



Asian American and Pacific Islander Heritage Month

Recognizing Leaders in Psychology

It is important to recognize the incredibly rich and diverse contributions of the AAPI community in our psychological history. The Trainers of School Psychologists' Social Justice Committee are excited to share our educational flyer in recognition of Asian American Pacific Islander (AAPI) Heritage Month. We encourage trainers to share this document with colleagues, current and prospective students, and school and organizational partners. This flyer includes early influential AAPI leaders in psychology and contemporary leaders in the field of school psychology.

In 1972, Drs. Stanley and Derald Wing Sue co-founded the Asian American Psychological Association (AAPA). They are presented first, and then followed by scholars in the order they appear on the AAPA website (<https://aapaonline.org/about/history/>). For contemporary school psychology leaders, Dr. Sam Song is recognized as the first Asian American national school psychology association president, and then followed by scholars in the order they appear on the APA Division 16 Committee on Ethnic Minority Affairs' (CEMA's) National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology website (<https://apadivision16.org/cema-directory/>).

As noted in the *School Psychology Unified Call for Deeper Understanding, Solidarity, and Action to Eradicate Anti-AAPI Racism and Violence* (Truong et al., in press):

The contributions of the AAPI community are too great to enumerate herein and unfortunately, it is a sad fact that we have very few P-12 curricula on Asian Americans. Our country's educational system works to bolster the power of white supremacy, so we must be intentional in examining who is, and who is not, represented in the history we teach our students.

California and Connecticut have recently become the first states to require ethnic studies for high school students, but we have a long way to go as a country. We encourage all educators to deepen their knowledge of Asian Americans and events in U.S. history as a long-overdue starting point to enriching curricula and celebrating the countless achievements and national heroes within the AAPI community.

Early AAPI Leaders in Psychology



STANLEY SUE, PHD

Dr. Stanley Sue is the son of Chinese immigrants and received his Ph.D. from the University of California Los Angeles in Psychology. Dr. Sue founded the Asian American Psychological Association with his brother, Dr. Derald Sue, in 1972. His work emphasizes the complications experienced by minority groups and presents guidelines for accurately providing suitable mental health services to these groups. He is currently a professor of psychology at Palo Alto University, where he also is the director of the Center for Excellence in Diversity. Learn more about Dr. Stanley Sue [here](#).

DERALD WING SUE, PHD

Dr. Derald Wing Sue is the son of Chinese immigrants and received his Ph.D. in Counseling Psychology from the University of Oregon. He is the most cited Multicultural Scholar with more than 150 publications. Dr. Sue, along with his brother and fellow psychologist, Dr. Stanley Sue, worked to emphasize the importance of understanding the culture of Asian-Americans and Pacific Islanders, making sure that they too received attention and mental health services. In 1972, Sue co-founded the Asian American Psychological Association (AAPA) with his brother Stanley Sue. Learn more about Dr. Derald Wing Sue [here](#).



RICHARD SUINN, PHD

Dr. Richard Suinn was one of the early chairpersons of the American Psychological Association's Board of Ethnic Minority Affairs (BEMA) and served as the first Asian American elected member of the APA Board of Directors. In 1995, Dr. Suinn was appointed chairperson of APA's Committee for Ethnic Minority Recruitment, Retention, and Training (CEMRRAT). In 1999, Dr. Suinn was also the first Asian American psychologist in the 103-year history of the APA to serve as President of APA. Learn more about Dr. Suinn [here](#).

ALICE CHANG, PHD

Dr. Alice F. Chang served on APA's BEMA, the Committee on Ethnic Minority Affairs (CEMA), the Committee of Structure and Function, and other APA governance groups. She is also the first ethnic minority woman member of the American Psychological Association Board of Directors and recently is a nominee for APA President-elect. Learn more about Dr. Chang [here](#).



REIKO TRUE, PHD

Dr. Reiko True received her Ph.D. from the California School of Professional Psychology in Berkeley, California. She played an active role in the creation of the Asian American Community Mental Health Program, located in Oakland, California. After becoming the first female director of Mental Health, Substance Abuse, and Forensic Services, she was able to emphasize the importance of creating multicultural focused programs and also generating programs for women with children. Learn more about Dr. True [here](#).

FREDERICK LEONG, PHD

Dr. Frederick Leong is a professor of psychology and psychiatry at Michigan State University and director of the Consortium for Multicultural Psychology Research. He is the founding editor of the Asian American Journal of Psychology and the associate editor of the Archives of Scientific Psychology. Dr. Leong is the past president of multiple APA divisions, the Asian American Psychological Association, and the Division of Counseling Psychology of the International Association of Applied Psychology. He is the recipient of numerous awards, including the APA Award for Distinguished Contributions to the International Advancement of Psychology, the Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology, the Distinguished Contributions to Research Award, and the APA Minority Fellowship Program's Dalmas Taylor Distinguished Contributions Award. He has also been awarded the Lifetime Achievement Award from the Asian American Psychological Association and the APA Award for Distinguished Service to Psychological Science. Learn more about Dr. Leong [here](#).



