

School Psychology Times

University of Florida School Psychology Program 2013-2014

Editor: Elizabeth Kenney

Director's Column Dr. John Kranzler

The EdS and PhD programs in school psychology at the University of Florida have long been accredited by the Florida Department of Education and approved as "Nationally Recognized" programs by the Council for Accreditation of Educator Preparation (CAEP) – formerly known as the National Council for Accreditation of Teacher Education (NCATE) – through the National Association of School Psychologists (NASP). The PhD program is also accredited by the American Psychological Association (APA), which only accredits doctoral programs that prepare students for the practice of professional psychology. The EdS program was first approved by NASP in 1987 and the PhD program was first accredited by APA and approved by NASP in 1997.

Accreditation is the "Good Housekeeping Seal of Approval" for training programs in the field of psychology. Accreditation notifies the public that a training program meets the predetermined criteria and standards established by a professional accrediting agency. Accreditation is not simply a status, however; it is also a process. As a process, accreditation reflects the fact that the program is committed to the practice of self-study to continuously seek ways to improve the quality of education and training. Maintaining concurrent accreditation by the state of Florida and two national organizations – as well as meeting standards set by the Southern Association of Colleges and Schools (SACS), which accredits the University of Florida as a whole – is no easy task, in part because the criteria and standards for each is somewhat different, but also because the external peer-review process requires a great deal of documentation.

For example, the PhD program is currently undergoing re-accreditation. The process began in May, 2013 with the submission of a 666-page self-study, which provided documentation on virtually every aspect of the program, including the following: training goals, objectives and practices; student, faculty and financial resources; program policies and procedures; competencies students are expected to obtain; outcome data demonstrating achievement of these competencies; and data-based decision-making for program improvement. Following review of the self-study by the Commission on Accreditation (COA) of APA, a team of professional colleagues came to UF to conduct an on-site review of the program in December. The site-visit went very smoothly, as anticipated, and we are currently waiting for their preliminary written report. Particular strengths noted by the team were the quality and diversity of our students, the excellence of our practicum placements and field supervision, and our extensive use of data-based decision-making to enhance training. No glaring weaknesses were noted, although there is always room for improvement for any program. The final report and decision on re-accreditation will be made by the COA, probably around May, 2014. The PhD program was last re-accredited in 2007 and given 7 years before needing to undergo re-accreditation, the longest possible timeframe granted to doctoral programs. We are hoping for a similar outcome this year.

On behalf of the faculty of the School Psychology Program, I'd like to thank all of our students, field supervisors, affiliate and contributing faculty, and administrators not only for your involvement in the site-visit, but also for your commitment and contributions to the Program. To borrow from Harry Potter, we are only as strong as we are united – and we are strong indeed. Go Gators!

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Dr. John Kranzler

Dr. John Kranzler is the Program Director and a professor who joined the faculty at UF in 1990 after receiving his Ph.D. in School Psychology from the University of California, Berkeley. He has taught classes in school psychology, learning and cognition, the theory of intelligence, psycho-educational assessment, statistics, and individual differences. His major area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.



Recent Publications

- Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (in press). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools*.
- Floyd, R. G., Reynolds, M. R., Farmer, R. L., & Kranzler, J. H. (in press). Are the general factors from different child and adolescent intelligence tests the same? Results from a five-sample, six-test analysis. *School Psychology Review*.
- Peters, C. D., Kranzler, J. H., Algina, J., Smith, S. W., & Daunic, A. P. (in press). Examining teacher variables that may predict mean-group differences on behavior rating scales. *Psychology in the Schools*.
- Kranzler, J. H., & Floyd, R. G. (2013). Assessing intelligence in children and adolescents: A practical guide. Guilford: New York.
- Floyd, R. G., & Kranzler, J. H. (2013). The role of intelligence testing in understanding students' academic problems. R. Brown-Chidsey & K. Andren (Eds.), *Assessment for intervention* (2ed) (pp. 229-252). New York: Guilford.
- Grapin, S. L., Kranzler, J. H., Daley, M. L. (2013). Normative assessment of the research productivity and scholarly impact of faculty in APA-accredited school psychology programs: 2005-2009. *Psychology in the Schools*, 50, 87-101

Dr. Kranzler is also an associate editor of the Journal of International Education and School Psychology

Dr. Diana Joyce



Dr. Joyce's research interests include social-emotional assessment and multi-tiered systems of support (MTSS) services for behavioral and mental health disorders. Her focus is on school-based applications of direct service.

Current Grants

Waldron, N. & Joyce, D. Co-Principal Investigators. Transforming Inquiry and Educational Practice Through Response-to-Intervention (Project TIER) is designed to provide a doctoral specialization for school psychology in response-to-intervention (RtI) implementation. \$800,000. August 2009-August 2014. USDOE

Recent Publications

- Joyce, D. (in press). Broad measures of behavior, social, and emotional functioning. In J. M. Sattler & R. D. Hodge (Eds.). *Assessment of children: Behavioral, social and clinical foundations* (6th ed.). San Diego, CA: Sattler Publishing.
- Saklofske, D., Joyce, D. K., Sulkowski, M. L., & . Climie, E., (2013). Models for the personality assessment of children and adolescents. In D. H. Saklofske, C. Reynolds, & V. L. Schwane (Eds.), *The Oxford handbook of child psychological Assessment* (pp. 348-365). New York: Oxford University Press.
- Sulkowski, M., & Joyce, D. (2012). School psychology goes to college: The emerging role of school psychology in college communities. *Psychology in the Schools*, 49(8), 809-815.
- Joyce, D., & Grapin, S. (2012). School psychologists' role in facilitating successful postsecondary transitions for students with disabilities. *Communiqué*, 41(3), 1-22.

Recent Conference Presentations

- Joyce, D., Parekh, N., Poitevien, C., Toledano, S., & Waldron, N. (2013). *Enhancing Applied Cognitive-Behavioral Counseling Skills for School Psychologists*. Workshop presented at the National Association of School Psychologists Conference, Seattle, WA.
- Joyce, D., Flores, C., Parekh, N., & Waldron, N. (October, 2012). *Tier II-III Effective Applied Counseling Techniques for School Psychologists*. CEU Workshop Presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Joyce, D., Nortey, A., Parekh, N., Poitevien, C., & Waldron, N. (October 2012). *The Effectiveness of Behavioral Screening Measures/Data in Predicting Intervention Needs*. CEU Workshop Presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL

Dr. Tina Smith-Bonahue

Dr. Tina Smith-Bonahue is an associate professor in the School of Special Education, School Psychology and Early Childhood Studies (SESPECS). She teaches courses in direct interventions in school psychology and assessment and evaluation in the Unified ProTeach Early Childhood program. Her primary research interests include aggression and challenging behaviors in early childhood, intervention for challenging behaviors, and teacher beliefs regarding children with special needs. She is interested in improving classroom quality in pre-kindergarten and providing professional development for early childhood educators.



