness; structured the empirically-based assessment process for diagnostics in youth; and a grant-based EBT training model for clinical services.

Finally, Dr. Weinand has been heavily involved in professional education and leadership, serving on several task forces and committees that seek to integrate science into practice. These include serving on a Division 12 (SCP) Task Force on efficacious psychological treatments, as well as launching a collaboration between SCP and the Society for the Science of Clinical Psychology (SSCP) to address issues regarding the importance of adding the foundational element of science in professional education for APA. Dr. Weinand's voice as a full-time "boots on the ground" clinician while serving on these task forces has been incredibly valuable to his fellow committee members, as he truly understands the real-world practice of EBTs with a variety of populations. As the associate editor of SCCAP's clinical research journal, "Evidence-based Practice in Child & Adolescent Mental Health," Dr. Weinand has also promoted the dissemination of evidence-based practices, and worked to increase knowledge about the expertise, scope, diversity and practice of clinical child and adolescent psychologists.

In sum, through his many hats, we thank Dr. Weinand for the substantial impact he has made on youth, families, behavioral health clinicians, and mental health organizations. SCCAP heartily congratulates Dr. Weinand on his achievement and receipt of this prestigious award!

Richard “Dick” Abidin Early Career Award Winner: Justin Parent, PhD

SCCAP is delighted to present this year’s Richard “Dick” Abidin Early Career Award and Grant to **Justin Parent, PhD**. The award honors Richard “Dick” Abidin, longtime member and treasurer of SCCAP. It is intended to recognize an early career psychologist whose line of research has significantly contributed to our understanding of child and adolescent mental health, and to support the awardee in extending their current program of research.

Dr. Parent is an Assistant Professor in the Department of Psychology at the University of Rhode Island where he directs the Kids Development and Stress (KiDS) Lab. His research focuses on how family processes shape children’s mental and physical health, particularly among underserved and at-risk populations. A key goal of his work is to develop personalized, prevention-focused interventions that are scalable and equity-driven. His work has been supported by the National Institute on Minority Health and Health Disparities and the National Institute of Child Health and Human Development, among others.

Dr. Parent is the principal investigator on an R01, funded by the NIMHD, that aims to investigate if a home-based parenting intervention leads to biological changes in young children that promote resiliency and protect against epigenomic embedding of adversity. This longitudinal study is in its final year; initial results have been encouraging and have led to new research questions. As the Abidin Early Career Award winner, Dr. Parent will receive \$20,000 from SCCAP to support an extension of this study. He plans to use the funds to analyze DNA methylation from 50 families who have been enrolled in the study at least 3 years. This will enable him to test the longitudinal stability of parenting-epigenomic associations across developmental stages (from early to middle childhood) and to determine if exposure to a protective factor (positive parenting) buffers the impact of adversity on biomarkers of accelerated aging during a sensitive developmental stage. Additionally, Dr. Parent plans to explore epigenomic biosignatures of short and long-term responses to early intervention based on both child and parent DNA methylation (taking an intergenerational approach). The results of the study will have important implications for policy development and the promotion of early intervention services.

Dr. Parent has authored or co-authored over 100 articles and chapters. He has been selected for multiple other prestigious awards, including the Presidential Early Career Award for Scientists and Engineers from the Biden White House, the highest honor bestowed by the U.S. government on scientists and engineers in the early stages of their careers. He was the first in his family to attend college, completing his Ph.D. in clinical and developmental psychology at the University of Vermont, followed by his clinical residency at the Alpert Medical School of Brown University.

Please join us in recognizing Dr. Parent as the 2025 Abidin Early Career Award recipient!

R. Bob Smith, III Excellence in Psychological Assessment Award: Randall T. Salekin, PhD

The 2025 R. Bob Smith, III Excellence in Psychological Assessment Award for a significant contribution to the field related to evidence-based assessment is awarded to **Randall T. Salekin, PhD**.

Dr. Salekin is a distinguished Professor in the Department of Psychology at the University of Alabama and the Director of the Disruptive Behavior Clinic. Dr. Salekin earned his Ph.D. from the University of North Texas and completed his clinical internship at Yale University. He has received numerous accolades for his work, including the esteemed APA Saleem Shah Award for Early Career Contributions to Law and Psychology.

