

SCHOOL PSYCHOLOGY CONNECTIONS

Quarterly Publication of the Alabama Association of School Psychologists

Summer



IN THIS EDITION:



- Professional Development
- Article - Math Anxiety
- Re-training in School Psychology

July 19-20 - School Psych Strand at Mega Conference, Mobile, AL

September 7@11:30am - Virtual Lunch n Learn

October 12 @11:30 - Virtual Lunch n Learn

November 6-8 - AASP Fall Conference, Marriott 280-3590 Grandview Parkway, Birmingham, AL (hotel code:)

Speakers Include: *Dr Samuel Ortiz, Robert Hudson, Celeste Malone, and more... Awards Luncheon...Poster Presentations...CEUs...AASP T-shirt*

RE-TRAIN AS A SCHOOL PSYCHOLOGIST

Alabama-certified school psychometrists can earn an EdS degree in School Psychology in UAB's innovative online program. UAB's School Psychology program stresses the expanded role of the school psychologist beyond testing for special education. You will take courses that focus on consultation, interdisciplinary collaboration, crisis intervention, group and behavioral intervention. Students progress through an online part-time sequential program of study. They are actively involved in field experiences, beginning in the first weeks of their enrollment and culminating in a comprehensive internship. UAB's program is committed to recruiting, admitting, and retaining student applicants who broaden the cultural, ethnic, gender, linguistic, racial, and socioeconomic diversity of the program. We also provide training experiences that enrich our student's awareness and understanding of diversity and enhance their ability to advocate for positive change in schools.

UAB aspires to produce school psychologists who advocate for and facilitate positive change for the children, families, and institutions they serve by employing the best available scientific evidence and the most effective interpersonal and collaborative skills. Application deadline - July 15th.

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THE **GPR COMMITTEE** IS CURRENTLY SEEKING A CO-CHAIR PLEASE EMAIL CORCORAN@UAB.EDU IF INTERESTED IN SERVING ON THIS IMPORTANT COMMITTEE

NEWSLETTER COMMITTEE - WE PLAN TO PUT OUT THIS NEWSLETTER QUARTERLY AND WE NEED HELP. IF INTERESTED, PLEASE CONTACT STEPHANIE CORCORAN AT CORCORAN@UAB.EDU.

ETHICS COMMITTEE - HELP SERVE AS AN ADVISOR AND RESOURCE FOR ETHICAL ISSUES. IF INTERESTED, CONTACT ALISTAFFORD1@GMAIL.COM

REGION 7 REP - CURRENTLY VACANT - IF INTERESTED CONTACT CORCORAN@UAB.EDU

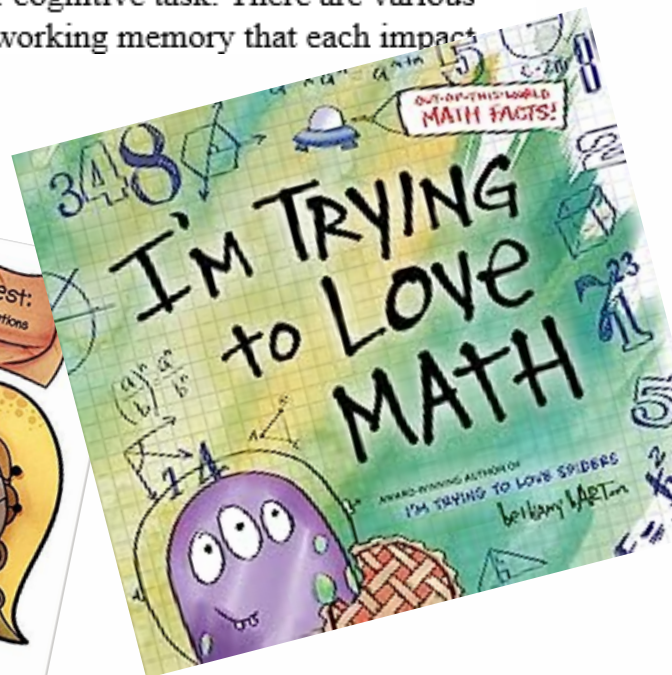
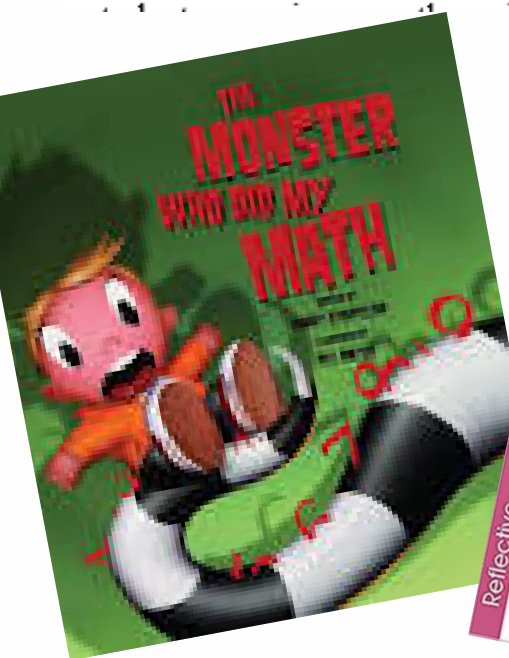


Math Anxiety: Early Identification and Intervention

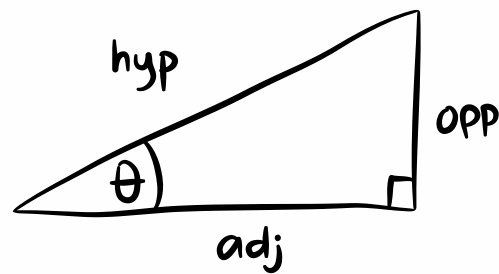
Stephanie Corcoran, University of Alabama at Birmingham, USA

With the passing of the Alabama Numeracy Act, educators are becoming more interested in how to identify and address the needs of lower performing students in math. One primary contributor to math difficulties has been linked to math anxiety which refers to an emotional state characterized by negative feelings, tension, apprehension, and/or fear that interferes with math performance in school and in everyday life endeavors (Dietrich et al., 2015). Researchers estimate that 17% of all

math performance) and somatic reactions (e.g., tummy aches, sweaty palms, rapid heart-beat, headaches). Behavioral and cognitive neuroscience results speak to the cognitive aspects of math anxiety and suggest that regulating the feelings of anxiety demands resources in the same brain networks critical to effectively controlling working memory (Ochsner & Gross, 2005). Working memory is a system for the temporary holding and manipulation of information during the performance of a particular cognitive task. There are various types of working memory that each impact



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



$$\sin(\theta) = \frac{\text{opp}}{\text{hyp}}$$

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