

Todd Savage Chosen to Lead NASP *By Charles Deupree*

The 2014 NASP elections are complete, and the membership has chosen Todd Savage, PhD, NCSP, as the president-elect for the 2014-2015 year and president starting July 1, 2015.

Todd has worked professionally in Kentucky, New Mexico, and Wisconsin, where he is currently a graduate educator at the University of Wisconsin- River Falls. He teaches courses in diversity and inclusion, consultation, assessment, advocacy and public policy, research, and crisis prevention and intervention. He has coauthored numerous publications related to culturally responsive practice; lesbian, gay, bisexual, and transgender student issues; and school crisis prevention and intervention matters. He is a PREPaRE trainer and has cofacilitated numerous PREPaRE workshops.

Todd has served NASP in a variety of roles, including state delegate, regional representative, workgroup chair and cochair, and program manager. His biographical statement notes that “through these positions, he has garnered much insight into the operations of NASP as well as a deepened purview of the field.” In his first election response to the membership, Todd stated, “The NASP president should be connected to school psychologists at all levels, from students to early career professionals, from seasoned practitioners to retirees.” His professional experience would indicate that he has a wide range of experience that will help him stay connected to the membership. Todd is excited to continue serving on the Executive Council but this time with the new title of president-elect of NASP.

Terry Molony is School Psychologist of the Year *By Karen O'Brien*

The Awards Committee is pleased to announce that Terry Molony, PsyD, NCSP, is NASP's 2014 School Psychologist of the Year. The School Psychologist of the Year Award recognizes excellence in the provision of school psychological services by a fieldbased practitioner.

Terry Molony has been a school psychologist in Cherry Hill, New Jersey, for 13 years. Terry earned her bachelor's degree from the University of Notre Dame where she majored in psychology, and a Masters of Social Work degree from the University of Iowa. She began her career as a social worker in behavioral health care. Later, as a licensed clinical social worker, she worked in private practice and began consulting in schools, where she found her niche. As a lifelong learner, Terry went back to school to earn an EdS from Rowan University and then earned a doctoral degree in school psychology at the Philadelphia College of Osteopathic Medicine.

Terry loves being a school psychologist and cherishes the opportunity to enhance the lives of children. Her colleagues in Cherry Hill describe her as a true advocate for students who facilitates an atmosphere of collaboration among parents and teachers to address a child's unique needs in order to maximize student achievement and mental well-being. She provides presentations to teachers and parents, holds lunch clubs for students and teachers, and works with district leaders to enhance their school systems. Terry wrote a successful grant proposal and has been instrumental in starting a positive behavioral support system that has been fully functional for the last 8 years. She wrote a proposal to help the district complete an RTI needs assessment to determine needed training. After taking some training at a NASP convention, Terry provided inservice training to schools that changed how her district assesses and provides instruction and intervention in reading.

Terry is well known for her use of positive psychology principles in her life and promotes them in her practice. Initially, she developed a presentation entitled “Optimistic Teacher/Optimistic Classroom” to present to teachers and school psychologists. In the summer of 2004, when she learned that Dr. Martin Seligman, the author of *The Optimistic Child* and *Authentic Happiness*, was to be the keynote speaker at the 2005 NASP convention, the idea of the NASP Book Conversation was born. Terry led this first book conversation with Dr. Seligman and has been organizing and leading them ever since.

Five years ago, Terry developed learning modules to teach upper elementary school students about the principles of positive psychology, thus starting an ongoing positive psychology club. This has become a popular club at her schools during fifth grade lunch, and parents have remarked about the concepts their children are teaching them about positive psychology!

Not only does Terry work full time in her school district, but she also finds the time to be an adjunct professor at the Philadelphia School of Osteopathic Medicine in the School and Clinical Psychology programs, where she teaches and provides instruction to practicum- and intern-level students. She also mentors undergraduate students from Rutgers University who are considering careers in school psychology and related fields and provides them a variety of observational, child-focused, and system-level activities.

Maurice Elias, professor of psychology at Rutgers University, says, “I can't adequately convey what happens to students when they work with Dr. Molony. The closest I can get is to say they become transformed and take on a positive psychology glow and become deep and strong advocates for the field of school psychology. Generous in time and spirit, patient yet action-oriented, highly ethical, gracious and supportive, and extremely energetic, Terry has touched many lives in many positive ways.”

In 2009, Terry and her principal, Dr. Kwame Morton, represented NASP at a Capitol Hill briefing during School Psychology Awareness Week on the topic of “Bringing Out the Best in Students and Schools.” During his testimony, Dr. Morton stated how lucky he was as a principal because Terry is “a school psychologist who exceeds all expectations. Through Terry's work, our school culture and climate is very caring, warm, and trusting; our faculty has a tremendous resource to help work through problems and bring out the best in our students; and our students are learning to apply their strengths to their school experience—and are enjoying doing it.”

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