



## ABOUT THE EDITORS

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**Nicholas J. Long, PhD**, graduated in 1958 from the University of Michigan, where he was Dr. William Morse's graduate assistant. Dr. Long held leadership positions in psychiatric research hospitals, schools, mental health centers, and universities, and continues to contribute to the knowledge base in special education and mental health. He is professor emeritus at American University. Throughout his career, he has worked directly with troubled students, serving as a model for his graduate students. Dr. Long has published major works in special education and psychology, and developed and directed the Rose School, the first interagency treatment program for seriously emotionally disturbed students who were excluded from the DC public schools. In 1988, Dr. Long cofounded the Life Space Crisis Intervention (LSCI) Institute in order to train professionals in effective strength-based approaches to working with troubled students. Today, there are 27 national training sites. Dr. Long's work has been published in several languages, and professionals on four continents have benefited from his insights into the minds and hearts of troubled and troubling children and adolescents.

**Frank A. Fecser, PhD**, is the chief executive officer of Positive Education Program (PEP), a multiservice special education and mental health program serving more than 3,000 troubled children, youths, and families throughout greater Cleveland. During his career, Dr. Fecser has held a number of direct service and administrative positions, including classroom teacher, case manager, building administrator, quality assurance director, and CEO. He has provided numerous LSCI training institutes and has served as a national consultant to many programs in the United States. He has authored articles and monographs on positive approaches to working with troubled and troubling children and adolescents. He cofounded the Life Space Crisis Intervention Institute and co-produced the LSCI video series with Dr. Nicholas J. Long.

**William C. Morse, PhD**, taught at the University of Michigan for 31 years. During his distinguished career, he wrote seven major textbooks and received numerous national awards, including the Council for Exceptional Children's highest professional honor, The Wallin Award, for his ingenious teaching and dynamic leadership. He is credited as the founder of the humanistic psychoeducational theory in special education, the originator of the crisis teacher concept, and the director of the first interdisciplinary clinical training program for special educators, psychologists, and social workers at the University of Michigan's Fresh Air Camp. He died in 2008.

**Ruth G. Newman, PhD**, had a distinguished career for 40 years in the fields of education and psychology. After receiving her PhD in 1956 from the University of Maryland, she had major leadership roles at the Washington School of Psychiatry, the National Institutes of Health, and numerous children's centers in the Washington, DC, area as well as the William Alanson White Institute in New York. She was a recognized and vocal advocate for emotionally disturbed and troubled youths and taught at both American University and the University of Maryland at Baltimore. She authored a number of articles and books on education and troubled youths, including *Psychological Consultation in the Schools* (Basic Books, 1967) and *Groups in Schools* (Simon and Schuster, 1974). She died in 1996.

**Jody E. Long, PhD**, received her BS and MA from Indiana University and her PhD in counseling psychology from American University in 1984. As the wife and partner of Dr. Nicholas J. Long, she participated in the inception of Life Space Crisis Intervention and serves as an LSCI board member. She coauthored *The Angry Smile*. Dr. Long's experience in special education includes teaching, coordinating a master's program at American University, and working as a psychologist in the District of Columbia Public School System. She has worked on boards for the Maryland Symphony Orchestra and the Washington County Museum of Fine Arts, and enjoys her avocations in the area of interior design and as a lecturer on Renaissance art. Jody and Nicholas have five children and six grandchildren.