Dr. Salekin's research centers on the causes and correlates of disruptive behavior in children and adolescents. With over 200 publications to his name, he has significantly advanced the field and held significant leadership positions, currently serving as the President of the Society for the Scientific Study of Psychopathy (SSSP). His best-selling book, "Forensic Evaluation and Treatment of Juveniles: Innovation and Best Practice," has provided invaluable insights into clinical and forensic psychological assessments.

A noteworthy achievement in Dr. Salekin's career is the development of the Proposed Specifiers for Conduct Disorder (PSCD), an innovative measurement tool that enhances our understanding of the etiology, progression, and treatment of youth with Conduct Disorder (CD). This multispecifier model integrates personality traits with the four broad behavioral categories associated with CD, thereby advancing the conceptual framework of the disorder. The PSCD addresses personality vulnerabilities to prevent sample heterogeneity from obscuring genuine associations between neuroimaging biomarkers and specific personality traits related to CD. Moreover, Dr. Salekin's rigorous psychometric validation of the PSCD has demonstrated that its proposed factor structure is replicable in both exploratory and confirmatory factor analyses. This groundbreaking tool has been translated into multiple languages and is utilized in various countries, including Belgium, Brazil, China, Iran, Italy, Portugal, Spain, Turkey, and the United States.

In addition, Dr. Salekin has developed the Risk-Sophistication-Treatment-Inventory (RST-I) and its self-report version (RSTI-SR), providing essential guidelines for the assessment of juvenile offenders. Both instruments have garnered extensive support

for their construct and criterion-related validity and are widely adopted across the United States.

Please join us in thanking Dr. Salekin for his contribution and congratulating him for this award!

Early Career Contributions to Diversity Science Award Winner: Roberto Luis Abreu, PhD

The SCCAP Early Career Contributions to Diversity Science Award is intended to recognize an early career psychologist who has established a program of empirical research that has had a major scientific and/or public impact on the field's understanding on diversity, equity, and inclusion.

This year we are thrilled to announce **Roberto Luis Abreu, PhD**, as the recipient of the 2025 SCCAP Early Career Contributions to Diversity Science Award. Dr. Abreu is the Colonel Allen R. and Margaret G. Crow Term Professor and an Associate Professor at the University of Florida (UF) in the Department of Psychology, where they lead the *Collective Healing and Empowering VoicEs through Research and Engagement (¡Chévere!) Lab*. Dr. Abreu completed their Ph.D. in Counseling Psychology at the University of Kentucky and doctoral internship at the Federal Medical Center – Lexington.

Dr. Abreu has made exceptional scientific contributions to the understanding of how systemic and structural barriers impact the mental health of Latinx lesbian, gay, bisexual, transgender and queer (LGBTQ) youth and their families. Their research also investigates protective factors that can buffer against these risks. Although they are still early in their career, Dr. Abreu has published over 65 peer-reviewed articles and leads innovative, externally-funded research projects. Their work is done in collaboration with local and national community partners with a shared goal to uplift the voices of diverse youth.

As part of this award, Dr. Abreu received a \$3,000 honorarium to travel to the SCCAP Conference in Chicago, Illinois and provided a talk on their groundbreaking and inspiring work. Please join us in recognizing Dr. Abreu as the 2025 *Early Career Contributions to Diversity Science Award* recipient!

2025 Diversity Professional Development Awards

The goal of the Diversity Professional Development Awards is to provide educational and professional experiences to SCCAP members from diverse groups. This award intends to provide awardees the opportunity to gain new skills, to increase their professional network, and to promote their professional development by presenting at or attending professional conferences (online or in person). Congratulations to all of our winners!

Name	Institution
Fatou Gaye	Florida State University
Emily Kemp	University of California, San Diego
Danbi Choe	Louisiana State University
Maitri Jain	Eastern Michigan University
Kayla Kellner	University of Maryland, College Park
Nathaniel Wydra	University of Florida
Zoe Smith	Loyola University Chicago
Josh Yen-Ho Chou	University of Massachusetts Boston
Anthony Cifre	University of Houston
Mariana Davila	The University of Texas at Austin
Zaemelys Ramos-Rodriguez	Alliant International University, Los Angeles

Routh Award Winners

The Routh Dissertation Grant provides support for student research that shows promise to add significantly to the research literature in the area of clinical child and adolescent psychology. Congratulations to the 2025 winners on their outstanding work!

