



INBALANCE

Summer 2026

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President's Column

Building Momentum: A Mid-Year Report

By Adam B. Lewin, PhD, ABPP

When I wrote to you this spring, I offered a defining standard for everything SCCAP does: does it help someone do their job better, make their work more sustainable, or help them lead more effectively within complex systems of care? I promised that 2026 would be a year to experiment boldly. Half a year in, I want to report back — to share where we have set direction, what is now moving, and what is just ahead.

The short version: the work is underway, the roadmap is taking shape, and there is real reason for optimism about where we are heading. In March, your SCCAP leaders — programming leaders, student representatives, early-career colleagues, and most of the executive board — gathered for our Midwinter Meeting in St. Petersburg, Florida. By design, this was a generative working session: a chance to think hard about our portfolio and its impact — what we do well, what we are missing, and what brings the greatest return for our members. A few principles guided every conversation: that our programs should build lasting professional identity, not just deliver one-off events; that we must stay strategically aligned rather than spread thin; that staff time and volunteer capacity are real, finite resources; and that everything we do should serve clinicians, researchers, trainees, and early-career members without losing our sense of mission. Above all, we asked where SCCAP can offer a community our members cannot find anywhere else. Those conversations have since translated into action. Over the past several weeks, the Executive Committee has approved a series of decisions that will shape the year — and hopefully the years — ahead.

We are reimagining our webinar program. Under the leadership of Jamie Micco, Ph.D., ABPP we are targeting 8–10 webinars a year and piloting new formats and content. Early feedback and participation have been outstanding, and Dr. Micco and Dr. Tamara Del Vecchio are now examining engagement data so we can be strategic about future content across both online and in-person programs. We have also committed to a 2027 Clinical Practice Institute (CPI), held virtually in January–February 2027 and co-chaired by Dr. Regine Galanti and Dr. Micco, with a timely focus on adapting evidence-based treatments for autistic youth — practical guidance clinicians can put to use. We are also moving toward the return of an in-person SCCAP Conference in 2028. The vision is to co-locate all of our programs in a single location — a scientific program, an in-person Clinical Practice Institute, our Leadership Education to Advance Diversity programming, and career-development offerings — bringing together scientists and clinicians, early-career psychologists and senior leaders. This is the destination our roadmap has been building toward: piloting and refining concepts in 2026–2027, then integrating in 2028 into a true flagship that can serve as our professional home in the years that follow — a distinctive community for child psychologists regardless of work setting.

But we don't have to wait until 2028. In August, SCCAP leaders will be at the APA Convention in Washington, DC (August 6–8). Rather than holding board activities throughout the meeting, I have asked our board to attend SCCAP's presentations at APA and to support our students at the poster sessions. Sarah Dickinson, Ph.D., ABPP (Program Chair and APA Council Representative-Elect) and team have assembled a fantastic program. I hope you will not only come for the outstanding learning opportunities, but introduce yourself at our programming and join us at the SCCAP Membership Meeting and Social Hour. Your attendance helps us earn more programming slots at APA — and gives you a direct opportunity to tell us what content, formats, and speakers you want us to pursue.

I am grateful to the Board, Executive Committee, committee chairs, student leaders, and staff who have contributed to this work. Much of what we are doing is not flashy. Strategic planning, governance, succession models, administrative infrastructure, budget alignment, and evaluation frameworks rarely make for exciting headlines. But they are the work that allows a society to be sustainable, flexible, and relevant. If there is one message I hope you take from this update, it is this: SCCAP is not simply planning more programs. We are working to build a more coherent professional home — content that is useful, meetings that build community, leadership pathways that develop people, and systems that let the organization grow without exhausting the volunteers and staff who make it run.

My challenge to all of us is to keep using the same lens: does this make SCCAP more relevant to clinical child and adolescent psychologists across the career span? If the answer is yes, then we should build it well, evaluate it honestly, and connect it to the larger community we are trying to create.

None of this happens without you. Roughly 180 members volunteer their time each year, and the vitality of this Society lives in our SIGs, our committees, our webinar faculty, and the everyday generosity of members who pitch in. If you have been looking for a way in, this is the year. There are many societies competing for your time. SCCAP is the true professional home for clinical child and adolescent psychology. Let's keep building the content — and the community — that earns that title.

With appreciation,

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In Focus

Parental Burnout: Risks, Consequences, and Treatment

By Lauren Fleming, MA
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What is parental burnout, and who may be at increased risk?

Parenting stress has become a national public health concern, with 41% of parents reporting being too stressed to function most days (American Psychological Association, 2023; Murthy, 2024). While transient periods of parenting stress are normative, some parents experience a chronic, severe, and pervasive manifestation, known as parental burnout. Parental burnout is a distinct psychological syndrome that manifests as four key symptoms: (a) physical and emotional exhaustion in the parenting role, (b) emotional distancing from one's children, (c) limited parenting fulfillment, and (d) a contrast between previous and current parenting (Mikolajczak & Roskam, 2018; Mikolajczak et al., 2019; Mikolajczak et al., 2023). Although symptoms of parental burnout may overlap with other mental health concerns, such as anxiety, depression, and job burnout, the results of parenting stress are distinguished by its restricted impact in the parental sphere and unique consequences for parenting and child outcomes, such as neglectful or violent parenting (Mikolajczak et al., 2020; Sanchez-Rodriguez et al., 2019).

While prevalence rates vary across cultural contexts, research suggests that approximately 5-9% of parents in Western countries experience burnout (Roskam et al., 2021). Parental burnout can occur for parents with diverse identities (e.g., gender, sexual identities) and family characteristics (e.g., single-parenthood, children with complex care needs). However, certain demographic characteristics have demonstrated relatively stronger associations with burnout. For example, even when mothers endorse higher levels of egalitarian values or experience greater country-level gender equity, they often report higher levels of parental burnout. Such findings may be attributable to persistent gender discrepancies in the physical and mental load of childrearing and internalized gender norms (de Santis et al., 2025; Kroshus et al., 2023; Roskam & Mikolajczak, 2020; Roskam et al., 2022). Fathers, conversely, have demonstrated greater sensitivity to the negative consequences of parental burnout, such as escape and suicidal ideations (Roskam & Mikolajczak, 2020; Zhang et al., 2023), which may be explained by societal expectations that mothers are better equipped to tolerate increased childcare stress than fathers. Additionally, parents of children with complex care needs (e.g., chronic conditions, disabilities) and parents of young children have reported higher levels of burnout (Desimpelaere et al., 2023; Giraldo et al., 2022; Liu et al., 2025; Piotrowski et al., 2023).

Other demographic factors, including single parenthood and number of children, have not been associated with burnout (Le Vigouroux et al., 2022; Mikolajczak et al., 2023), suggesting that these family structures do not carry unique burnout risk. Additionally, no significant differences in parental burnout were demonstrated between same-sex and different-sex parents (Gato et al., 2022). Instead, consistent evidence has demonstrated that dispositional factors (e.g., emotional control, perseverance) are more strongly associated with parental burnout than environmental or demographic factors (Le Vigouroux & Scola, 2018; Mikolajczak et al., 2018b). Notably, there has been limited examination of potential differences in parental burnout across racial and ethnic identities. In addition, further research is needed to investigate the potential role of systemic inequities (e.g., institutional racism) in contributing to increased burnout for parents with marginalized racial identities.

