

Terry Gutkin:

Terry Gutkin received his Ph.D. from the APA (American Psychological Association) approved School Psychology Program (1st in the nation) at the University of Texas – Austin in 1975. Following an internship with the Austin Independent School District, Terry joined the faculty in the Department of Educational Psychology at the University of Nebraska-Lincoln (UNL) and secured his license to practice psychology. He remained at UNL for 26 years, serving as the Director of their School Psychology Program for most of that time. In addition to securing APA accreditation for the UNL program (11th in the nation), he led it to a ranking as the 3rd strongest school psychology program in the nation according to US News & World Report. In 2001, Terry joined the faculty in the Department of Counseling at San Francisco State University, serving as the department Chair for 3 years before returning to his primary passion, ... teaching. Over the course of his career, Terry has published nearly 100 journal articles, presented 100 scholarly presentations at numerous national scholarly conferences, has written numerous book chapters and a number of books. He was awarded Fellow status in the APA Division of School Psychology, the Division of Educational Psychology, and the Society of Clinical Child and Adolescent Psychology. Terry was also awarded Fellow status from the Association for Psychological Science. Terry has served as co-editor for 4 editions of *The Handbook of School Psychology*, considered by many to be the seminal reference work of this field, the Editor of *School Psychology Quarterly* (the official journal of the Division of School Psychology of the APA), and the Founding Editor of *Computers in Human Behavior*, an interdisciplinary scholarly journal investigating the interface between the social sciences and computer technology. Terry currently serves on numerous editorial boards for scholarly journals, and received both the Lightner Witmar (early career achievement award) and the Senior Scientist Award from the Division of School Psychology. Terry's primary scholarly, clinical, and teaching interests revolve around school-based consultation, ecological approaches to human behavior, classroom interventions, prevention, and alternative service delivery models for counselors and psychologists.