Kinjal Patel, Old Dominion University/Virginia Consortium Program in Clinical Psychology

Project Title: [Examining Mechanisms Linking Sleep Problems to Suicide Risk in Adolescents: A Real-time Monitoring Study](#)

This project examines mechanisms linking sleep problems to suicide risk in high-risk adolescents recently discharged from acute psychiatric care. We will use ecological momentary assessment and wrist actigraphy to investigate how pre-sleep arousal affects sleep problems, and how sleep problems influence next-day emotion regulation and suicidal thoughts. By understanding these short-term, modifiable risk factors, this research aims to identify potential targets for effective interventions to reduce suicide risk in high-risk adolescents.

Gabrielle Fabrikant-Abzug, Arizona State University

Project Title: [Genetic and Environmental Mechanisms of the Intergenerational Transmission of Attention-Deficit/Hyperactivity Disorder: The Influence of Parental ADHD and Parenting Behaviors](#)

This dissertation examines the intergenerational transmission of ADHD, focusing on genetic and environmental (i.e., parenting) mechanisms. Using cutting-edge contemporary and classical twin designs, the study explores whether and how environmental, genetic, and genotype-environment correlational pathways interact and change across the transition from childhood to adolescence. By better understanding the role of these mechanisms in ADHD symptom development and severity, the study aims to identify translational intervention targets to improve outcomes for families affected by ADHD.

Honorable Mention:

Daniel Vitucci - Ohio University

Project Title: [Investigating the Feasibility and Acceptability of TTRPGs as a Therapeutic Modality for the Treatment of Socially Anxious Adolescents](#)

2025 Student Achievement Award Winners

On behalf of the SCCAP Board of Directors, we are delighted to announce the winners for the 2025 Student Achievement Awards!

The SCCAP Student Achievement Awards recognize significant contributions to the field of clinical child and adolescent psychology, through research projects and clinical service, as well as teaching, mentoring, clinical work, and other forms of community engagement. This year we had 3 impressive awardees:

Logan Smith

Late-Stage Graduate Research Award

Project Title: Predictive Utility of BD Risk Profiles using Multimodally Assessed Risk Factors in a Community Sample of Adolescents

Logan Smith is a 5th year doctoral candidate at Temple University under the mentorship of Drs. Lauren B. Alloy and Thomas Olino. Logan has demonstrated excellence in the field of clinical child psychology. In particular, his research examines the mechanisms underlying the onset and course of bipolar disorder (BD) with a focus on the interplay of multimodal risk factors and within-person changes. Among his many accomplishments and publications, Logan received a perfect score on his NRSA F31 grant to support his dissertation work. Furthermore, he obtained practicum experience at the Children's Hospital of Philadelphia (CHOP) and has demonstrated clinical acumen and sensitivity in his work with children and adolescents with mood disorders. Last but not least, Logan is devoted to mentorship through independently teaching 4 courses (in statistics and research methods), mentoring underrepresented undergraduates and co-mentoring multiple senior honors thesis students. Congratulations to Logan on all of his accomplishments!

Erinn Victory

Early-Stage Graduate Research Award

Project Title: Impact of the Opioid Crisis on Parent-Child Interaction Therapy Outcomes: A Mixed-Method Investigation

Erinn Victory is pursuing a Ph.D. in Clinical Psychology with a specialization in Clinical Child Psychology at West Virginia University. Erinn's research is dedicated to enhancing the well-being of children and families, with an emphasis on marginalized and underserved communities. Her work to date has focused on improving parent-child relationships in opioid-affected families in Central Appalachia and on providing effective treatments for childhood disruptive behavior and traumatic stress. She

promises to be an outstanding scholar, as exemplified by her high GPA and involvement in multiple research projects, resulting in various poster presentations and journal publications. In addition to her academic work, Erinn has served in various clinical roles that go beyond the requirements of her program. She facilitates group parent training for mothers with opioid use disorders and provides weekly therapy to children and families at a Child Advocacy Center. She has actively engaged in professional service, holding leadership roles at West Virginia University, SCCAP, and within the ABCT Parenting & Families Special Interest Group. Erinn hopes to pursue a research career focused on bridging the gap between science and practice to promote equitable, evidence-based mental health care for children and families. Congratulations to Erinn on all of her accomplishments!

