

AWARDS

Anthony Pantaleno Is School Psychologist of the Year

BY KAREN O'BRIEN

The Awards Committee is pleased to announce that Dr. Anthony Pantaleno is the NASP 2013 School Psychologist of the Year. The School Psychologist of the Year Award recognizes excellence in the provision of school psychological services by a field-based practitioner.

Dr. Pantaleno is employed by Elwood Public Schools in Greenlawn, New York. He is receiving this award because his practice for 35 years has exemplified services in the areas of systems-level prevention and intervention, mental health, consultation and collaboration, diversity, building relationships, and advocacy.

Tony is well known for his leadership in implementing systems-level mental health initiatives. It all began in October 1986 when a school dance was planned, but few students were buying tickets. Why, we might wonder? Because elsewhere in the community a keg party was scheduled for the same day and young people across the area would attend. The high school principal set up a community meeting to discuss the problem of teenage drinking. During the community meeting, students from the high school asked questions about why the high school did not have any type of peer helping program to help students with the multitude of issues that arise in teen years. Thus began Tony's long-term involvement with the Natural Helpers program at John Glenn High School. Shortly after the community meeting, a training retreat was held for selected students and staff members who would be implementing Natural Helpers. Tony has been a lead trainer for the high schools on Long Island for 18 years. He strongly believes that "Natural



Anthony Pantaleno receives NASP School Psychologist of the Year Award from NASP President Amy Smith.

Helpers is *the* single best antibullying initiative for high school students ever!"

With the inclusion model of special education students on the horizon, Tony was asked to pilot a program to apply social-emotional learning strategies to students with disabilities. In 2004, Dr. Pantaleno teamed with Peter Yarrow (of the music trio Peter, Paul, and Mary) and his Don't Laugh at Me campaign to decrease bullying and create more accepting environments within schools. Tony taught high school students to deliver the lessons to second and fourth graders across the district. The program was aptly named Operation Respect. Another aspect of this program involved after school and weekend events

for typical and disabled students alike, thus giving disabled students social opportunities they might not otherwise experience with nondisabled peers. He is now developing mindfulness-based stress reduction practices for students and colleagues. After returning from the NASP convention, Tony began organizing his colleagues to participate in the NASP PREPaRE crisis intervention team workshop and has had an overwhelming response. So he does not seem to be slowing down, as there is always work to be done!

Tony's long time friend and colleague John Kelly writes:

It is difficult to capture the essence of what Tony brings to his work on a daily basis. He is often a man possessed by simply doing what is good and just for others. Although his work with mindfulness techniques and their applications with the schools are relatively recent initiatives, the foundation for this work lies within the core of Tony. Best captured by a Buddhist philosophy of leading a moral life, being mindful and aware of your thoughts and actions, and developing wisdom and understanding, Tony views every individual as a worthy life and strives to help others develop in their own unique way. Whether it be a student, colleague, intern, or parent, Tony is invariably described as one of the most compassionate individuals ever encountered.

The Awards Committee congratulates Tony and all of these outstanding school psychologists on their accomplishments and service to students, families, and schools!

KAREN O'BRIEN, NCSPP, is chair of the NASP Awards Committee.

Sylvia A. Rosenfield: NASP 2013 Lifetime Achievement Award Recipient

BY LESLIE Z. PAIGE

When I called Dr. Sylvia Rosenfield to inform her that she was the recipient of the 2013 NASP Lifetime Achievement Award, she was surprised. "This is so unexpected!" she said, adding, "I am honored beyond belief!"

I was startled by her reaction, because of her long-term leadership and significant contributions to our profession. Her name is synonymous with the instructional consultation model that helped to transform the practice of school psychology from emphasizing diagnostic assessment to focusing on indirect interventions. She has helped our profession to be well prepared for multitiered instructional services. Her work, or reference to it, is commonly included in graduate program syllabi. Dr. Rosenfield's contributions have been described by colleagues as "inspirational," "transformational," and "significant in defining our profession and guiding what school psychology has become."

Perhaps her surprise is best explained by one of her colleagues, who described her as "... a supportive and soft-spoken unsung hero of the profession of school psychology." Dr. Rosenfield has been an important member of the school psychology commu-



Sylvia Rosenfield accepts the NASP Lifetime Achievement Award.

nity for over 40 years, as student, practitioner, and university trainer. Her accomplishments are a testament to her dedication, professionalism, and her relationships with her students, school districts, colleagues, and leaders in the field.

After completing her undergraduate degree at Cornell University and master's in speech pathology and audiology at the University of Illinois, she received her doctoral degree in school psychology at the University of Wisconsin. She began her professional career as a practicing school psychologist in the Madison (WI) schools. From the beginning of her professional work in the schools, she viewed the domain of consultation and collaboration as essential to school psychology practice.

Moving to New York City, she joined the faculty of the urban school psychology program at Fordham University, where she instituted a bilingual school psychology program and developed a strong interest in urban school issues. At Fordham, she also began her work on consultation and problem-solving teams, working with schools in Connecticut and New York. As stated by one of her colleagues, "She led the school psychology program at Fordham to be a national model of training."

Based on her teaching and school experiences, she wrote *Instructional Consultation* (1987), now a recognized school consultation model. During her brief time at Temple University, she worked with school districts on Project Link, a precursor to Instructional Consultation Teams. Now a professor emerita, Dr. Rosenfield joined the school psychology program at the University of Maryland in 1990. During her tenure there, she, Todd Gravois, and their students and colleagues created the Lab for IC Teams, which developed, implemented, and researched Instructional Consultation Teams, a model now in place in multiple schools across the nation.

She has published, typically with colleagues and students, multiple chapters and articles plus four books on topics related to consultation and school psychology practice. Over the years, she has collaborated with graduate students, school districts, state education departments, professional organizations and agencies, including the National Education Association, to advance training, practice, and research in this domain.

In addition to impacting the profession, Dr. Rosenfield's students are known for