Current Grants

Project Faculty, Florida Master Teachers Initiative. I-3 Grant from the US Department of Education. \$5,000,000 over 5 years, in Year 4

Recent Publications

- Smith-Bonahue, T., Harman, J., & Smith, S. (in press). "I Won't Be Your Friend if You Don't!" Preventing Relational Aggression in Preschool Classrooms. *Young Children*.
- Smith, S., Pereira, J., Socarras, K., Bodurtha, K., Davis, E., & Smith-Bonahue, T. (2012). Preparing to Play: A Qualitative Study of Graduate Students¹ Reflections on Learning Play Therapy in an Elementary School. *International Journal of Play Therapy*.
- Smith-Bonahue, T. (2013). Intervention. In S.R. Hooper & W. Umansky (Eds.). *Young Children with Special Needs*, (418-461). Upper Saddle River, NJ: Pearson.

Recent Conference Presentations

- Smith, T., Smith-Bonahue, T., Wechsler, M., & Golan, S. *Innovative, systemic professional development: Working together to improve school quality in a diverse urban school district*. National Association for the Education of Young Children, Washington, DC. (November, 2013).
- Conroy, M., Abrams, L., Sutherland, K., Smith-Bonahue, T., Wilson, R., & Daley, M., Garner, K., Sulsona, C., Miller, J., Kranzler, J., & Driscoll, D. (2013). *Genotype/phenotype comparisons of cognitive ability and academic achievement profiles of individuals with Prader-Willi syndrome*. Paper presented at the Annual Conference of the Prader-Willi Syndrome Association. Orlando, FL.
- Moore, S., Smith-Bonahue, T., & Tiplady, K. (2013, October). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the Florida Association of School Psychologists, Orlando, FL.
- Moore, S., Smith-Bonahue, T., & Tiplady, K. (2014, February). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Dr. Nancy Waldron



Dr. Nancy Waldron teaches courses in consultation, academic assessment/intervention, and cultural diversity. Her research interests include the inclusion of students with disabilities in general education, contextual factors effecting implementation of multi-tiered systems of support, school improvement and systems change, and school psychology accreditation and credentialing. She serves as the Associate Director and Graduate Coordinator for SESPECS.

Current Grants

Waldron, N., & Joyce, D. Co-Principal Investigators. Project TIER - Transforming Inquiry and Educational Practice Through Response-to-Intervention – is designed to provide a doctoral specialization for school psychologists in RtI implementation and research. Award: \$800,000. 2009-2014.

Recent Publications

McKenney, E., Waldron, N., & Conroy, M. (2013). The effects of training and performance feedback during behavioral consultation on general education middle school teachers' integrity to functional analysis procedures. *Journal of Educational and Psychological Consultation*, 23(1), 63-85.

McLeskey, J., Waldron, N., & Redd, L. (in press). A case study of a highly effective, inclusive elementary school. *Journal of Special Education*.

McLeskey, J. Waldron, N.L., Spooner, F., & Algozzine, B. (in press). *Handbook of effective inclusive schools: Research and practice*. New York: Routledge Press

Waldron, N., Coleman, J., & McLeskey, J. (in press). How are data systems used in inclusive schools? In J. McLeskey, N.L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive schools: Research and practice*. New York: Routledge Press.

Recent Conference Presentations

Coleman, J., Wallace, J., Waldron, N., & Joyce, D. (2013). Teacher and school leadership perspectives on secondary RtI. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Grapin, S., Waldron, N., & Joyce, D. (2013). Investigating reading achievement over multiple phases of RtI implementation. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

McLeskey, J., & Waldron, N. (2013). Whole school reform & students with disabilities: Improving low-performing schools for all students. Roundtable session at the OSEP Project Directors' Conference, Washington, DC.

Nortey, A., Coleman, J., & Waldron, N. (2013). The effects of multiyear tiered reading intervention. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Waldron, N., Coleman, J., Kort, T., Wallace, J., & Joyce, D. (2013). High school RtI: Enhancing data systems and student outcomes. A workshop presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Waldron, N., & McLeskey, J. (2013). Effective and inclusive: An elementary school case study. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Dr. Connie Weber-Sorice

Dr. Sorice is in her 33rd year with Volusia County Schools, serving as a school psychologist for two elementary schools and one middle school. She has experiences working in children from Pre-K through high school. She also served as the Coordinator of School Psychological Services in Volusia County for 8 years. She has also served as a supervisor for a UF intern.



Courses Taught

SPS 6707- Direct Interventions II Cognitive Behavioral Interventions for School Psychologists

SPS 6937: Introduction to Psychoeducational Assessment.

SPS6708: Interventions in School Psychology III: System Level Interventions for Children and Youth

SPS 6193: Academic Assessment & Intervention for Students With Diverse Learning Needs

SPS 6052: Issues and Problems in School Psychology

Dr. Marcia Wiesel-Leary

Dr. Leary is currently the lead school psychologist in the School District of Alachua County and she continues to be the psychologist for low incident populations in the county. She is also in charge of some charter schools in the district. In addition to teaching school psychology courses, Dr. Leary has served on school psychology students' doctoral supervisory committees.

Courses Taught

EEX 6936 Applied Behavior Analysis

SPS 6410 Direct Interventions I: Applied Behavior Analysis

SPS 6707 Interventions II: Cognitive Behavioral Intervention

SPS6052 Issues and Problems in School Psychology

Recent Conference Presentations

Claypool, Aldrich, Stopka, Delisle, Huq, Wiesel-Leary, & Goodman (2013). *How physical activity affects cognitive functioning in young adults with intellectual disabilities*. Poster presented at the National Consortium for Physical Education for Individuals with Disabilities, Washington, DC.

Dr. Julie Ellis

Dr. Ellis is a graduate of our program and is in private clinical practice with Fundamental Therapy Solutions in Gainesville. In addition to teaching courses, she also serves as a practicum supervisor.

Courses Taught

SPS6941 Practicum in School Psychology
SPS6945 Advanced Practicum in School Psychology



Dr. Chris Raye

Dr. Raye is a nationally certified school psychologist and licensed psychologist who graduated from our program with his PhD in 2006. In addition to teaching courses here, he is an Associate Professor of Psychology at Santa Fe College. He works with the UF Disability Resource Center (UF DRC), PK Yonge Developmental Research School, and within a private practice wherein he provides sport psychology consultation to college and high school athletes and teams. In his spare time, he coaches boys soccer at a local high school. Dr. Raye serves as a practicum supervisor for students in their advanced practicum within the UF DRC as well as students with practicum placements at PK Yonge.



Courses

SPS 6941 Practicum in School Psychology
SPS 6193 Academic Assessment and Interventions for Diverse Learners

Recent Conference Presentations

Goen, A., & Raye, C. M. (2013). *Postsecondary psychoeducational evaluations and transitions from high school*. Presentation at the annual convention of the National Association of School Psychologists, Seattle, WA.

Dr. Elayne Colón



Dr. Colón is a licensed psychologist who graduated from our program in 2005. She serves as the Director of Assessment and Accreditation for the College of Education (COE) at the University of Florida, a full-time, twelve month position. She coordinates activities within the unit necessary for maintaining national accreditation for 52 degree programs and state-approved status for 18 professional certification programs housed within the COE and the Colleges of Agriculture and Life Sciences and Fine Arts. She assists with satisfying national, state, and university reporting requirements for unit and program approval by facilitating day-to-day operations related to assessment and accreditation and participating in state and national meetings. She has also served on specialist and doctoral supervisory committees for school psychology students.