Parental burnout has been conceptualized as a chronic unequal balance of risks (e.g., parental perfectionism, lack of external support) relative to resources (e.g., parental self-compassion, strong coparenting support) (Mikolajczak & Roskam, 2018). Known as the balance of risks and resources (BR2) theory, this framework highlights how a parent's individual level of internal and external reserves can aid in predicting risk for burnout. One way this imbalance occurs is when parents perceive a heightened sense of responsibility for their children's development, while not having sufficient resources to meet those demands. This may be especially true for individualistic countries such as the United States, which often place greater responsibility and pressure on individual parents rather than collective communities to raise children. At the same time, access to resources are often constrained, despite the ever-growing demands of parenthood (Nomaguchi & Milkie, 2020). Indeed, cross-cultural evidence demonstrates that parents in individualistic countries are at higher risk for burnout (Roskam et al., 2021; Roskam et al., 2022; Roskam et al., 2024). In recent decades, rising income inequity in the United States has increased parents' concerns about the security of their children's futures (Nomaguchi & Milkie, 2020; Schneider et al., 2018) while national policies have failed to provide parents with sufficient support (e.g., paid parental leave, affordable childcare) relative to other countries (Burtle & Bezruchka, 2016; Nomaguchi & Milkie, 2020). Therefore, American parents may be prone to an unequal balance of risks, which may subsequently increase their vulnerability to parental burnout.

What are the consequences of parental burnout for parents, children, and families?

Parental burnout has been associated with many adverse health outcomes in parents, similar to occupational burnout or other stress disorders, such as addictive behaviors (e.g., alcohol use, binge eating), depressive symptoms, and sleep disorders (Mikolajczak et al., 2018b; Mikolajczak et al., 2020). However, parental burnout has also been uniquely linked to several more deleterious consequences for parents, such as escape and suicidal ideations (Mikolajczak et al., 2019; Mikolajczak et al., 2023). While those who experience occupational burnout, for example, may experience a reprieve by leaving a workplace or changing jobs, parenting does not afford these options, contributing to feelings of inescapability from role demands and symptoms. Increased

rates of escape and suicidal ideations also underscore the public health urgency of addressing rising rates of parental burnout.

Parental burnout symptoms may impair a parents' ability to exhibit the cognitive and affective control that contributes to warm, responsive parenting. As a result, parents experiencing significant stress or burnout may engage in neglectful or harsh parenting practices. Consistently, parental burnout has been associated with neglectful and harsh parenting concurrently and over time (Aunola et al., 2021; Mikolajczak et al., 2018a; Mikolajczak et al., 2019; Mikolajczak et al., 2023). A growing body of research has demonstrated links between parental burnout and child externalizing and internalizing behaviors in cross-sectional and longitudinal samples (Chen et al., 2022; Woine et al., 2024; Yuan et al., 2022). However, it is important to note that associations between parenting and child behavior are often bidirectional, with children's behaviors and parental burnout sometimes reciprocally augmenting one another. Parental burnout has also shown associations with adolescent loneliness and antisocial behaviors (Cheng et al., 2020). Taken together, these results highlight the need to target parental burnout in early identification, prevention, and intervention efforts.

What can clinicians do to assess, prevent, and treat parental burnout?

Several psychometrically robust tools have been developed to measure parental burnout, including the Parental Burnout Inventory (PBI; Roskam et al., 2017) and the Parental Burnout Assessment (PBA; Roskam et al., 2018). Both measures have demonstrated strong, consistent psychometric properties across languages and cultures and have established clinical cut-off scores to help with identification of clinically significant burnout symptoms. (Brianda et al., 2020; Manrique-Millones et al., 2022; Roskam et al., 2021). These measures also demonstrate strong discriminant validity from measures of related constructs, such as anxiety, depression, and job burnout. Additionally, Aunola et al. (2021) developed and provided preliminary support for the utility of a brief parental burnout scale, which aids in the accessibility of screening for parental burnout. Clinicians working with parents or families can use these measures to identify individuals experiencing signs of parental burnout or those at risk due to reported symptoms.

Intervention research on parental burnout is nascent; thus, recommendations for intervention should be considered with caution. However, clinicians can engage in empathetic listening and validate that parents are often doing the best they can with the resources that are accessible to them. Additionally, many of the most salient risk factors for parental burnout (e.g., parental cognitions, emotional competencies, coparenting agreement) can be addressed via psychological intervention (Brianda et al., 2020; Mikolajczak et al., 2018b; Mikolajczak et al., 2023), highlighting the value of advancing evidence-based treatments. To this end, a recent meta-analysis found that randomized controlled trials of group, individual, and online interventions for parental burnout demonstrated moderate-to-large reductions in burnout symptoms relative to controls and that these gains were maintained for up to three months post-treatment (Urbanowicz et al., 2025). Additionally, effects were comparable across intervention

type (e.g., cognitive behavioral, mindfulness and acceptance-based) as well as for parents of children with and without chronic conditions. Most of the interventions were brief (i.e., approximately one to two hours weekly across 6 to 12 weeks), potentially making them more accessible to parents already experiencing acute resource strain. Importantly, some of these studies took place in non-Western countries and explicitly centered cultural strength and wisdom, such as spiritual practices (Beheshtipour et al., 2016; Masoumi et al., 2020).

Research has identified five common elements of effective parental burnout interventions include (a) psychoeducation, (b) self-regulation and stress-management skills, (c) values- and identity-focused reflection, (d) experiential practice, and (e) relational awareness and social support (Urbanowicz et al., 2025). Psychoeducation involves increasing parents' understanding of stress and parental burnout, including how it may relate to an imbalance of resources (e.g., coping skills, supports) relative to risks. Self-regulation and stress management skills vary based on the intervention's theoretical orientation, but generally includes mindfulness, relaxation, and/or cognitive restructuring. In most interventions, values and identity were regarded as important motivators and resistance to perfectionism or other maladaptive parental cognitions. Additionally, most interventions sought to normalize and validate the parents' experiences through group reflection, while bolstering social support within and outside of the group. Importantly, these interventions included weekly structured practice outside of the session to solidify new skills.

Group-based interventions have been a common method of intervention delivery for parental burnout (Urbanowicz et al., 2025). Interestingly, even non-directive group interventions that primarily employed empathetic listening in a supportive, relational environment still demonstrated reductions in burnout symptoms (Brianda et al., 2020). These findings are possibly due to the emphasis within group-based interventions on addressing the loneliness and shame that many parents report when experiencing burnout (Hubert & Aujoulat, 2018). In addition, group interventions have demonstrated decreases in neglectful and harsh parenting as well as reductions in heightened hair cortisol (a biomarker of chronic stress) proportional to reductions in parental burnout (Brianda et al., 2020), with further decreases in symptoms observed following interventions (Piotrowski et al., 2026).

Taken together, these findings highlight not only the potential effectiveness of interventions for reducing parental burnout symptoms but also their potential for supporting clients in bolstering psychological resources (e.g., coping skills, support). Such interventions may serve as promising tools for psychologists seeking to promote parents' well-being and, ultimately, the welfare of youth and families.

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Expert Recommendation: A Parent's Guide to Healthy Youth Screen Time

By Tish Taylor, PhD

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With digital media and screentime use being an integral part of our daily lives, it is important to promote the healthiest habits for children and teens. This is especially true as we do not fully understand the long-term effects of digital media use on growth and development. Important conclusions from recent research and applicable guidelines for parents and guardians are included below.

Considering Physical and Mental Health:

Although we do not have multiple decades of research on digital media use, and the usage of digital media continues to evolve, there is evidence to suggest that there may be potential effects across different domains of functioning. Based on current research findings, we can summarize what we currently know about the negative impact on physical and mental health:

- There is a connection between longer screen time use and limited physical activity, reduction in sleep, decreased sustained attention, decreased executive functioning skills, decreased academic performance, and increased difficulties with emotionality and socialization.
- More specifically, excessive screen time use has been shown to increase obesity levels, increase sleep disorders, increase depression and anxiety, increase some types of aggression, and decrease peer connections and support.
- While it is difficult to determine how much screen time is too much screen time for individual children and teens, but we know that over four hours per day for teens has resulted in increased negative physical and mental health results.
- Content exposure prior to a child having enough maturity to successfully manage that including exposure to excessive violence, sexual content, biases or stereotypes, misleading information, cyberbullying, and the most concerning possibility is child predators.