Contemporary Leaders in School Psychology



SAMUEL SONG, PHD

Dr. Song received his PhD at the University of Nebraska-Lincoln in School Psychology. He currently directs the School Psychology program in the College of Education at the University of Nevada, Las Vegas. His research is on culturally-responsible school mental health promotion (school culture, bullying, restorative justice), social justice professional identity, and social justice in school psychology. He is the recipient of the Jean Baker Mid-Career Service/Practice Award and is on the editorial board of the major journals in school psychology. He is the first Asian American leader in several national school psychology organizations: Diversity Affairs Chair of the Student Affiliates of School Psychologists (SASP; Division 16 of APA), President of Division 16 of the American Psychological Association (APA) and the Trainers of School Psychologists (TSP), and Chair of the Council of Directors of School Psychologists (CDSPP). His Division 16 Presidential Initiative for 2021 is Anti-Racism Action and he has led the inaugural launch of the Anti-Racism Action Grants program, Outstanding Commitment to Anti-Racism in School Psychology Awards, and the School Psychology Anti-Racism Unconference: Uprooting School Psychology. Learn more about Dr. Song [here](#).

PRERNA ARORA, PHD

Dr. Arora's research focuses on issues of access and quality of care for underserved youth and adolescents. In particular, Dr. Arora's research focuses on identifying risk and protective factors in the development of depressive disorders among ethnic minority immigrant youth; barriers to help-seeking among ethnic minority immigrant youth and families; and developing and implementing culturally-informed school and community-based prevention and intervention programming for youth internalizing disorders. Dr. Arora's work is grounded in a participatory action research approach and incorporates the use of mixed methodology. She also has additional lines of research in international school-based research efforts and behavioral health integration in pediatric primary care. Learn more about Dr. Arora [here](#).





STACY BENDER, PHD, NCSP

Dr. Bender is an Assistant Professor of School Psychology at the University of Massachusetts Boston. Dr. Bender is Asian American and her research focuses on improving the social-emotional/behavioral needs of marginalized students through behavior screening and intervention, and supporting diverse family engagement practices. Her research also investigates the implementation of mindfulness-based interventions for families and students in schools. Learn more about Dr. Bender [here](#).

STEPHANIE D’COSTA, PHD

Dr. Stephanie D’Costa is an assistant professor of school psychology at California State University, Monterey Bay. She identifies as a South Asian, cis-gender woman. She engages in community-based research that empowers culturally and linguistically diverse children and families. Her research focuses on a) critically exploring the impact of oppressive forces on minoritized youth and b) building culturally sustaining practices in academics, behaviors and mental health for k-12 students. She is also a licensed clinical psychologist with a specialty in trauma-informed practices. Learn more about Dr. D’Costa [here](#).



CHIEH LI, EDD, NCSP

Dr. Li is an Associate Professor in the School Psychology Programs at Northeastern University. She received her EdD from the University of Massachusetts-Amherst and is a licensed psychologist and nationally certified school psychologist. Dr. Li does research on multicultural psychology, including the roles that culture plays in cognition, problem-solving, health, and resilience, as well as culturally responsive interventions. She has also been exploring the impact of meditation on stress reduction and overall wellbeing. As a bilingual psychologist, she writes on bilingual and bicultural issues in the fields of school and counseling psychology. Her work has been presented at over one hundred national and international conferences to date. She has authored 79 publications (in English and Chinese). Dr. Li applies her multicultural knowledge to serve the communities. She has served as the chair of the CDSPP and the CDSPP practicum taskforce, Co-Chair of the NASP bilingual-interest-group leadership team, and on the editorial board of numerous School Psychology journals (SPR, JEPC, SPTP) Learn more about Dr. Li [here](#).

SHEREEN NASER, PHD

Dr. Naser's main research interests include helping to build school capacity to address the varying needs of students struggling behaviorally and emotionally. She is primarily interested in building these systems in a way that supports ethnically, racially, and linguistically diverse students and families both in the U.S. and abroad. Dr. Naser's work is done through a child-rights lens, where children are considered important participants in the school and community decision making processes. Dr. Naser is Arab American, and grew up in Austin, Texas. She completed her doctorate in School Psychology from Tulane University in New Orleans, LA and is currently an assistant professor at Cleveland State University. Learn more about Dr. Naser [here](#).