Courses Taught

SPS 6052: Issues and Problems In School Psychology

Current Grants

Florida Department of Education, Revision of Initial and Continued Approval Standards Guidelines, April - June, 2013, Amount Awarded: \$45,000

Recent Publications

Emihovich, C., Dana, T., Vernetson, T., & Colón, E. (2011). Changing standards, changing needs: The gauntlet of teacher education reform. In P.M. Earley, D.G. Imig, & N.M. Michelli (Eds.), *Teacher Education Policy in the United States* (pp. 47-75). New York: Routledge.

Recent Conference Presentations

Colón, E., Dana, T., and Vernetson, T. (2013, October). Revision of Initial and Continued Approval-Standard Guidelines for Initial Teacher Preparation. Presented at the fall meeting of the Florida Association for Colleges of Teacher Education, Estero, FL.(invited)

Colón, E., and Colvin, S. (2013, February). What Matters Most: Lessons Learned Through Analysis of Student Learning Gains Produced by Teacher Education Program Graduates. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.

Colvin, S., & Colón, E. (2012, October). Using Value Added Measures to Assess First Year Teachers and Preparation Programs: Lessons Learned. Presented at the annual meeting of the Florida Association of Teacher Educators, Jacksonville, FL.

Smith-Bonahue, T. & Colón, E. (2012, August). Developing a Community of Practice Through an Online Internship Seminar. Presented at the annual meeting of the American Psychological Association, Orlando, FL

PK Yonge Developmental Research School

Practicum Placement: School Psychology Students in Action

A number of our students are placed at P. K. Yonge Developmental Research School (DRS) each year for practicum. P. K. Yonge is affiliated with the University of Florida, and the school is identified as a special public school district in the state of Florida. As a developmental research school, P. K. Yonge works closely with students and faculty in the College of Education to develop innovative solutions to educational concerns in the state and to share successful instructional programs with other school districts. P. K. Yonge serves a diverse group of students in grades K-12. While many identify P. K. Yonge as a “unique” or “non-traditional” school, the needs of the students are consistent with the needs of students in traditional school settings.



"The last year and a half at P. K. has been amazing. I have been challenged by the supervisors, but also supported by P. K. staff and faculty. They have access to resources and implement empirically based practices. I can bring the knowledge that I have gained to other schools...to improve the quality of education for their students." **Christopher P.**

As such, under the supervision of Dr. Joyce and Dr. Waldron, practicum students from the School Psychology Program are afforded a range of opportunities and experiences. Typical experiences include: conducting classroom observations and teacher, parent, and student interviews; administering cognitive, academic, and behavioral assessments; designing and implementing academic and behavioral interventions; providing group and/or individual counseling; and consulting with classroom teachers regarding effective approaches to supporting students.

Additionally, advanced practicum students have worked closely with Dr. Joyce and Dr. Waldron in collaborative efforts with school administrators and other student service professionals to implement effective systems-level practices that impact a larger number of students. Finally, practicum students frequently engage in peer supervision and mentorship, which serves as an additional source of support.

"P. K. Yonge affords its practicum students the opportunity to experience the impact of cutting-edge educational innovations firsthand. P. K. Yonge's combined focus on educational practice and research coupled with its commitment to diversity and unique, university-based resources make it an excellent learning environment for school psychology graduate students." **Olivia S.**

Written By: Janise Coleman

The First-Year Cohort!



Top Row (from left to right):

Lee Purvis, Anna Schrack, Brittany Thomas,
Katie Marsh, Brian Zabowski

Bottom Row (from left to right):

Pamela Mendoza, Alyssa Scafidi, Brittany Ubaldini,
Elizabeth Kenney, and Elizabeth Klinepeter

Meet The First Year Cohort!

With two members named Elizabeth and two named Brittany, with hometowns ranging from Mexico to Pennsylvania to South Florida, and with eight females and two males, who really makes up the first year cohort?

My name is Lee Purvis and I am a doctoral student at UF. I enjoy karaoke, bowling, spending time with friends and family, and walking to relieve stress

Anna Schrack: I'm from the small town of Blairsville, PA, but have been living in Tampa, FL for the past seven years. I have two wonderful cats: Luna, who loves going on walks with her leash, and Puppy, who is clearly a dog trapped in a cat's body. They, along with my fiancé, bring me so much joy every day. I currently live in Wildwood and commute the hour drive to UF. Some of my passions are the Steelers, baking, reading, and my family.

My name is Brittany Thomas. I grew up in Fort Lauderdale but spent four years of my life cruising the Caribbean. I have two undergraduate degrees from Florida State University and hope to eventually work in Tennessee near my family. I can't wait to move to colder weather but I also really enjoy traveling.

Katie Marsh: I am from Ocean Ridge, Florida. I enjoy movies, cooking, and working out when I am not in school. I hope to get back into swimming when it warms up in the Spring.

Hi, my name is Brian Zaboski. I'm originally from Pennsylvania, but I lived in Boston— where it actually IS cold— for a year before moving to Florida. My hobbies include reading, playing piano, and going for long walks by myself in my apartment.

Hi all, my name is Pamela Mendoza and St. Augustine is my hometown. I am very happy to have chosen this career path because I'm passionate about school psychology and working with children! Some of my hobbies include spending time with family and friends, music, and dancing.

My name is Alyssa Scafidi and I am originally from Naples, Florida and did my undergraduate schooling at UCF in Orlando. Some of my hobbies include spending time with friends and family, going to the beach, and dancing. I love to dance and have been dancing since I was 4 years old!

Hi my name is Brittany Ubaldini. I'm originally from Clearwater, Florida and did my undergraduate work in Psychology at Florida Gulf Coast University. I enjoy being in shape and my favorite pastime is working out and lifting weights. I'm a nanny and have always loved working with kids. Additionally, I enjoy hanging out with friends and always keeping things interesting. I don't take myself very seriously and am often goofing off and/or being sarcastic. Overall, I enjoy working hard and playing hard.

Hello everyone! My name is Elizabeth Kenney and I am from North Palm Beach, Florida (near West Palm Beach). I am a die-hard Gator fan and I received two undergraduate degrees here at UF as well. I enjoy reading, spending time with my family and friends, going on vacations, and working with children. Also, I am completing the Disney "Dopey Challenge" in January 2014 which is 48.6 miles in 4 days. Go Gators!

Hi everyone! My name is Elizabeth Klinepeter. I am originally from Jacksonville, FL, but did my undergrad at the University of Notre Dame. A few things I love most in life: all things Fighting Irish, spending time with friends and family, running/cycling/swimming (yet I somehow have never done a triathlon), drinking coffee, traveling, and pretending I know how to cook.

School Psychology Graduate Student Association (SPGSA)

The School Psychology Graduate Student Association (SPGSA) is a student-run organization designed to represent and serve the interests of students in our program. There are six elected SPGSA officers (Natasha Parekh, Brittany Werch, Chris Poitevien, Kris Kraul, Kaitlyn Tiplady, and Lauren Palma) who organize and host events and represent students in program faculty meetings. SPGSA has been busy with a variety of activities this year, and is looking forward to becoming even more involved in the spring!