On the other hand, are there positive outcomes from digital media?

- Some on-line only friendships can provide connection or protective factors with significant mental health challenges or groups feeling socially marginalized.

- Mild improvements with attention, executive functioning, and response inhibition with video gaming. However, it is unclear how this generalizes into other areas of functioning.
- Exposure to educational information and information affirming for an individual.

Screen time becomes problematic and parents should be alerted to digital media when:

- It is used as a coping strategy to deal with negative emotions
- consistently takes the place of social time and in person connection
- interferes with school and academic performance
- interferes with sleep and sleep habits
- becomes the basis of comparison for image and body image
- AI bots are used as a companion and for ongoing mental health advice
- there is a significant decrease or minimal quality family time
- increased signs of depression, anxiety, aggression or withdrawal

It is recommended to pay particular attention if a child or teen has more difficulty with emotion regulation, impulsivity, has been diagnosed with ADHD, an autism spectrum disorder, or experienced loneliness or a fear of missing out as they may have a greater likelihood of experiencing problematic internet use.

Recommended Guidelines for Usage and Balance:

- Consider family use of digital media and how it is manifested in daily life. Make time for direct and uninterrupted parent-child and family interaction.
- Gaming and media entertainment are a reward or activity after other important activities have been completed.
- Educate yourself on the content children are consuming and parental controls.
- Establish a sensible family screen time plan with guidance from respected organizations such as the [American Academy of Pediatrics](#).
- As developmentally appropriate, communicate and educate children and teens on aspects of digital media such as personal safety, algorithms, negative content, and how to respond to peers who are promoting unhealthy behaviors or content. Keep communication ongoing.
- Ensure a balance of activities during the day and week that include:
 - Healthy and consistent eating and sleeping habits
 - Exercise, play, and physical movement
 - Social connection, time for conversation, and interaction
 - Appropriate time for learning and education
 - Recognition, support and connection when something is challenging, upsetting or difficult which allows for problem solving and support within the family and close social circle.
 - Time with nature, spirituality

- Proposed gaming time limits for children have included 30 minutes for kids under 6 years of age, and no more than 60 minutes on school days and 2 hours on weekends for kids over 6 years of age.
- For very young children (toddlers and preschoolers):
 - Limit time per day to short amounts (i.e. 20 minutes) and interact with them while they are engaging in screentime as much as possible.
 - Provide an overall limit of time spent up to an hour per day.
 - Choose content that is interactive, allowing them to respond, swipe, and talk rather than sit passively.
 - Choose content that sends positive messages about growth, development and social interactions.

Apps for parental controls managing appropriate content and usage:

- Qustodio
- Bark
- Aura
- Google Family Link

Helpful Resources and References

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Dr. Tish Taylor is a licensed psychologist and author. She has a private practice in the Kansas City area specializing in clinical assessment and the mental health treatment of children and adolescents. She has authored *Parenting ADHD with Wisdom and Grace* and *Fostering Connection*. www.tishtaylor.com

Join SCCAP for the 2026 APA Convention!

August 6-8 | Washington, D.C.

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

This year's symposia, critical conversations, and skill-building sessions will focus on "Equipping Clinical Child and Adolescent Psychologists for Real World Success and Lifelong Practice." This theme builds upon SCCAP's vision of improving the mental health and resilient development of children, adolescents, and families while maintaining a strong commitment to diversity, equity, and inclusion.

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

August 6th:

- Using Lived Experience and Practical Strategies to Improve Youth Services by Tia Tyndal, Jacqueline Fuentes, and Vinisha Rana (4:00-5:00pm; Walter E. Washington Convention Center, Street Level, 152A)

August 7th:

- Discrepant Results in The Standards for Educational & Psychological Testing by Ye Tong, Stephen Sireci, Andres De Los Reyes, and Qiwei He (1:00-2:00pm; Walter E. Washington Convention Center, Street Level, 152B)
- Hidden Barriers, Unequal Care: How State Policies Impact Suicide Prevention by Carla C. Allan, Heather Kreth, and Stephen R. Gillaspay (2:30-3:30pm; Walter E. Washington Convention Center, Street Level, 101)

On August 7th, we will host the SCCAP Membership Meeting at 4 p.m. at the Walter E. Washington Convention Center in room 145B. This will be followed by our Social Hour in Independence Salon H at the Marriott Marquis Washington, DC (Level Four), from 5:30 p.m. to 6:30 p.m. We hope you will join us for an evening of connection and community. Be sure to check out [SCCAP-APA Brochure](#) for additional information about SCCAP programming and other activities.

We hope the programming we have planned provides opportunities to learn, network, and have fun! Follow us on X (@SCCAP53) for reminders about upcoming presentations and events. If you use social media, be sure to tag us using #SCCAPatAPA, #APA2026, and #SCCAP53.

For the most up-to-date information on session times and locations, please visit the official [SCCAP Program Website](#), as details may change prior to the convention. **We look forward to seeing you in Washington, DC!**

The Student View

By Sarah Kim, MS & Lauren Milgrim, MS
SCCAP Student Representatives

The SCCAP Student Development Committee (SDC) was formed in 2010 to provide students with opportunities to become involved in SCCAP's governing activities. The SDC is responsible for initiatives geared toward supporting student development at all stages in their professional development, from undergraduate training to postdoctoral and early career planning. We hope that you will take time to learn more about current SDC projects and take advantage of the opportunities and support that are available to students! We also welcome feedback regarding the resources or training opportunities that you would like to see more of!

What We've Been Up To

- **New Committee Members!** We onboarded 2 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, Nhi Hoang, Chris Balbo
 - Programming: Katie Moskowitz, Annika Quam, Will Morgan
 - Awards: Amanda Neal, Ainsley Patrick, Tom Harrison
- **Mentorship Committee:** Each summer the SDC Mentorship Program partners undergraduate and graduate students interested in careers in clinical child and adolescent psychology with graduate student and early career professionals in the field. This cycle, the mentorship committee aims 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:** Every summer, the SDC organizes an annual webinar focused on applying to clinical internships! Our upcoming internship webinar will be held on **July 29th at 7:00 – 8:30 PM EST** and includes a fantastic panel of professionals who will provide valuable feedback and perspectives on the internship process. The panel will include an Internship Training Director, a Clinical Director, an incoming intern, and a recently graduated intern. Registration information will be provided via email soon, and access to the recording will be posted on our website.
 - **SDC at APA:** We are excited to see students at APA in August! Please join us for the student meet-up on **Thursday (August 6, 2026) at 3:30 – 5:00pm** at **Liberty Salon J**, Marriott Marquis Washington, DC, Level Four. We hope to see you all at the Division 53 Poster sessions, membership meetings, and more!

- **Awards Committee:** Each year, the SDC selects up to eight undergraduate and graduate students as recipients of the **Student Achievement Awards**, in recognition of their research and clinical contributions to the field. The committee also selects up to six recipients of the **Professional Development Awards**, which are used to support student conference attendance and/or training opportunities. Please congratulate our 2026 winners! The next award cycle will occur **January 15th – February 21, 2027**. 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.

Help Shape the Future of SCCAP Membership

By **Nicole Lorenzo, PhD**
Membership Committee Chair

SCCAP is launching several new membership initiatives this year, and we are seeking **6–10 members to serve on a small planning group** that will help shape these efforts.

This group will provide input on member engagement, student and trainee outreach, and community-building initiatives. Members will have a direct role in helping determine priorities and future programming that strengthen our professional community.