Erika Roach

Clinical Award

Erika is a 5th year Ph.D. student in Clinical Psychology at the University of California, Berkeley and a Ford Foundation Predoctoral Fellow. Her research explores 1) parent emotion-related processes and child adjustment in low-income immigrant families, 2) risk and protective factors for suicide and psychopathology in youth of color, and 3) culturally responsive assessment and treatment. Her systematic review, *Associations Between Race-Related Stress and Trauma and Emotion Dysregulation in Youth of Color*, was selected as one of the Journal of the American Academy of Child and Adolescent Psychiatry's Editor's Best of 2023. Additionally, Erika has received an NIH Fogarty and UC Global Health Institute fellowship to pursue her dissertation research in Thailand, which will inform the digital adaptation of an intervention which has been demonstrated to improve parent and child mental health outcomes.

Clinically, Erika brings extensive and diverse experience in evidence-based assessment and intervention for children and adolescents, particularly from marginalized communities. Most recently, she was a Pediatric Psychology trainee at UCSF Benioff Children's Hospital Oakland, where she worked on an integrated behavioral health team serving youth who are unhoused or at risk of housing insecurity. Across multiple training sites—including hospitals, outpatient and community clinics, schools, and intensive outpatient settings—Erika has provided care for children with mood disorders, PTSD, selective mutism, and other conditions using CBT, DBT-informed therapy, PCIT, trauma-focused CBT, prolonged exposure, and cognitive processing therapy. She has also led several therapy groups, including teen/multi-family DBT skills groups, substance use groups, a gender-responsive, school-based trauma group, and an eating disorder prevention group for teen girls. A strong advocate for community mental health, Erika has worked alongside the UCB Psychology Clinic Director to spearhead several community outreach initiatives. She is also pursuing a certificate in the Transdisciplinary Early Learning Science and Child Policy program at UCB, reflecting her deep interest in the role of policy in supporting the mental health of underserved families. Erika aspires to work as a clinical psychologist and researcher, developing culturally responsive assessments and interventions while advocating for

policy changes that promote the mental health of underserved children and families. Congratulations to Erika on all of her accomplishments!

Congratulations to Our Honorable Mention Recipients!

Elizabeth Kitt, Yale University

Late-Stage Graduate Research Award – Honorable Mention

*Project Title: Parental Neural Buffering and Family Accommodation of Anxiety:
A Connectome-Based Predictive Modeling Study*

Taila Leman, Washington State University

Early-Stage Graduate Research Award – Honorable Mention

Project Title: Adolescent Narcissism: A Network Analysis

Sarah Sullivan, City University of New York

Clinical Award – Honorable Mention

2025 Student Development Committee Professional Development Awards

The goal of the Professional Development Awards is to promote the professional growth of SCCAP student members. The award intends to provide awardees support for conference attendance, online educational opportunities, and/or the purchase of printed materials (excluding posters) that relate to the student's work.

We are pleased to announce the following SCCAP student members who were awarded Professional Development Awards. Congratulations!

Undergraduate Professional Development Award

Xinrui Li
Vanderbilt University

Early-Stage Graduate Professional Development Award

Maitri Jean
Eastern Michigan University

Early-Stage Graduate Professional Development Award

Mariana Davila
University of Texas at Austin

Late-Stage Graduate Professional Development Award

Ashley Schiros
Syracuse University

Late-Stage Graduate Professional Development Award

Yolanda Yang
University of North Carolina at Chapel Hill

Acute, Intensive, & Residential Services SIG Update

By **Elizabeth Frazier, PhD**
AIRS Special Interest Group Chair

The AIRS SIG started summer off with a bang by attending the inaugural SCCAP Conference in Chicago. Thank you to everyone who attended the presentation, “AIRS In Review: Past, Present, and Future.” Presentation slides can be found [here](#) for your convenience. We also celebrated our 2025 AIRS award winners!