In terms of social events, we kicked off the year with the orientation luncheon. After the luncheon, SPGSA hosted a pool party and potluck at Natasha's apartment complex. Many

students attended and brought their special dishes. It was a great opportunity for new students to meet current and older students in the program! Midway through the semester, we hosted a social event at Splitz, a bowling alley in Gainesville, where SPGSA got their own private bowling lanes along with food and beverages. This offered time for students to take a break from their crazy semesters and wind down with a fun activity for everyone. SPGSA also decided to give back to the community by meeting at Dr. Smith-Bonahue's house and making brown paper bag lunches for the homeless in downtown Gainesville. We made about 50 lunches and all were handed out within minutes. Afterwards, the crew enjoyed brunch at a Latin

restaurant downtown.

Although it's been a busy year for all of us, SPGSA has a few goals for improvement in the spring. First, we'd like to organize more community service activities like we did this semester. We'd like to further our connection with the community by helping to make a difference in Gainesville. If you have an idea or suggestion for a community service activity, please let us know! Additionally, we'd like to host more social events throughout the semester, such as happy hours, bowling, and potlucks. We'd love for all of the current students to get to know each other better, so we hope to provide many opportunities to make that happen!

Written By:
Natasha Parekh
(SPGSA President)

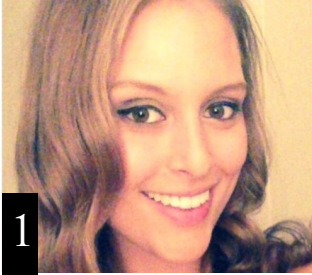


Answer Key
(for the next page):
1=B 2=A 3=H 4=G
5=C 6=D 7=E 8=F

School Psychology Pets

Many students within the program have some adorable animals that they call their own. Can you match the student to their lovable pet?

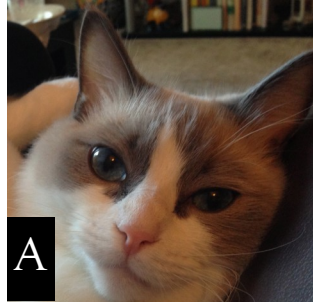
"There's no question that having a pet in grad school is worth the effort—especially after you get through house training! One added benefit is that walking your pet is a great way to meet your neighbors and help you feel like you're part of a community." Shanee Toledano



1



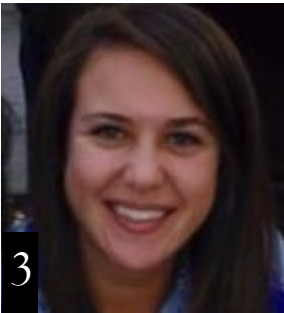
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A



B



3



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C



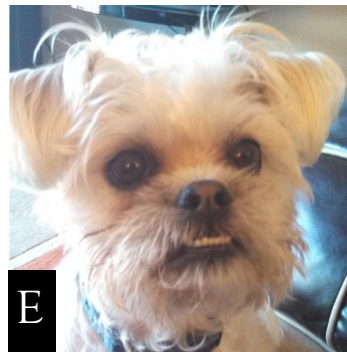
D



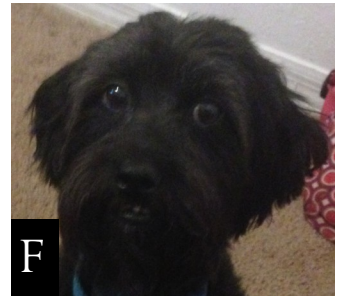
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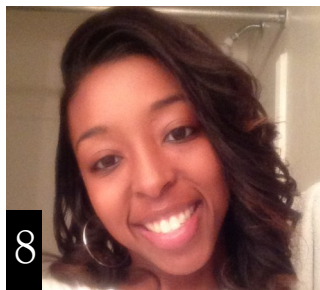
E



F



7



8



G



H

"He's just a great reminder to take a break from work and enjoy a walk or play and forget about reports and school for a while." Kim Trimble

Where Are They Now?

Some recent graduates of our program have accepted academic positions at various universities across the country.

Here's what a few of them have to say:

Mike Sulkowski, PhD

Dr. Sulkowski is currently an Assistant Professor in the School Psychology Program at the University of Arizona. He has a 40% commitment to teaching and teaches a couple classes each semester in behavior modification, law and ethics, personality/social-emotional assessment, and/or research methods. He has a 20% commitment to research and scholarship and thus conducts his own program of research. Currently, he studies factors related to bullying and peer victimization and school violence generally. Finally, he has a 20% commitment to university-related service and he accordingly helps support students and other members of the university community achieve positive outcomes. This includes helping to mentor school psychology students.



What experiences did you have while in the school psychology program that you think helped you to get to where you are today?

I am thankful for the great mentorship and training and experience that I received as a graduate student at UF. In particular, the experience I gleaned while taking classes, working on various research projects, and seeking clinical supervision from Drs. Oakland and Joyce have significantly influenced and shaped my professional trajectory.

Did you feel prepared (due to your experiences in the program) when you started your current position?

Yes. I did feel prepared, especially with delivering a range of intervention services to individuals and families who are affected by emotional and behavioral problems. However, in addition to my graduate experience, I also must acknowledge the importance of my internship and post-graduate training/experience in my development. Essentially, it is important to continue to learn and grow throughout one's training and career.

What advice would you give to current students in the program who are looking to secure an academic position after graduation?

Do the best that you can to publish articles in peer-reviewed journals, obtain some teaching experience prior to graduation, and live a balanced life. If you have a particular research interest, think locally, nationally, and internationally. The faculty at the UF SPP have diverse research interests but it is impossible for any program to cover the research interests of all students, especially as they change and evolve. Therefore, it might be worth contacting faculty in other programs and at other universities to collaborate on projects that are consistent with your interests. Being in the midst of a technological revolution really helps with collaborating with individuals all around the country and world.

Heather Martens, PhD

Currently serving as an Assistant Professor in the APA accredited School Psychology program at the University of Central Arkansas in Conway, Arkansas, Dr. Martens works with approximately 25 other full-time faculty in the Department of Psychology and Counseling. She currently teaches Interventions I, Doctoral Practicum, and is the clinic director. She advises approximately 10 students, chairs 2 dissertations, and also serves on the School Psychology Committee and one other college committee. In addition, she is the head of admissions. She is expected to continue to show improved teaching practices, serve on university, college, and department committees, demonstrate service to the university, college, and community, and to publish approximately 5 peer-reviewed articles after 5 years.



What experiences did you have while in the school psychology program that you think helped you to get to where you are today?

I was challenged by the quality of work expected of me. I am grateful for the level of rigor the program required. When I completed the program I was knowledgeable about many topics in the field. One quality I'd like to see more of in school psychologists in the field is the ability to problem solve and to take initiative to answer questions. I believe I got a great foundation at UF and learned how to recognize when I did not know the answer as well as how to find a solution to a problem.

What was involved in the process of securing your academic position?

I was quite intimidated to apply for jobs in academia. However, I was ready to take a risk. The first thing I did was to target a region based on the location of family members. I had been living in Alaska for 5 years and was ready to be nearer family. Next, I decided whether or not I wanted to work with doctoral students and whether teaching in an APA accredited program was important to me. Then I looked at the socio-political climate of the state as well as the financial health of each state. I then learned about the retirement plans for each state. After I had done this preliminary work, I began looking at the productivity of the faculty members in the department. I thought this might tell me something about the climate of the department and how much initiative tenured faculty demonstrated to stay current in the field. I also began preparing what I would present in the dreaded "talk" I would be giving should I secure an interview. Finally, I began to request letters of recommendation.