Whether you're interested in sharing ideas, participating in a short-term project, or exploring future leadership opportunities within SCCAP, we'd love to hear from you.

Areas of Focus



Member Experience & Annual Survey

Help develop an annual member survey to better understand the needs and interests of SCCAP members. Findings from the survey will inform future SCCAP programming, resources, and benefits.



Student & Trainee Engagement

Help create sustainable pathways for graduate students and interns to connect with SCCAP and transition into professional membership.



Community Building & Networking

Help generate ideas for convention events, networking opportunities, virtual gatherings, and other strategies to strengthen member engagement.

What Is the Commitment?

For the initial planning phase, we anticipate:

- One virtual planning meeting this fall
- Approximately 1–2 hours per month, depending on your level of involvement
- Opportunities for both short-term participation and ongoing leadership

Interested?

Please complete our brief interest form by **August 15**: <https://forms.gle/yHW49WnVnu9fy7yGA>

The form should take less than two minutes to complete.

We welcome members at all career stages, including graduate students, trainees, early career psychologists, and seasoned professionals. Diverse perspectives are essential as we work to strengthen SCCAP membership and engagement.

Help us build a stronger, more connected SCCAP community. We hope you'll join us.

SCCAP Fellows Committee Update

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

APA/SCCAP Fellow status is a valued honor and recognizes outstanding contributions, with national impact, to Psychology overall and to SCCAP specifically.

It was a busy spring for the SCCAP Fellows Committee. I would like to thank the other committee members whose contributions are essential to this work: Rhonda C. Boyd, PhD and Jarrod Leffler, PhD, ABPP. We reviewed previous APA Fellows who were eligible for SCCAP Fellow status, and Initial Fellows who had not yet received fellow status in any APA division.

Six APA/SCCAP members who were already Fellows in other APA divisions were selected this year as SCCAP Fellows: Roberto Abreu, PhD, Julie Cerel, PhD, Meghan McAuliffe Lines, PhD, Sunnye Mayes, PhD, ABPP, Leo Wilton, PhD, and Wendy Ward, PhD, ABPP. Congratulations to this outstanding group of SCCAP Fellows!

For Initial Fellows, which are those who are not yet Fellows of any APA Division, the process includes a few more steps. First, the SCCAP Fellows Committee reviewed candidates and provided our endorsements. Second, these candidates were forwarded to the overall APA Fellows Committee for final review. Third, the candidates will be voted on by the APA Council of Representatives. Finally, the new APA Fellows will be announced at the APA Annual Convention in August. Stay tuned!

As Fellows Chair, I am excited to showcase some of our wonderful SCCAP Fellows and their contributions to our field. This month we introduce (or re-introduce to the many who know her and her stellar work) Dr. Jennifer L. Hughes, who became a Fellow on January 1, 2026.

Featured Fellow: Jennifer L. Hughes, PhD, MPH

Jennifer L. Hughes, PhD, MPH, is a Psychologist in Behavioral Health and Principal Investigator in the Center for Suicide Prevention and Research at Nationwide Children's Hospital and an Associate Professor in the Department of Psychiatry and Behavioral Health, College of Medicine, and the Division of Health Behavior and Health Promotion, College of Public Health, at The Ohio State University. Dr. Hughes is part of the Methods Core and multi-PI on two projects in the NIMH P50 Center for Accelerating Suicide Prevention in Real-world Settings (ASPIRES: PIs Jeff Bridge and Cynthia Fontanella), which aims to accelerate the development and use of effective interventions to reduce suicide in children and adolescents. Dr. Hughes is a co-developer of two evidence-based treatments, one for relapse prevention of depression

in children and adolescents (Relapse Prevention CBT; Kennard, Hughes, & Foxwell, 2016) and one utilizing family-based CBT for suicidal youth and their parents (SAFETY; Asarnow et al., 2015, 2017, 2021; Hughes & Asarnow, 2022).

Dr. Hughes has funding from the American Foundation for Suicide Prevention to adapt the parent component of SAFETY to a web-based tool for therapists to use with parents in outpatient therapy. The SAFETY intervention has also been implemented across Sweden as part of an RCT led by Dr. Johan Bjureberg. Dr. Hughes's work has also focused on universal suicide prevention in youth through a school-based mental health promotion and suicide prevention program called Youth Aware of Mental Health (YAM).

She is an international trainer for YAM, involved in dissemination efforts in the United States, Australia, England, and India. Dr. Hughes recently received a PCORI award to examine YAM and SOS Signs of Suicide in middle and high school students in 4 states. Dr. Hughes also leads current studies of yoga for adolescents with depression and sleep health interventions for middle and high school students. Dr. Hughes has received funding from organizations including the National Institutes of Mental Health (NIMH), the National Institute of Nursing Research (NINR), the National Center for Complementary and Integrative Health (NCCIH), the Patient-Centered Outcomes Research Institute (PCORI), and the American Foundation for Suicide Prevention (AFSP). Dr. Hughes values implementation science and dissemination work, training psychologists and clinicians in evidence-based practices for youth suicide prevention and depression. Dr. Hughes is a past Chair (2017-2018) of the Association for Behavioral and Cognitive Therapies (ABCT) Child and Adolescent Depression Special Interest Group (SIG) and has served as the Newsletter Editor (2017-2021), APA Convention Program Chair (2013-2015), and Member-at-Large for Science and Practice (2023-2026) for the American Psychological Association (APA) Division 53, Society for Clinical Child and Adolescent Psychology. Broadly, Dr. Hughes's research explores the efficacy and effectiveness of psychosocial treatments for building resilience, the prevention and treatment of youth depression, and addressing suicide in youth. For more information, please visit [Dr. Hughes' profile](#).

If you are interested in becoming an SCCAP Fellow, you are encouraged to apply! Applications for the 2027 cycle are not due until December 1, 2026, so you have time to prepare your materials. Please note that your APA dues must be up-to-date and membership in both APA and SCCAP must be current at the time of application. For information on requirements, please visit [the SCCAP website](#).

Distinguished Career Contributions to Science Award Winner: **Paul Frick, 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 2026 *Distinguished Career Contributions to Science Award* to **Paul Frick, PhD, ABPP**. Dr. Frick is currently the Roy Crumpler Memorial Chair, Director of Clinical Training, and Professor of Psychology at the Louisiana State University. Over the course of his career, Dr. Frick has made major contributions to the field of clinical child and adolescent psychology through science, training, service, and advocacy in juvenile justice policy.

Dr. Paul Frick is an internationally renowned clinical child and adolescent psychologist whose career has significantly advanced the science of youth conduct disorders. Dr. Frick has developed and validated assessments that integrate his decades of research integrating forensic research on psychopathic personality, developmental research on conscience development, and clinical research on conduct disorders. His research has improved assessments and interventions for antisocial and aggressive youth across settings.

With both federal and foundation funding, his research has shaped our understanding of callous-unemotional traits and how they are related to the etiology and severity of conduct problems and aggression. More recently, his work has sought to develop and validate evidence-based assessment and diagnostic tools for youth with limited prosocial emotions. He has published more than 300 scholarly articles, numerous books and manuals, and several highly cited and regularly used assessment inventories. For example, his Inventory of Callous-Unemotional Traits has been translated into 30 different languages and utilized in more than 700 published articles. His contributions have had a significant impact on the field and our understanding of conduct disorders. Notably, his research has informed the adoption of the limited prosocial emotions specifier in the DSM-5 and ICD-11 by the American Psychological Association and World Health Organization. He also was the recipient of Division 53's Bob Smith, Excellence in Psychological Assessment Award in 2021.