Congratulations to:

- **Elizabeth K. Reynolds, PhD** – 2025 AIRS Distinguished Professional Contributions Award
- **Mackenzie S. Sommerhalder, PhD** – 2025 AIRS Distinguished Early Career Psychologist Professional Contributions Award
- **Ashley A. Brooks, PsyM** – 2025 AIRS Distinguished Student Contributions Award

2025 AIRS Outstanding Student Poster Award – *“Identifying Adolescents at Risk for Acute Psychiatric Rehospitalization: A Two-Year Survivor Analysis”* – Logan R Cummings, PhD, Kyle R Noll, PhD, Alia R Warner, PhD, Daniel Dickstein, MD, and Ana M. Ugueto, PhD.

It was wonderful to spend time brainstorming innovative clinical strategies and research questions, network with colleagues new and old, and enjoy good company in a great city. Many thanks to the SCCAP Conference planning committee and all who worked together to make this event such a success!

Looking ahead to our next conference, **APA in Denver**, please join us on Thursday August 7th at 10am for an AIRS Social Hour in the SCCAP suite (EMBASSY SUITES, ASPEN ROOM B, THIRD FLOOR). We also hope to see you at AIRS-related presentations such as:

Thursday August 7th

“Addressing the Youth Mental Health Crisis: Developing a Coordinated Continuum of Clinical Services”

“Enhancing Treatment Outcomes on an Inpatient Psychiatric Unit Through Use of Measurement-Based Care.”

Friday August 8th

“Transporting Intervention from School to Inpatient Settings: Integrating PBIS in a Therapeutic Milieu”

When we're not traveling and enjoying conferences, the AIRS SIG continues to provide support and resources for trainees, clinicians, researchers, and administrators in acute and residential care settings. We are actively working on our website to provide easy access to resources such as AIRS related training programs, referral options, supervision resources, relevant research, and more. Keep an eye out for trainee-focused coffee hours this Fall in preparation for internship and postdoc as well as ongoing early-career consultation groups via zoom, which are all announced via the listserv.

Our members also maintain lively discussions about key clinical and research issues impacting acute care services. We welcome you to post questions and provide discussion on our listserv. Please note, you must maintain an active SCCAP membership to remain on the AIRS listserv. It was brought to our attention that some AIRS members did not renew their SCCAP membership on time and were removed from the AIRS listserv earlier this year. If you think this may have happened to you, please reach out to Jaclyn Aldrich, PhD at jaclyn.aldrich@nationwidechildrens.org. We wouldn't want you to miss out!

If you are not yet a member of the AIRS SIG, what are you waiting for? We would love for you to join us. Simply log in to the SCCAP website and sign up on our webpage [here](#).

Thank you to our executive board and all of our AIRS members for making the AIRS SIG an invaluable resource for collaboration, validation, creative problem solving, and dissemination of evidence-based practice in acute and residential care settings. We truly appreciate you!

If you have any questions about the AIRS SIG, please reach out to Elisabeth Frazier, PhD at elisabeth.frazier@osumc.edu .

2025-2026 AIRS Board

- **Chair:** Elisabeth Frazier, PhD
- **Chair Elect:** Rachel Schein, PhD
- **Secretary:** Chinwendu Duru, PhD
- **Treasurer:** Jennifer Wolff, PhD
- **Communications Member at Large:** Katie Affleck, PhD
- **Membership and Marketing Member at Large:** Jaclyn Aldrich, PhD
- **Education Committee Co-Chairs:** Gail Corneau, PhD and Sheena Friesen, PhD
- **Science Committee Chair:** Elizabeth Reynolds, PhD
- **Awards Committee Chair:** Kimberly Schubert, PhD
- **Practice Committee Chair:** Jennifer Hellmuth, PhD
- **Community Engagement Committee Chair:** Leyla Erguder-Kaplan, PhD

- **Early Career Members at Large:** Meredith Reiman, PhD and Mackenzie Sommerhalder, PhD
- **Trainee Members at Large:** Ashley Brooks and Rachel Grace Thompson

Introducing the Latest Special Interest Group at SCCAP: The Autism Spectrum Disorder SIG

**By Mariel Cannady, PsyD, NCSP and Allison Sallee, PhD
Co-Chairs, ASD SIG**

The Autism Spectrum Disorder (ASD) Special Interest Group (SIG) is delighted to be up and running! The purpose of our group is to disseminate recent research related to ASD, provide regular formal and informal consultation opportunities, and to provide access to continuing education credits specific to ASD.