What advice would you give to current students in the program who are looking to secure an academic position after graduation?

Aside from the logistic type issues, start thinking about what your "talk" would include. Ask your professors to give you feedback on your presentation. Practice your presentation for your peers. Additionally, discern what the life of a school psychologist is like in your state or target state. Training programs, especially in small states, have great influence over practice. Decide whether you want to work in a state where best practices in school psychological service delivery are already established or whether you want to help move a state in a better direction.

Cindi Flores, PhD

Dr. Flores, a licensed psychologist, currently works as a Clinical Assistant Professor for the Division of Medical Psychology within the Department of Psychiatry. She spends most of her time seeing patients and teaching advanced practicum students how to implement cognitive behavioral therapy. She also supervises assessments completed in the division and completes lectures for our department on an as needed basis.



What experiences did you have while in the school psychology program that you think helped you to get to where you are today?

Many of the experiences I sought out were based on my personal experiences and interests. During my first two years in the program, I was assigned to practica experiences in the school setting. While I was interested in the practice of school psychology in the schools, I had a keen interest in the delivery of psychological services in alternative settings as well as working with indigent children. During my third year, I divided my time between the school setting and an in-patient psychiatric hospital. Later, I worked with children and youth in the foster care system and/or juvenile justice system providing therapy and advocacy work. In addition, I had an interest in working with migrant children and families; therefore, I contacted Dr. Maria Coady who did research in that area. I was also able to participate in a literacy project she helped create which included reading to and advocating for migrant children in their homes. Towards the end of my training, I worked with Dr. Soo-Jeong Kim by evaluating children and youth who were diagnosed with an autism spectrum disorder. Throughout my training I sought out research experiences with faculty within and outside of our department, including Drs. Kranzler, Coady, & Kim. Following my internship in Hillsborough County Public Schools, I completed a post-doc for the Division of Medical Psychology. I believe all of these experiences have been instrumental in my trajectory.

Did you feel prepared (due to your experiences in the program) when you started your current position?

I think for many students it isn't always obvious what type of career you want to pursue given the amount of opportunities that exist for school psychologists. Throughout my training, I participated in research and practica experiences that interested me. I feel prepared in my current position given the diversity of experiences that I sought out in both research and clinical practice.

What advice would you give to current students in the program who are looking to secure an academic position after graduation?

Academic positions vary on the amount of research, teaching, and clinical care you may provide; therefore, it would be important to identify which kinds of experience you are seeking post your doctoral studies. I'd recommend that you present at conferences and participate in research activities that could lead to publications.

Wisdom from Past Graduates

A few of our program graduates were asked what advice they had for our current students and here is what they had to say:

“Know that all the work you are doing is for you. It is not for your professors. Avoid feeling resentful about the work load.”

Dr. Heather Martens

“Support each other. For doctoral students working on their dissertation especially I would recommend putting together a support group with other students who are at a similar place in the process. You can help each other in so many ways by working together. Getting a graduate degree was not meant to be easy and there is no reason why you have to do it completely alone.”

Dr. Julie Ellis

“Take advantage and appreciate the wonderful opportunities you will have to engage in meaningful research, scholarship, and service as a graduate student in the UF SPP. Be open to learning, put your ego aside, and accept the fact that you are going through a significant period of growth that will shape your long-term development as a professional and more globally as a person. If you follow this advice, you will be the same person that you are today on graduation day; however, you also will be different in important new ways. You will be ready to embrace your bright future as a school psychologist.”

Dr. Mike Sulkowski

“Follow your interests and actively ask for those opportunities. If I had not asked about pre-k children in my internship, I'm not sure that I would have been paired with the psychologist who worked with that population. In my practicum, I asked to go and see the medical evaluation of the Ross Mercer MDTP clinic and I was allowed to do that. If you follow your interests, you will keep on liking your job, even when there are burdens associated with it!”

Tracey Bryant

“Do what interests you the most and don't be afraid to pursue experiences that are outside of your comfort zone. The University of Florida has a lot of resources that you can tap into. I was able to work in the school, hospital, and legal settings which have suited me well in my current position.”

Dr. Cindi Flores

“Keep in mind these three things:

1. Fair isn't necessarily equal... fair is giving each student what they need.
2. When you are trying to determine whether a behavior needs to be addressed, always think about what the behavior will look like in 10 years if we do not correct it.
3. Don't worry- Your job will start to make sense after your 3rd or 4th year.”

Julie Sloan

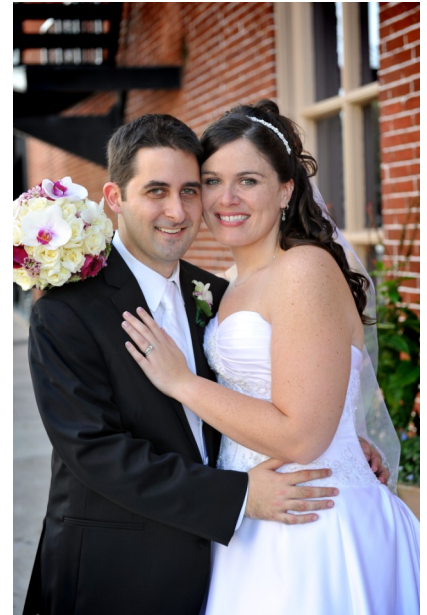
Peer Mentor Love

Within the program, students are assigned mentors and mentees. Students are linked with other students whom they can turn to for any help they need. It is a positive experience for everyone involved and inspires inter-cohort bonding. Here's some quotes of love about peer mentors:

- *"My mentor helped provide a sounding board for a lot of my questions about academic and professional progress."* -Colleen
- *"YO Kaycee (Reese) - You're an awesome peer mentor and I am grateful for all your help. You keep me sane, safe from roaches, and are always there to laugh at life's precious moments with me. Thanks :)" -Jillian*
- *"Kelly has been so wonderful in being 100% honest with me and is always readily available to answer all of the questions I always have. She has definitely helped reassure me of things and has helped make my graduate school experience wonderful."* -Jeisha
- *"Janise has been my peer mentor since the Summer before I started the program and she has been great! She is very supportive and often took time out of her busy schedule to review my reports or serve as a student when learning new assessment measures. I wouldn't be where I am without her!" -Kimberly*
- *"Olivia, thank you so much for your guidance, advice, and constant willingness to answer all my questions, both as my summer buddy and now as my peer mentor! You are such a great role model and friend to me, and I just love our time together! Thank you for being you!" Elizabeth Klinepeter*
- *"Natasha has been an amazing guide as I work my way through the program. She gives me constant advice and makes sure I am always working toward my ultimate goal. My peer mentor has kept me on track and I appreciate her more as time goes on."* -Kaitlyn
- *"My peer mentor is Matt Daley. He has been very supportive of me throughout my time in the SPP, and even in my latter years of the program (when mentoring is no longer required), he has continued to be available to give advice and talk about requirements. I have had several opportunities to co-author publications and present at conferences with Matt, and it's been so wonderful to work with him. He has been an excellent source of moral and professional support, and I feel very fortunate to have had him as a mentor over the last four years."* -Sally
- *"Colleen Butcher- Thanks for all your help and wisdom!" -Kaycee*
- *"Cecelia Ribuffo and I were fast friends after entering the mentor/tee relationship. With the many, many long car rides to and from jail (for our assistantships) I knew I had met someone I could depend on and trust. Thank you!" -Chelsea*
- *Jillian McFarlan is my peer mentor and has been such a huge help! She has made me feel so welcome here at UF and is always available to answer any questions that I may have."* -Alyssa

Congratulations!