Beyond his groundbreaking research, Dr. Frick is a dedicated mentor who has guided countless undergraduate students and graduate students in their professional development as clinicians and researchers. He has also been a leader in his academic departments, serving as the Chair for 8 years for the Department of Psychology at the University of New Orleans and currently serving as the Director of Clinical Training at Louisiana State University. He also has served the broader field of clinical child and adolescent psychology through his work on numerous editorial boards of highly regarded journals and serving as editor-in-chief for both Division 53's Journal of Clinical Child and Adolescent Psychology and for Research in Child and Adolescent Psychopathology. Through his work with the John D. and Catherine T. MacArthur Models for Change in Juvenile Justice initiative, Dr. Frick has also worked to advance public policy that encourages a fair, effective, and evidence-based approach to juvenile justice policy.

Dr. Frick notes that the secret to a successful, fulfilling, and enjoyable career is to collaborate with amazing students and colleagues and to have the support and love of family at home, for which he views himself as being abundantly blessed. In reflecting on his career, he views mentoring, supporting, and encouraging students and junior colleagues as one of the most rewarding aspects. Also, he encourages academic psychologists to be engaged in both advancing science and in guiding the clinical and policy applications of it. He views his success in advancing clinical diagnosis, treatment, and public policy as due to it being guided by his basic research identifying the different developmental processes that can lead to serious behavior problems in children and adolescents and developing sound theoretical models to explain this. His optimism for the future is based on the many researchers around the world that are now developing novel treatments for children and adolescents with limited prosocial emotions who were once thought to "treatment resistant", simply because early treatments were developed without an adequate knowledge of their unique needs.

In summary, through his research, mentoring, advocacy, and public engagement, Dr. Frick exemplifies a career devoted to advancing clinical child and adolescent psychological science and its impact on society. Please join us in congratulating Dr. Frick on receiving SCCAP's *Distinguished Career Contributions to Science Award*.

Distinguished Career Award for Practice & Training Recipient: **Dean Coffey, PsyD, MS**

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 clinical service 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.

SCCAP is pleased to announce that **Dean Coffey, PsyD, MS**, is the 2026 winner of the Distinguished Career Award. Dr. Coffey has made a significant impact on children and families through his work to increase awareness, accessibility, and dissemination of the evidence-based *Incredible Years* program. Dr. Coffey completed his PsyD in the APA-accredited Clinical Psychology program at George Fox University. He completed his APA-accredited internship and a postdoctoral fellowship at Children's Hospital Los Angeles. He also holds an MS in Clinical, Biomedical, and Translational Investigations from USC. He currently is an Associate Professor of Pediatrics in the Keck School of Medicine at University of Southern California. Over his 20 years of experience since obtaining his PsyD, Dr. Coffey has worked in many roles (e.g., clinical psychologist, peer coach, supervisor, mentor, and program area leader) in the community behavioral health clinic at Children's Hospital Los Angeles.

In terms of promoting awareness and accessibility of evidence-based treatments (EBTs) for all youth and families, Dr. Coffey has amassed an exemplary record of outreach with pediatric clinics and underserved communities to further SCCAP's mission of both improving the quality of pediatric therapeutic interventions and making this quality care available to all children and families. He is well-versed in the specific challenges that inner city and predominantly Latino communities face. His EBT clinical practice has included a wide variety of diverse young children and their families. He has ensured that these children have access to the evidence-based *Incredible Years* program to improve the behavior of children with conduct problems and give caregivers the skills and confidence to build positive relationships with their children and overcome barriers to help change their children's behavior.

Dr. Coffey has demonstrated a strong commitment to disseminating EBTs to other practicing clinicians in his community. He is the Child & Family Area Lead at CHLA,

where he provides supervision to a large team of providers implementing EBTs to children aged 6-12 years old and their families. Furthermore, his research has examined the impact of implementing *Incredible Years* on pediatric health service utilization in pediatric behavioral health clinics. Dr. Coffey has consistently 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, we applaud Dr. Coffey for the substantial impact he has made on youth, families, behavioral health clinicians, and pediatric behavioral health clinics serving underserved youth and families. SCCAP heartily congratulates Dr. Coffey on his achievement and receipt of this prestigious award!

Richard “Dick” Abidin Early Career Award Winner: Amanda Sanchez, PhD

SCCAP is very pleased to present this year’s Richard “Dick” Abidin Early Career Award and Grant to Amanda Sanchez. The award honors Richard “Dick” Abidin, a longtime SCCAP member and treasurer, and recognizes an early career psychologist whose line of research has significantly contributed to our understanding of child and adolescent mental health. This award was developed to support recipients in extending their current program of research.

Dr. Sanchez is an Assistant Professor of Psychology at George Mason University, where her research focuses on improving access to, engagement in, and quality of mental health care for underserved youth and families, particularly youth of color and those from low-income backgrounds. A major focus of Dr. Sanchez’s recent work has been the development of the RESPECT Toolkit, a clinician resource designed to improve the cultural responsiveness of treatment for youth with anxiety and OCD. Her work has been supported by the National Institute of Mental Health and the International OCD Foundation.

As the Abidin Early Career Award winner, Dr. Sanchez will receive \$20,000 from SCCAP to support her research. She plans to use the funds for a pilot hybrid implementation–effectiveness study to evaluate whether integrating structured cultural assessment into community mental health improves youth engagement and outcomes. The study will also generate implementation strategies to sustain the use of cultural assessment on a broader scale. This work builds on Dr. Sanchez’s NIMH-funded R36 dissertation project and will be conducted in collaboration with community mental health partners. Findings from this research will increase our understanding for how cultural assessment can influence case conceptualization and treatment planning and whether there are subsequent benefits to therapeutic alliance, treatment engagement, and youth outcomes.

Dr. Sanchez has authored or co-authored over 40 articles and book chapters. Her work has been honored with multiple awards, and she was selected for participation in the SCCAP Leadership Education to Advance Diversity (LEAD) Institute as a graduate student. She earned her Ph.D. from Florida International University and completed her clinical internship at University of New Mexico Health Sciences Center.

R. Bob Smith, III Excellence in Psychological Assessment Award:

Cecil R. Reynolds, PhD, ABN, ABPdN

We are proud to announce that Dr. Cecil R. Reynolds has been selected as the recipient of the R. Bob Smith, III Excellence in Psychological Assessment Award, presented by the Society for Clinical Child and Adolescent Psychology (SCCAP).

Over a distinguished career spanning nearly five decades, Dr. Reynolds has made transformative contributions to the science and practice of psychological assessment. His work is marked by an unwavering commitment to empirical rigor, ethical practice, and cultural fairness, helping to shape contemporary standards for evidence-based evaluation.

Dr. Reynolds has authored or co-authored more than 50 widely used psychological assessment instruments that are integral to clinical, educational, and research settings worldwide. His contributions include the Behavior Assessment System for Children (BASC), the Reynolds Intellectual Assessment Scales (RIAS-2 and RIST-2), the Test of Memory and Learning (TOMAL-2), and the Revised Children's Manifest Anxiety Scale (RCMAS-2). A defining feature of his work is his emphasis on multi-method, multi-informant assessment, encouraging clinicians to integrate information from multiple sources rather than rely on a single score. This approach has become a cornerstone of best-practice assessment.

Beyond test development, Dr. Reynolds' extensive scholarship includes more than 300 peer-reviewed publications and over 50 books, significantly advancing understanding of test validity, reliability, and fairness across diverse populations. His work on test bias and cultural equity has been especially influential in ensuring that psychological assessments are applied in ways that are both scientifically sound and ethically responsible.

Today, his assessment tools are used to evaluate millions of children each year across the globe, supporting clinical diagnosis, educational planning, and intervention efforts. Please join us in celebrating Dr. Reynolds at the SCCAP Annual Conference and recognizing his extraordinary impact on the field.