One of our goals is to help providers connect with one another at any stage of their careers. We will be creating a journal club to specifically discuss research related to ASD with a focus on applied research. A longer-term goal is researching the process for developing best practices guidelines for both assessment, diagnosis, and treatment of ASD.

According to the Centers for Disease Control and Prevention April 2025 report, the youth prevalence of ASD is 1 in 31 by age 8. Depending on where you provide psychological services, the prevalence can be drastically different from the national prevalence for reasons that may be related to access to care or other contextual factors. With the increased focus on autism not only clinically but publicly, understanding ASD has become incredibly important for most clinicians.

Barriers to access, myths, and stereotypes continue to make it difficult for providers as well as the public to gain access to accurate information. Creating a forum for professionals to share evidence-based information is a priority for this SIG.

For more information about the ASD SIG and to request membership, visit [our website](#). We look forward to learning alongside our SCCAP colleagues!

Bilingual Psychologists SIG Update

By Erika Garcia-Rocha, PsyD
Bilingual Psychologists SIG Co-Chair

Making SCCAP History!

Empoderando a las Familias: Intervenciones Mediadas por los Padres para Niños Autistas Latinos

*(Empowering Families: Parent-Mediated Interventions
for Latinx Autistic Children)*

*Co-Sponsored by SCCAP Bilingual SIG and the SCCAP
Diversity Committee*



PRESENTED BY:

*Cecilia Montiel-Nava, PhD
University of Texas Rio Grande Valley*



**WEDNESDAY,
APRIL 2ND**



**12PM - 1PM
EST**

**The webinar will be moderated by:
Erika Garcia-Rocha, PsyD**

The Bilingual Psychologists Special Interest Group helped organize and moderate its first all in Spanish webinar in April 2025 thanks to the collaboration between the Bilingual Psychologist SIG and Juventino Hernandez Rodriguez, PhD, our SCCAP Member-at-Large for Diversity.

Dr. Montiel-Nava presented to our members on the power of parent mediated interventions (PMI) between the time that Latinx children receive a diagnosis of autism spectrum disorder and begin therapeutic services. We had a great turnout and hope to offer more opportunities for programming in Spanish and other languages in the future. A huge thank you to Dr. Montiel-Nava for presenting!

Did you catch us at the SCCAP Conference?

The Bilingual Psychology SIG presented at the SCCAP Conference in Chicago. Our panelists Kelly Banneyer, PhD, Arturo Corrales, PsyD, Madalyn Dalley, PsyD, Yoscaira Gomez, M.S. ED and Aileen Terrazas, PHD presented on the topic of “Training Bilingual Psychologists: A Discussion of Ethics and Best Practice When Supervising Bilingual Trainees.”

“This very important topic was well attended. We had over 30 attendees at our panel, which was a great success. We also had a successful SIG networking dinner event with a mix of bilingual psychologists and trainees.”

-Kelly Banneyer, PhD

Upcoming Events

Make sure to check our listerv for more information about [upcoming events](#) at APA in Denver, CO in August and Zoom link invites for future programming. As always, invite your bilingual colleagues to discuss important issues with bilingual providers across the US!

For those interested in learning more about the [Bilingual Psychologists Special Interest Group](#), please email Erika.Garcia-Rocha@childrenscolorado.org

Clinical Child & Adolescent Practice SIG Update

By Megan Lawson, PsyD, ABPP
Chair, Clinical Child and Adolescent Practice SIG

We're excited to share a mid-summer update from the Special Interest Group (SIG) on Clinical Child and Adolescent Psychology!

We kicked off the season with two engaging virtual events. In June, we hosted a 1-hour informal clinical conversation on **Neurodiversity**, focusing on how clinicians can thoughtfully respond to the growing number of questions surrounding autism and other neurodevelopmental conditions. Facilitators Leslie Musgrove, PsyD, and Megan Lawson, PsyD, ABPP, led a discussion on how to navigate clinical care amidst a flood of media coverage, trends, and political influence.