- Matt Daley was recently awarded a \$25,000 research fellowship/grant from the USA Prader-Willi Syndrome Association (PWSA-USA) to complete his proposed dissertation! \$25,000!
- Mrs. Gillian Escalada Lipari just celebrated her 1st wedding anniversary on October 6th, 2013 (check out her beautiful wedding picture to the right) and has achieved the Fien Dissertation Award 2013-14 to help with her dissertation efforts!
- Anna Schrack got engaged June 23rd, 2013 and her wedding will be on August 9th, 2014!
- Anushka Joseph is graduating early (May 2013) and will be traveling to Portland, Oregon and India!



- Janise Coleman is getting married on February 8th, 2014!
- Elizabeth Klinepeter was awarded the 2013 University of Notre Dame Student Leadership Award this past April and was recognized as a “Hero Next Door” by First Coast News in Jacksonville, Florida!
- Michelle McDonald got married in May of 2013 to LT Thomas Joseph McDonald
- Cecelia Ribuffo was awarded the Ralph D. Turlington Scholarship and Fellowship in April of 2013!
- Jill Welsh just got married to her husband Steve on July 27th, 2013 after starting her internship at Kennedy Krieger/Johns Hopkins in her DREAM internship placement, working in the first and only neuropsychology training track in the country specifically designed to train neuropsychologists to work with children who are deaf or hard-of-hearing (at the Deafness Related Evaluations and More “Dream” Clinic)!



- Shanee Toledano earned travel funding to attend NASP!
- Dr. Joyce recently got married!
- Chelsea Thorne has perfected her enchilada recipe and has successfully kept 4 houseplants alive for 2 months!
- Lee Purvis has gotten the opportunity to participate in a research project funded through NSF in which he serves as a mentor to a college student who has a learning disability !
- Lindsey Tropf is making progress on her educational gaming start-up Immersed Games (see left picture)! For more information about this, visit: immersedgames.com

Practicum Placements

Alyssa Scafidi (1st Year, Ed.S.) Ochwilla Elementary School in Putnam County with Julie Sloan, Ed.S.

Anna Schrack (1st Year, Ed.S.) Evergreen Elementary, Dr. NH Jones Elementary, and other schools in Marion County with Nicole President

Brian Zaboski (1st Year, Ph.D.) Anthony Elementary School in Marion County with Stacy Heck

Brittany Thomas (1st Year, Ed.S.) E.H. Miller, Melrose Elementary School, and Kelley Smith Elementary School in Putnam County with Kristen Kennedy, Psy.S.

Brittany Ubaldini (1st Year, Ed.S.) High Springs Community School in Alachua County with Kathy Anderson

Elizabeth Kenney (1st Year, Ed.S.) Ochwilla Elementary School in Putnam County with Julie Sloan, Ed.S.

Elizabeth Klinepeter (1st Year, Ed.S.) Marion Oaks Elementary School in Marion County with Yvette del Nodal

Katie Marsh (1st Year, Ph.D.) North Marion Middle School in Marion County with Stacy Heck

Lee Purvis (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Nancy Waldron

Pamela Mendoza (1st Year, Ed.S.) Pre-K ESE Evaluation Services Housed at Metcalf Elementary in Alachua County with Tracey Bryant, Ed.S.

“Right now most of my activities include teacher interviews and classroom observations, but soon I will begin counseling a student who often engages in negative peer interactions and has recently been both the victim and perpetrator of bullying. Much of our coursework is centered around consultation this semester, so I am in constant contact with teachers. I am also trying to gain additional experiences in other areas by observing a social skills training group with E/BD students and observing activities performed by the deaf/hard-of-hearing specialist.” - Nikki Inman

Adrienne Sloan (2nd Year, Ed.S.) Maplewood Elementary in Marion County with Dr. Juan Lopez

Christopher Poitevien (2nd Year, Ph.D.) PK Yonge Developmental Research School with Dr. Nancy Waldron

Christopher Wilson (2nd Year, Ed.S.) PK Yonge Developmental Research School

Jeisha Gleaton (2nd Year, Ed.S.) Marion Oaks Elementary School in Marion County with Yvette del Nodal

Jillian McFarlan (2nd Year, Ed.S.) PK Yonge Developmental Research School with Dr. Nancy Waldron

Kaitlyn Tiplady (2nd Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce

Kristofer Kraul (2nd Year, Ed.S.) A Quinn Jones School in Alachua County with Dr. Tony Avila

Lauren Palma (2nd Year, Ed.S.) West Port High School in Marion County with Patty Dawkins

Nikki Inman (2nd Year, Ed.S.) Mellon Elementary in Putnam County with Penny Surrency

“The experiences I have had within practicum so far have been invaluable. I have a very knowledgeable supervisor, Julie Sloan, who has taught me so much. I have had the opportunity to observe and participate in assessments, school meetings, and classroom instruction and interventions. Practicum has been my favorite part of my first semester in the program!”

- Elizabeth Kenney

Practicum and Advanced Practicum Placements

Olivia Soutullo (2nd Year, Ph.D.) PK Yonge Developmental Research School
with Dr. Diana Joyce

Teresa Molina (2nd Year, Ed.S.) Irby Elementary in Alachua County with
Maria Alvarez

Brittany Werch (3rd Year, Ph.D.) Lake City Family Support Services
with Dr. Berenda Wiens

Jana Wallace (3rd Year, Ph.D.) Columbia County, Columbia County
School District with Dr. Garrett Evans

Kaycee Reese (3rd Year, Ph.D.) Shands Psychology Clinic/Autism
Clinic with Dr. Krestin Radonovich

Kelly Carrasco (3rd Year, Ph.D.) Fundamental Therapy Solutions
with Dr. Julie Ellis

Natasha Parekh (3rd Year, Ph.D.) Behavioral Health Unit

“I primarily conduct individual and family counseling and therapy with some teacher and administrative consultation”

- Jana Wallace

“The majority of my time is spent conducting psychoeducational/neuropsychological assessments. Most of the children we see have referral questions surrounding Autism Spectrum Disorders, ADHD, or Epilepsy (although we do get referrals for other concerns as well). As a practicum student, I am responsible for the majority of all testing and report writing.”

- Colleen Butcher

Angelina Nortey (4th Year, Ph.D.) Lake City, Florida,
within Columbia County School District with Garret
Evans, Psy.D.

Cecelia Ribuffo (4th Year, Ph.D.) UF Psychology Clinic
with Dr. Krestin Radonovich

Colleen Butcher (4th Year, Ph.D.) UF Psychology Clinic
(at Children’s Medical Services) with Dr. Krestin
Radonovich

Janise Coleman (4th Year, Ph.D.) PK Yonge Developmental
Research School with Dr. Diana Joyce

Shanee Toledano (4th Year, Ph.D.) UF Division of Medical
Psychology: Behavioral Health Unit with Dr. McNamara,
Dr. Geffken, and Dr. Flores

Akiko Goen, M.A. (5th Year,
Ph.D.) Psychology Clinic at
UF Health with Dr. Krestin
Radonovich

“This is my second year working with Dr. Krestin Radonovich at Psychology Clinic at UF Health (formerly known as Shands). I provide individual as well as group therapy to children with Autism. I also participate in Project Social Communication which aims to teach parents with young children with Autism how to foster their communication skills.”