Early Career Contributions to Diversity Science Award: **Henry A. Willis, PhD**

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

We are thrilled to announce that Henry A. Willis, PhD, is the recipient of the 2026 SCCAP Early Career Contributions to Diversity Science Award.

Dr. Willis is an Assistant Professor in the Clinical Psychology Program within the Department of Psychology at the University of Maryland, College Park, where he directs the **Cultural Resilience, Equity, and Technology (CREATE) Lab**. Dr. Willis has dedicated his research career to understanding and addressing the mental health needs of Black youth and other youth of color.

Dr. Willis has made significant scientific contributions to understanding how racism-related stressors, particularly in online and digital spaces, shape and influence the mental health and development of Black youth and other youth of color. His work has advanced the field's understanding of online racism as a social determinant of mental health, while also identifying culturally grounded protective factors that promote resilience. Importantly, he has translated these findings into innovative digital interventions designed in partnership with the communities they serve. Through interdisciplinary collaboration and community-engaged research, Dr. Willis has developed scalable, culturally responsive solutions that address longstanding disparities in access to mental health care.

Although Dr. Willis is early in his career, his research has already been recognized and funded through the Robert Wood Johnson Foundation, the National Institutes of Health, and other similar agencies. In addition to his scholarly contributions, he his research has helped to inform public policy through advocacy and legislative testimony. As a licensed clinical psychologist, Dr. Willis also provides community-based mental health services to diverse communities.

Dr. Willis's work exemplifies the transformative impact that diversity science can have on research, practice, and public policy. As part of this award, Dr. Willis received a \$5,000 honorarium. Please join us in recognizing Dr. Willis as the 2026 Early Career Contributions to Diversity Science Award recipient!

2026 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
Jean Pauline Serrano	University of California, Santa Barbara
Yvonne Kuo	University of Notre Dame
Jasmine Alli	Texas A&M University
Josh Yen-Ho Chou	University of Massachusetts Boston
Michelle Le	Virginia Tech
Jenny Shen	UCLA Semel Institute for Neuroscience and Human Behavior
Emily Bivins	Marquette University
Yuxin Yu	Louisiana State University
Chris Balbo	University of Hartford
Sherille Bosfield	Pennsylvania State University
Elizabeth Li	University of Kansas
Anushree Bhatia	University of Michigan
Robyn Douglas	Texas A&M University

Routh Award Winners

The Donald 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 recipients of the 2026 Routh Dissertation Grant!

Logan Smith, Temple University

Project Title: Bipolar Spectrum Disorders (BSDs) are Associated with Major Personal and Public Health Burdens

A variety of factors contribute to risk for bipolar spectrum disorders, which are associated with significant burdens to personal and public health. This dissertation is designed to integrate multiple risk factors using statistical methods to create profiles of risk and evaluate these profiles' utility for predicting bipolar symptoms. By determining how risk factors can be most usefully combined, individuals most at risk can be identified so that interventions can be delivered earlier, which can significantly improve long-term outcomes.

Diana Woodward, University of Southern California Los Angeles

Project Title: Developing and Pilot Testing a Self-Harm Assessment Training for Graduate Psychology Students: A Participatory Co-Design Approach

Despite the prevalence of self-harm among youth, clinicians often receive limited training in its assessment. Graduate training represents a critical window to build competencies. The purpose of this dissertation is to develop and pilot-test a stakeholder-informed assessment training for graduate psychology trainees using participatory co-design. Study 1 will use qualitative interviews to identify needs and barriers. Study 2 will involve co-design workshops to develop the curriculum. Study 3 will evaluate feasibility, acceptability, and changes in trainee self-efficacy, attitudes, and anxiety.

Cristina Nardini, Fordham University

Project Title: Daily Patterns of Intrapersonal and Interpersonal Emotion Regulation and the Role of Anxiety Among Adolescents

The purpose of this project is to develop and test an integrated framework of intrapersonal and interpersonal emotion regulation among adolescents with varying levels of anxiety. The proposed novel 10-day, online, intensive longitudinal design will capture near real-time emotional and regulatory experiences across key relationships in adolescents' increasingly complex social worlds. Advanced analytic approaches will

delineate dynamic patterns of intrapersonal and interpersonal emotion regulation across levels of anxiety, with the goal of clarifying early pathways of risk and informing personalized interventions for a leading mental health concern in adolescence.

Mariah Xu, University of Connecticut

Project Title: Mentalization in the Moment: Empathic Accuracy in Mother-Adolescent Dyads during a Video-Mediated Recall Task

Parent-child conflict has been identified as a risk factor for adolescent psychopathology. Mentalization, or mental state understanding, is central to navigating conflict interactions but challenging to operationalize. This dissertation integrates clinical theory with social cognition methodologies. Using a video-mediated recall paradigm, this study will investigate empathic accuracy in mother-adolescent dyads as a moment-to-moment manifestation of mentalization. This research will increase knowledge of how understanding and misunderstanding unfold in real time, and pinpoint dyadic empathic accuracy as a promising intervention target.

Honorable Mention:

Pooja Shankar, Binghamton University

Project Title: Difficulty Inhibiting Attention to Negative Stimuli as a Mechanism Linking Sleep Disruption and Risk for Depression in Adolescents

2026 Student Achievement Award Winners

We are delighted to announce the recipients of the 2026 Student Achievement Awards! This year, we received a high volume of extremely competitive applications, which reflects the amazing quality of work being done by SCCAP student members. Congratulations to our award recipients and thank you to all of the applicants for sharing your wonderful achievements and contributions to the field!

Kristina Lopez, University of California, Los Angeles

SDC Student Achievement Award - Undergraduate

Project Title: Barriers and Facilitators in Implementing Credible Messenger Mentoring

Kristina Lopez is a 4th year undergraduate student at the University of California, Los Angeles under the mentorship of Dr. Lauren C. Ng. In addition to her many manuscripts and poster presentations, Kristina has been awarded 2 research fellowships: the Keck Humanistic Inquiry Fellowship Award and the Undergraduate Research Scholars Program Award. These awards highlight Kristina's important contribution to psychology research and her impressive development of a broad variety of research skills at such an early stage of her academic journey. Through her work researching PTSD service utilization in Latiné families, her academic success, and her dedication to further investigating the intersectional needs of incarcerated youth experiencing trauma, Kristina shows immense promise as a student psychologist. Congratulations to Kristina on all of her accomplishments!

Margaret Redic, Washington University in St. Louis

SDC Student Achievement Award - Early-Stage Graduate

Project Title: Examining Associations Between the Timing of Maternal Depressive Symptoms, Parenting Behaviors, and Child Outcomes

Margaret Redic is a 3rd year doctoral student at Washington University in St. Louis under the mentorship of Dr. Deanna Barch. Margaret's research analyzes the many environmental and experiential factors that influence child socioemotional and neural development. Margaret's passion for research is highlighted by her numerous publications, presentations, and research awards she has received over her academic career. In fact, Margaret was awarded the National Science Foundation (NSF) Graduate Research Fellowships Program (GRFP) in 2023 and best overall presentation at Washington University's 2026 Graduate Research Symposium. While Margaret has excelled in her research ventures, she has also excelled in other areas of her graduate program as she was named a finalist for the Outstanding Assistant to the Instructor Award for the Psychological and Brain Sciences department. She also exhibits a strong dedication to diversity within psychology through her work with the NextGen Psych

Scholars Program (NPSP) and the Diversity Committee at Washington University. Congratulations to Margaret on all of her accomplishments!

Grace Woodard, University of Miami SDC Student Achievement Award - Late-Stage Graduate

This study involved a secondary data analysis that examined the effectiveness of audit and feedback in enhancing MBC fidelity and reach across four community mental health offices in Tennessee.