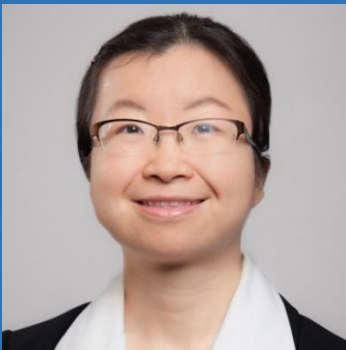


ANDY PHAM, PHD, NCSP

Dr. Pham is an Associate Professor of the School Psychology Program at the School of Education and Human Development at Florida International University and identifies as Vietnamese American. Dr. Pham teaches graduate courses on intellectual and academic assessment, educational psychology, and child neuropsychology, as well as undergraduate courses on measurement and evaluation in the classroom for pre-service teachers. Dr. Pham's research interests include examining neurocognitive (e.g., working memory, attention) and sociocultural variables (e.g., acculturation, parent perceptions of disorders and treatment) that affect academic and mental health outcomes of children, adolescents, and diverse populations. He aims to reduce ethnic disparities in mental health and education by determining risk and protective factors in minority youth and families. Dr. Pham currently serves as Associate Editor of APA Division 16's *The School Psychologist*, and was guest co-editor of the *Journal of Educational and Psychological Consultation*. Learn more about Dr. Pham [here](#).

DEVADRITA (TANYA) TALAPATRA, PHD

Dr. Talapatra is an Assistant Professor of School Psychology at the University of Denver. As an Indian-American scholar, she is committed to producing work that is socially just and increases the power of missing voices. Dr. Talapatra's research focuses on: Enhancing post-school outcomes for students with ID through the development of academic and adaptive school curricula, and graduate training of school psychologists to increase their presence in services for marginalized populations. Dr Talapatra is the Co-Editor of *School Psychology Teaching and Pedagogy* and a board member for TSP and the D16 Early Career Workgroup. Learn more about Dr. Talapatra [here](#).



CIXAN WANG, PHD

Dr. Wang is an assistant professor of School Psychology in the College of Education at the University of Maryland, College Park (Department of Counseling, Higher Education, and Special Education). Her research seeks to: (1) better understand different factors contributing to bullying/ victimization and mental health difficulties, including individual, family, school, and cultural factors; (2) develop effective prevention and intervention techniques to decrease bullying and promote mental health among students, especially among culturally and linguistically diverse (CLD) students. Learn more about Dr. Wang [here](#).

JINA YOON, PHD, NCSP

Dr. Yoon is a Professor in Department of Disability and Psychoeducational Studies at the University of Arizona and a Faculty Chair of the School Psychology program. Dr. Yoon is Korean American and her research focuses on emotional and social development of children and adolescents and on school environment as an important developmental context, with a special emphasis on early intervention and prevention. Based on the conceptualization that teachers and classroom processes serve as critical socializing experiences, Dr. Yoon's research topics include the role of teachers in peer victimization, positive school climate and student-teacher relationships, and students' relationship qualities and academic engagement. Dr. Yoon is also interested in identifying ways to develop and strengthen anti-bullying attitudes in the existing learning activities and goals in schools. Learn more about Dr. Yoon [here](#).





AKANE ZUSHO, PHD

Dr. Zusho's research interests focus on the intersection of culture, achievement motivation, and self-regulation. The overarching goal is to develop informed, less prescriptive, culturally sensitive theories of motivation and self-regulated learning that take into consideration the academic and motivational processes of students of color. With Dr. Rhonda Bondie, she is currently working on developing a motivationally-supportive professional development program on differentiated instruction called All Learners Learning Everyday. Learn more about Dr. Zusho [here](#).

Additional Resources

- APA's Office on Ethnic Minority Affairs Featured Psychologists: <https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists?tab=2>
- The Asian American Psychological Association: <https://aapaonline.org/about/history/>
- APA Division 16 Committee on Ethnic Minority Affairs: <https://apadivision16.org/apa-division-16-committee-on-ethnic-minority-affairs/>
- Trainers of School Psychologists' Race & Diversity resource page: <https://tsp.wildapricot.org/Race-&-Diversity>

References

- APA Division 16 Committee on Ethnic Minority Affairs. National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology. <https://apadivision16.org/cema-directory/>
- Leong, Frederick T. L.; Okazaki, Sumie (2009). History of Asian American psychology. *Cultural Diversity and Ethnic Minority Psychology*. Vol 15(4), 352-362.
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- Truong, D., Tanaka, M., Cooper, J. M., Song, S., Talapatra, D., Arora, P., Fenning, P., McKenney, E., Williams, S., Stratton-Gadke, K., Jimerson, S., Pandes-Carter, L., Hulac, D., & Vazquez, E. (in press). School Psychology Unified Call for Deeper Understanding, Solidarity, and Action to Eradicate Anti-AAAPI Racism and Violence.

For more information about this project and to share your feedback, please visit:

https://yeshiva.co1.qualtrics.com/jfe/form/SV_4SBpTHmJacxMFGC