- Akiko Goen

Internship Placements

Anushka I. Joseph (3rd Year, Ed.S.)
Broward County Public
Schools

Chelsea Thorne (3rd Year, Ed.S.)
Sarasota, Florida, within Sara-
sota County Schools

Jorrel Brinkley (3rd Year, Ed.S.)
Tampa, Florida, within Hills-
borough County Public
Schools

"I have been assigned to an elementary school, and have rotations at a middle and high school. So far, I have been participating in FBAs and different evaluations (EBD, SLD, etc.). I am also gaining experience in creating a behavior plan for an ASD student and observing other ASD students in self-contained settings. I will be co-facilitating a counseling group for young men in high school (and am looking forward to it. I also am involved with the leadership team at my site, discussing RTI data, problem-solving systems issues, and learning the meaning of many different acronyms."

- Jorrel Brinkley

"My responsibilities include conducting assessments of cognitive, social, emotional, and academic functioning, providing individual and group counseling services to students K-12, coordinating systems-level activities (e.g., screenings), and providing consultation to teachers."

- Sally Grapin

Kimberly Trimble (3rd Year, Ed.S.) Tampa, Florida, within Hills-
borough County Public Schools

Will McCloud (3rd Year, Ed.S.) Pasco County Schools, Pasco
County, FL

Michelle McDonald (3rd Year, Ph.D.) Loudoun County Public
Schools, Virginia (APPIC approval pending)

Gillian Escalada Lipari, M.Ed. (5th Year, Ph.D.) PK Yonge Devel-
opmental Research School with Dr. Diana Joyce, Dr. Nancy
Waldron, and Dr. Christopher Raye.

Jill Welsh (5th Year, Ph.D.) Neuropsychology and Pediatric Be-
havioral Psychology Department with Andrew Zabel, Ph.D.,
ABPP, Jennifer Reesman, Ph.D., Lisa Jacobson, Ph.D.,
NCSP

Sally Grapin (5th Year, Ph.D.) Glen Rock Public Schools in
Northern New Jersey.

Doug Jones (6th Year, Ph.D.) Broward
County Public Schools

Justin Gaddis (6th Year, Ph.D.) The
Hamilton School, Partial Hospitaliza-
tion Center, Sarah A. Reed Chil-
dren's Center, Erie, PA with Robert
Iddings, Ph.D. and Eric Schwartz,
Psy.D. (APPIC/APA)

Lindsey Tropf (6th Year, Ph.D.) Gaines-
ville, Florida, within the Alachua
County Public Schools

"I provide psychological services to children (3-18 years) with complex developmental histories, to improve social, behavioral, and educational outcomes. Specifically, conduct intake and diagnostic assessment; conduct child psychotherapy; family counseling and consultation; group therapy; case conceptualization; trauma informed care; multi-disciplinary clinical consultation; crisis intervention; research; on-site classroom consultation and psychoeducational evaluations."

- Justin Gaddis

School Psychology Within Pre-K ESE

Tracey Bryant, a graduate of our program and a current practicum supervisor to Pamela Mendoza, is currently practicing within Alachua County Schools and serves pre-K students. Here's what she had to say:

What was involved in the process of securing your current position in Alachua County?

After my internship, an opening came up in Alachua county and I was fortunate that I had lived in this county and had gone to school here in Alachua County. I even knew a few of the school psychologists at that time. It was also fortunate that what came open was the position for work with the county's special day school, Sidney Lanier. A course with Dr. Dykes on the assessment of severely and profoundly handicapped students probably was of greatest benefit to me at that time. I interviewed with the Alachua County Administrator and as soon as she heard that I was interested in working with low incidence populations, she offered me the job.



What are your current roles and/or duties in your position?

Currently my roles/duties include participation on a Multi-Disciplinary Assessment team that evaluates preschool children and helps to determine their need for early intervention services. While I do a great deal of assessment, my job also includes many hats. I help work with families to locate other community agencies that may be of benefit to them and their children. I offer assistance to teachers with regard to ongoing progress monitoring of our enrolled pre-k ese students. Our pre-k ese assessment team works well together and often times we are the sounding board that many parents need when they are trying to find out what is hampering their children's development.

Did you feel prepared (due to your experiences in the program) when you started your current position?

I did feel prepared, particularly with regard to the assessment needs, but as a psychologist today, I do recognize now that I have learned even more on the job every year I have worked. I do think the program did a great job of preparing me as a new psychologist, but once you do your job firsthand and you get some experience under your belt, you do realize that the job itself will encompass realms you had not really begun to contemplate as a student.

What advice would you give to students in the program who are looking to secure a position within a school district after graduation?

If you plan on working in a school system, volunteer to work with children in any way you can. Volunteers in after-school programs, tutoring programs, and classrooms are always needed and by helping, you will build skills for a school based job that will be invaluable to you. Plus, the kids really benefit from someone taking an active interest in them!

Ph.D. Dissertations

Michelle McDonald (3rd):

School Psychologists' Perceptions of their Role Transition into Effective Change Agents in the Response to Intervention Model

Chair: Dr. Nancy Waldron

Co-Chair: Dr. Diana Joyce.

Angelina Nortey (4th):

Topic: Racial Disparities in School Discipline

Chair: Dr. Nancy Waldron

Colleen Butcher (4th):

Based on: Social Skills Assessments of Children with Autism Spectrum Disorders

Chair: Dr. Smith-Bonahue.

Jill Welsh (5th):

Understanding the Process in which Parents Make Treatment Decisions for their Children with Autism Spectrum Disorders

Chair: Dr. Nancy Waldron

Sally Grapin (5th):

Developing local cut scores for curriculum-based measure of oral reading fluency in multi-tiered systems of support (MTSS)

Chair: Dr. John Kranzler

Akiko Goen (6th):

Topic: Traumatic Brain Injury

Chair: Dr. John Kranzler

Doug Jones (6th):

Executive Functioning and Academic Achievement in Students with ADHD

Chair: Dr. Thomas Oakland

Gillian Escalada Lipari (6th):

Reading Comprehension Intervention: Metacognitive Strategy Instruction with Sixth Grade Students

Chair: Dr. Nancy Waldron

Justin Gaddis (6th):

Reading Performance and High-stakes Statewide Assessment in a Juvenile Corrections Facility

Chair: Dr. John Kranzler

Lindsey Troph (6th):

Motivation, Goal Orientation, and Academic Performance in Educational Games and Affinity Spaces

Chair: Dr. John Kranzler

Co-Chair: Dr. Ritzhaupt (Educational Technology)

Matt Daley (6th):

Effects of Obesity on Neurocognitive Ability of Children with Early-Onset Morbid Obesity and Prader-Willi Syndrome

Chair: Dr. John Kranzler

Co-Chair: Dr. Daniel Driscoll

Assistantships and Fellowships

Brian Zabowski (1st Year, Ph.D.) Graduate School Fellowship

Elizabeth Kenney (1st Year, Ed.S.) Graduate Assistantship as the School Psychology Test Librarian