Grace Woodard is a 6th year doctoral student at the University of Miami under the mentorship of Dr. Amanda Jensen-Doss. She is completing her predoctoral internship at the University of Washington School of Medicine/Seattle Children's Hospital. Grace's research evaluates the factors that influence the fidelity of implementation of evidence-based practices in community clinics. In addition to her numerous publications, presentations, and research awards, Grace is the recipient of the Dean's Academic Year Dissertation Fellowship and has been awarded a NIMH-funded T32 postdoctoral fellowship to be completed at the University of Washington School of Medicine starting in August. Grace's success extends well beyond her research experience. Through her teaching, service on various professional and school committees, and mentorship of undergraduate students, she has demonstrated notable leadership qualities throughout all aspects of her graduate training. Congratulations to Grace on all of her accomplishments!

Sarah Sullivan, City University of New York Graduate Center Graduate Student Achievement Award in Clinical Practice

Sarah R. Sullivan, M.S. is a 5th year doctoral candidate in Clinical Psychology at the CUNY Graduate Center, where she works under the mentorship of Dr. Regina Miranda in the Laboratory for the Study of Youth Cognition and Suicide. Sarah has demonstrated a deep passion for clinical child psychology through her commitment to honoring cultural diversity in both her clinical practice and research. As part of her dissertation, bilingual (English/Spanish) clinical interviews are being conducted. She has also developed Spanish-language psychoeducational resources to better serve Spanish-speaking youth and families, including asylum seekers in her community, demonstrating her commitment to increasing access to culturally responsive services. Sarah's research focuses on suicide-related disclosure among adolescents, with her dissertation examining factors that influence whether youth disclose (or choose not to disclose) suicidal thoughts and behaviors prior to emergency department visits. Her work has been funded by the City University of New York's Equity and Social Justice Futures Initiative, and the Association for Behavioral and Cognitive Therapies. She is the recipient of the 2025 Early Career Award from the International Academy of Suicide Research and was named a 2025 Alies Muskin Career Development Leadership Program Fellow by the Anxiety & Depression Association of America.

Sarah has extensive clinical experience delivering evidence-based assessments and treatments to diverse clients ranging from young children to adults. She has completed her clinical training across settings, including outpatient CBT, therapeutic schools, neuropsychological assessment, and oncology. In addition to her accomplishments as a researcher and clinician, Sarah currently serves as Diversity Chair for the Society for a Science of Clinical Psychology. Sarah is also deeply invested in leadership and mentorship. As a Graduate Student Researcher within the Laboratory for the Study of Youth Cognition and Suicide, she directly supervises and guides undergraduate and masters-level research assistants. She also actively fosters professional pathways for underrepresented aspiring psychologists through her previous mentorship involvement with the *Psychin' Out* resource hub.

Looking forward to her next professional milestone, she will be completing her upcoming Pre-Doctoral Clinical Psychology Internship at the Stony Brook University Consortium Internship Program.

2026 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!

Jasmine Alli

Texas A&M University

Chris Balbo

University Of Hartford

Josh Yen-Ho Chou

University of California, Los Angeles

Emma Jenkins

University of Oregon

Emmet Klein

Abigail Wexner Research Institute, Nationwide Children's Hospital

Anjalee Parbhoo

University of Central Florida

Yuxin Yu

Louisiana State University

2026 SCCAP Student Poster Award Winners

If you are heading to the APA Convention this summer, please stop by and see our awesome poster award winners and all of our poster presenters! There is a lot of excellent science happening among our SCCAP student members. Be sure to congratulate the following students on their awards:

Hessun Chung, NYU

Best Trainee/Predocutorial Poster

Abbreviated COSS: Development of a Short Version of a Proven Measure of Youth Organizational Skills

Kristina Lopez, UCLA

Best Trainee/Predocutorial Poster

Barriers and Facilitators in Implementing Credible Messenger Mentoring

Emily Bivins, Marquette University

Research Advancing DEI Award

Cultural Strengths Moderate Mental Health Stigma in Parental Help-Seeking

Kassidy Bingle, University of Maryland

Innovative Research Award

Adolescents' Safety Behavior Profiles: Implications for Clinical Exposures

Acute, Intensive, & Residential Services SIG Update

By Elisabeth Frazier, PhD
AIRS Special Interest Group Chair

Welcome Summer!

The AIRS SIG is starting the summer with a big congratulations to our 2026 AIRS award winners! Thank you to everyone who submitted nominations and bravo to all of our awardees!

Alison Tebbett-Mock, Ph.D. has been selected as the recipient of the **2026 AIRS Distinguished Professional Contributions Award.**

This award recognizes Dr. Tebbett-Mock's significant efforts to promoting awareness, accessibility, and implementation of evidence-based mental health services within the area of acute, intensive, and/or residential services with youth. Dr. Tebbett-Mock is the Lead Psychologist at Northwell Health's Zucker Hillside Hospital and an Associate Professor of Psychiatry at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell. Dr. Tebbett-Mock has worked diligently throughout her career on a wide range of initiatives, including serving as the Dialectical Behavior Therapy (DBT) Team Lead for the acute-care adolescent psychiatric inpatient unit. Notably, this was one of the first adherent DBT inpatient programs for adolescents worldwide. In addition to Dr. Tebbett-Mock's dedication to the dissemination of evidence-based treatment with acute populations, she also works to be affirming, inclusive, and responsive to a wide range of patient needs. Dr. Tebbett-Mock is a sought-after speaker on DBT and inpatient care, as well an accomplished supervisor, mentor, and leader. Dr. Tebbett-Mock has been a champion and pioneer in the AIRS arena throughout her career.

Jennifer Wolff, Ph.D. has been selected as the recipient of the **2026 AIRS Distinguished Research Contributions Award.**

This award acknowledges Dr. Wolff's significant efforts in conducting and disseminating research within the area of acute, intensive, and/or residential services for pediatric populations. Dr. Wolff is a Professor and Clinician Educator in the Department of Psychiatry and Human Behavior at the Alpert Medical School of Brown University. Dr. Wolff also serves as a Staff Psychologist at Rhode Island Hospital, the Director of Pediatric Biopsychology Core at Bradley Hospital, and is a Consulting Psychologist for the Bradley Hospital Adolescent Inpatient Unit. Dr. Wolff has an extensive list of awards and accomplishments, making her extremely deserving of this recognition. This includes winning the Distinguished Professional Contributions to Applied Research Award from the American Psychological Association in 2023. Dr.

Wolff has over 100 peer-reviewed publications, with over 25 of these being specifically related to work on inpatient or intensive treatment services. She has contributed to more than 28 grants, holding many roles. Within this, she has disseminated her work locally, nationally, and internationally, while also working to develop the next generation of researchers by supervising numerous trainees. Dr. Wolff is the true demonstration of passion within the field of acute psychiatric care, dedicating her career to bettering these services through research findings.

Carl Waitz, Psy.D. has been selected as the recipient of the **2026 AIRS Distinguished Early Career Psychologist Contributions Award**.

This award acknowledges Dr. Waitz's significant efforts within the early stages of his career to grow and develop evidence-based and efficacious services within the area of acute, intensive, and/or residential services for pediatric populations. Since 2019, Dr. Waitz has served as an Attending Psychologist on the inpatient psychiatry services at Boston Children's Hospital. Throughout Dr. Waitz's early career, he has developed a particular expertise in the use of patient reported outcome measures within a psychiatric inpatient unit, as well as developing one of the first Dialectical Behavior Therapy skills-based groups within this service line. Dr. Waitz is also a dedicated trainer, having training over 100 staff members on Positive Behavioral Interventions and Supports. In addition to the aforementioned contributions, Dr. Waitz also has numerous publications related to this area of expertise and has been a Principal Investigator on a study examining outcome measures used in child and adolescent inpatient psychiatry. The AIRS SIG has been lucky to have Dr. Waitz on our executive board, serving as one of the Marketing and Membership Members at Large. Dr. Waitz is a true advocate for the AIRS community, and we believe he will continue these efforts as he progresses throughout his career.