In July, we welcomed **Anna Lisa Valdez Martinez**, a Licensed School Psychologist, for a 1-hour CEU focused on understanding the **school-based perspective in psychoeducational evaluations**. Dr. Valdez Martinez shared practical insights into what schools are looking for from outside evaluations, how psychologists can align their assessments with school needs, and how to foster stronger collaboration between clinical and educational settings.

Looking ahead, we're planning even more ways to connect and learn:

- **Upcoming Clinical Conversations (Dates TBD):**
 - *How to Talk with Parents About Sensitive Topics When There Isn't a Script* with Alecia Zalot, PhD, and Priscilla Morrison, PsyD
 - *The Business Side of Practice* with Jacqueline Herrera, PsyD, and Mary Collins, PsyD
- **Upcoming Formal CEU Offerings:**
 - *Motivational Interviewing with Kids* – Presented by David Roberts, PhD, licensed psychologist and tenured professor – **October 17, 2025**
 - *Dialectical Behavioral Therapy for Youth* – Details and presenter to be announced

We're also still welcoming new leadership to join our SIG! If you're interested in getting more involved and building community with others in the field of child and adolescent psychology, please reach out to **Megan Lawson** at DrLawson@alliancepsychologytx.com.

Current SIG Leadership Team:

- Chair: Megan Lawson, PsyD, ABPP
- Secretary: Mary Collins, PsyD
- Student Representative: Leslie Musgrove, PsyD
- Members at Large: Priscilla Morrison, PsyD & Alecia Zalot, PhD
- Liaison to SCCAP Practice Committee: Jacqueline Herrera, PsyD

We look forward to the year ahead! Please don't hesitate to reach out with any questions or ideas!

The Summer Treatment Program SIG Updates

By Katie Hart, PhD & Sarah Tannenbaum, PsyD, ABPP
Co-Chairs, STP SIG

Summer is here! STPs across the country are busy getting this year's programming started. If you are interested in learning more and connecting with those who are enjoying the summer magic, please join us!

Here are our updates: The STP Special Issue in *Evidence-Based Practice in Child and Adolescent Mental Health* is fully available online. There are so many incredible contributions from STPs across the country and world. We are learning so much about the ways in which we can maximize STP outcomes, increase access to programming, improve training experiences, strengthen and diversify the STP workforce, extend the model to new populations and settings, and so much more. The work selected beautifully highlights the lasting impact of Dr. William Pelham, Jr., STP Founder and Visionary. [Here is a link to the opening commentary by Dr. Steve Evans](#). Please check it out!

We plan to gather again at the annual ADHD SIG meeting at ABCT, which will be held in New Orleans later this year. Additionally, several current and former STP directors will be participating in a Clinical Round Table during the conference titled, "*Navigating Accessibility, Cultural Adaptations, and Fidelity in the Summer Treatment Program (STP): Perspectives from Current Program Directors*," organized by Emi Carpenter, doctoral student at Rutgers, The State University of New Jersey. Drs. Alexa Matlack (University of Washington, Camp APEX), Gregory Fabiano (FIU Center for Children and Families, Western New York), Katie Hart (FIU Center for Children and Families, Miami), Kelli Lupas (Cincinnati Children's), Leah Guterman-Sugarman (Child Mind Institute), Sarah Tannenbaum (Judge Baker Center, Camp Baker), and Vasco Lopes (Child Mind Institute) will be the panelists. We hope you can join us there!

For those of you [interested in joining the STP SIG](#), our primary goal of is to provide a professional forum that supports clinicians, researchers, students/trainees, and administrators in the successful implementation of STPs. We invite you to join our listserv and share emerging or promising practices and interventions that can enhance the STP by increasing access, promoting equity, increasing diversity, improving training practices for the next generation of child mental health practitioners, and incorporating more family/stakeholder feedback and voice into intervention strategies.

As we always say, an STP takes a village, and we are here for you! Please join us in connecting around the world through this program that has changed our lives and so

many others. We welcome all your feedback, questions, comments, and insights about STPs! Let's keep STPs and Dr. Pelham's legacy going.