Brianna Jurosic, Psy.D. from Eastern Kentucky University, has been selected as the recipient of the **2026 AIRS Distinguished Student Contributions Award**.

This award recognizes Ms. Jurosic's significant efforts in practice, research, and development within the field of child and adolescent acute psychology throughout her years of clinical training. Ms. Jurosic has a specific interest and focus on working with high-acuity populations. She demonstrates exemplar performance in working with pediatric patients in various settings of higher clinical acuity, including inpatient psychiatric care. She has developed an expertise within Dialectical Behavior Therapy (DBT) and Collaborative Assessment and Management of Suicidality (CAMS), both disseminating and implementing these evidence-based practices within her clinical work. She is truly passionate about working with patients who experience severe mental illness or suicidality. Ms. Jurosic has also engaged in research practices within this field, including leading professional presentations and lectures. Ms. Jurosic is dedicated to improving her knowledge and professional development, attending numerous specialized trainings and participating in various community service initiatives. With this, our board is also lucky to have Ms. Jurosic as one of the current Trainee Members-at-Large for the AIRS SIG. Throughout the past several years, Ms.

Jurosic's contribution to the field have been immense. Ms. Jurosic is dedicated to continuing her expertise in the treatment of pediatric acute presentations, and therefore, we believe she will be a wonderful addition to our community as her training continues.

Congratulations once again to all of our award winners! Your research and contributions to clinical practice highlights all of the incredible impacts AIRS SIG members make each and every day. Thank you for all that you do for your patients, trainees, colleagues, and the field of child psychology. You are very much appreciated!

Throughout the summer, we encourage you to keep a healthy work-life balance. If you find yourself looking for ways to stay busy this summer, here are some great options for work and play from our board members!

- Check out the ongoing AIRS early-career consultation groups via zoom, which are all announced in the listserv.
- Join us at APA in August!
- Keep your eye out for more AIRS Coffee Hours. We recently hosted discussions on conducting assessments in acute care settings in April and screening and treating problematic sexualized behaviors on acute care units in March. Do you have a topic you'd like to see discussed in a future coffee hour? Please reach out to Dr. Jennifer Hellmuth (Hellmuth@brownhealth.org) with your ideas.
- Get inspired by our board members and enjoy some of their favorite summer activities, including: reading a book at the beach, going swimming, roasting marshmallows by the firepit, camping and hiking, going on a road trip, and running through the sprinkler!

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

Bilingual Psychologists SIG Update

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

The Bilingual Psychologist Special Interest Group has hosted multiple virtual and in-person events throughout the year, which are designed to support networking, professional development, and collaboration. Topics covered in our most recent networking events included discussions on:

- Our bilingual resource Google Drive, which is available to our members
- Bilingual school psychology assessment terminology

We also hosted an in-person networking event in April 2026. Pictured below are our SIG Board Members Kelly Banneyer and Yufan Wang and some of our SIG members enjoying a Happy Hour event at a conference in Chicago. *Be sure to check for future announcements regarding other Happy Hour events around the US!*

Interested in joining the board?

Send us an email at DIV53BILINGUALSIG@lists.apa.org with your name, why you are interested in the position, and your CV.

Open Positions:

Co-Chair

- Outreach and liaison with other organizations to advocate for the interests of bilingual psychologists/trainees
- Co-lead executive board meetings and events
- Goal setting and yearly planning

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

Infant & Early Childhood SIG Update

By Miller Shivers, PhD
IEC Special Interest Group Co-Chair

The Infant and Early Childhood (IEC SIG) has several working committees, and we welcome new members, including students, who are interested in becoming involved with the IEC SIG.

In addition, after serving as co-chair for several years, Miller Shivers, PhD will be stepping aside at the end of the summer. The IEC SIG is **currently seeking a co-chair** to serve with Brooke Yancy Ward, PsyD.

Please contact mshivers@luriechildrens.org and blyanceyward@uams.edu if you are interested in learning more about member involvement with the IEC SIG and leadership opportunities.

The Summer Treatment Program SIG Updates

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

Summer is Here!

Summer Treatment Programs (STPs) across the country are busy launching another exciting season of programming. If you are interested in learning more about STPs and connecting with colleagues who are experiencing the magic of summer programming, we invite you to join us!

STP SIG Updates

We are excited to share that we have established an annual STP Special Interest Group (SIG) gathering at the annual ADHD SIG meeting during the Association for Behavioral and Cognitive Therapies (ABCT) convention. This year's meeting will take place in Baltimore. Following our gathering last year, we officially launched quarterly STP SIG calls and have held two meetings thus far. These calls have provided a wonderful opportunity to build camaraderie among current and former STP professionals, share stories about the joys and challenges of summer programming, and exchange knowledge and resources that support the successful implementation of STPs. Connecting with fellow STPers in this forum has been both energizing and inspiring.

Join the STP SIG

The primary goal of the STP SIG is to provide a professional community that supports clinicians, researchers, students, trainees, and administrators involved in the successful implementation of Summer Treatment Programs.

We invite you to join our listserv and participate in ongoing conversations about emerging and promising practices that can strengthen STPs by:

- Increasing access to evidence-based services
- Promoting equity, diversity, and inclusion
- Enhancing training experiences for the next generation of child mental health professionals
- Incorporating family and stakeholder feedback into program development and intervention strategies
- Sharing resources, innovations, and lessons learned across programs

As we often say, **an STP takes a village—and we are here for you.**

We hope you will join us as we continue to connect professionals across the country and around the world through a program that has changed so many lives, including our own. We welcome your feedback, questions, comments, and insights about STPs.

Together, let's continue to advance Summer Treatment Programs and honor the enduring legacy of William E. Pelham Jr.

Introducing the Exposure-Based Interventions and Treatments (EXIT) SIG

By Elizabeth Vickery, PhD & Regine Galanti, PhD
Co-Chairs, EXIT SIG

The Exposure-based Interventions and Treatments (EXIT) SIG was formed in March 2026 and is led by co-chairs Elizabeth Vickery, Ph.D. and Regine Galanti, Ph.D. The SIG focuses on clinical application of exposures with children and adolescents across a range of diagnoses. Our total membership currently stands at approximately 105 exposure-enthusiasts from varied settings. Our initial poll (with a 52% response rate) indicated that EXIT has members from varied settings: 41% research/academic, 37% private practice, 8% pediatric clinics, 8% partial hospitalization/intensive outpatient, and 6% acute inpatient.

The EXIT SIG will offer engaging and supportive programming year-round on a monthly basis, with an emphasis on imparting practical clinical skills to improve clinicians' and patients' experiences of exposures. Topics suggested thus far by EXIT members are exciting and intriguing. Areas of interests include formulating effective hierarchies (especially when content is mainly obsessional), involving parents and families in exposure-based interventions, engaging patients with complex comorbidities such as autism spectrum disorder, and maintaining motivation and momentum for the duration of treatment, among many others!

Please join us for our inaugural in-person SIG meeting at the APA convention in August or reach out on our listserv if you have an interest in facilitating an upcoming program. Keep an eye out for announcements about topic-based Coffee Hours or unique Popcorn Presentations, where you'll hear five minutes' worth of the best tips and tricks from ten different exposure experts in only one hours' time!

If you're not yet a member of the EXIT SIG, we'd love for you to join us...simply log in to the SCAAP website and sign up on our webpage here [Exposure-based Interventions and Treatments \(EXIT\) Special Interest Group – SCCAP Division 53](#).

If you have questions about EXIT, please reach out to [Elizabeth Vickery, PhD](#) or to [Regine Galati, PhD](#).