Elizabeth Klinepeter (1st Year, Ph.D.) Graduate School Fellowship

Katie Marsh (1st Year, Ph.D.) Fellowship, Teaching Assistantship with EDF3110: Human Growth and Development, and Research Assistantship with Dr. Conroy's Lab

Lee Purvis (1st Year, Ph.D.) Research Assistantship

Adrienne Sloan (2nd Year, Ed.S.) Graduate Assistant Advisor with the College of Liberal Arts and Sciences

Christopher Poitevien (2nd Year, Ph.D.) Alumni Fellowship

Christopher Wilson (2nd Ed.S.) Graduate Assistantship with Reitz Union Administration

Jeisha Gleaton (2nd Year, Ed.S.) Research Assistantship with Project SELF

Jillian McFarlan (2nd Year, Ed.S.) Teaching Assistantship with EDF3110: Human Growth and Development

Kaitlyn Tiplady (1st Year, Ph.D.) Teaching Assistantship, variably teaching The Young Child and Measurement and Assessment in Early Childhood

Kristofer Kraul (2nd Year, Ed.S.) Research Assistantship with the I Control Grant

Lauren Palma (2nd Year, Ed.S.) Research Assistantship with the Center for Excellence in Early Childhood Studies with the Pyramid Project

Nikki Inman (2nd Year, Ed.S.) Graduate Assistantship with Dr. Nelson and the Exceptional People Course

Olivia Soutullo (2nd Year, Ph.D.) Graduate Assistant in the Office of Educational Research

Brittany Werch (3rd Year, Ph.D.) Research Assistantship with the BEST in CLASS Research Grant with Dr. Conroy

Jana Wallace (3rd Year, Ph.D.) Teaching Assistantship with EDF2085: Teaching Diverse Populations

Kaycee Reese (3rd Year, Ph.D.) Grinter Fellowship, Research Assistantship with BEST in CLASS, and Research Assistantship with the Opportunity Grant

Natasha Parekh (3rd Year, Ph.D.) Fellowship

Kelly Carrasco (3rd Year, Ph.D.) Teaching Assistantship

Angelina Nortey (4th Year, Ph.D.) University Alumni Fellowship

Cecelia Ribuffo (4th Year, Ph.D.) Graduate Assistantship with the CEEDAR Center

Colleen Butcher (4th Year, Ph.D.) Teaching Assistantship with the DIAL Center for Written and Oral Communications, teaching SPC2608: Introduction to Public Speaking and another Graduate Assistantship

Shanee Toledano (4th Year, Ph.D.) Teaching Assistantship with EDF3115: Child Development for Inclusive Education

Matt Daley (6th Year, Ph.D.) Teaching Assistantship for 3110: Human Growth and Development

In addition to these listed assistantships and fellowships, it should be noted that students in our program have many other within-University positions such as working as a tutor for the University of Florida Athletic Association, working as a mental health therapist within the Maternity and Infant Care Project, and working in the genetics lab within the Department of Pediatrics, to name a few.

Campus Organizations and Community Involvement

Students in our program are involved in a variety of campus organizations and serve the community in a variety of ways.

Campus Organizations:

- School Psychology Graduate Student Organization (SPGSA)
- Black Graduate Student Organization (BGSO)
- University of Florida Best Buddies
- IMPACT Autism
- Ph.D. Moms
- UF's Male Glee Club



Community Involvement:

- Alyssa Scafidi and Pamela Mendoza have volunteered with Balance 180 (working on coordination with students with disabilities)
- Elizabeth Kenney has started singing in the choir at her church
- Justin Gaddis is a consultant at the Multicultural Community Resource Center in Erie, PA
- Cecelia Ribuffo works with the March of Dimes
- Chelsea Thorne has started to coach club lacrosse for young girls



We Love the UF SPP

We all love our program here at UF and all agree that it is one of the best programs in the nation (if not the best). Here are some reasons why:

- “I love UF SPP because of the people. My cohort has always been there to support me, whether it's school or personal, and I feel so lucky to have gotten to know such a great group of people. I think our program does a great job of putting people together for that exact reason. I also think UF's program is great because of the opportunities they have here. We are able to start practicum our first year, get hands-on experience in research, and participate in all kinds of experiences, which I think makes UF a unique, and awesome, program!” -Jillian McFarlan (2nd Year)
- “The faculty are supportive of students' personal goals and research interests.”
-Janise Coleman (4th Year)
- “The program is very comprehensive and gives you plenty of opportunities to experience the different roles of being a school psychologist.”
-Katie Marsh (1st Year)
- “Our practicum supervisors are in several different counties, so it is interesting to see what different practice models are in our state.”
-Jeisha Gleaton (2nd Year)
- “‘All those sleepless nights are paying off!’ What I love about this program is that while on internship so far, I feel that I have been well prepared. Not only has the acquired academic knowledge been beneficial, but also my practicum experiences.”
-Jorrel Brinkley (3rd Year)
- “Not only is the program absolutely amazing, but so is the University of Florida and the city of Gainesville. There are a wide variety of resources available to us as graduate students at the University level, including seven libraries with extensive print and online resources, a career resource center, over 975 student organizations, some specifically for graduate students, top-notch athletic programs (students get in for free to all sporting events except football), an on-campus performing arts center, and much, much more. Also, Gainesville is a great, affordable college town where there is never a shortage of things to do.” Elizabeth Kenney (1st Year)





- “UF SPP does a wonderful job of integrating all of the most important topics into semesters full of hands-on experiences”
-Kaitlyn Tiplady (2nd Year)
- “Extremely diverse experiences are available in both school and clinical positions.”
-Doug Jones (6th Year)
- “The people! The level of support from my cohort, peers, and professors truly continues to astound me.”
-Lauren Palma (2nd Year)

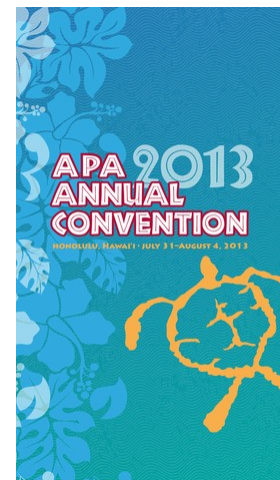
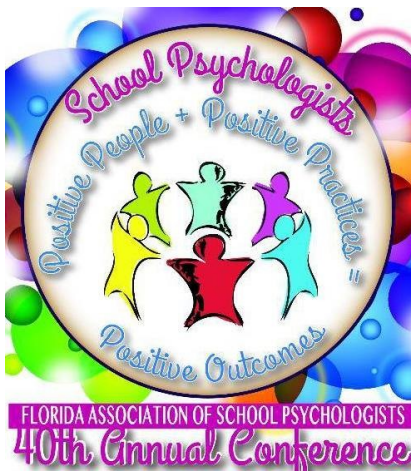
- “I moved from Massachusetts to Florida just for UF's SPP. The greatest part about the program is that the students and faculty make you feel like you're at home. The program's prestige is also great, and I get numerous comments when I'm at practicum about the rigor of the program.” -Brian Zaboski (1st Year)
- “We have faculty with a variety of interests who provide graduate students with the autonomy to work toward self-selected goals in nearly any domain of inquiry.”
-Shanee Toledano (4th Year)
- “The UF SPP program really emphasizes cohort collaboration and bonding. Most students come from different places, some even being pretty far from home, so your cohort really becomes your Gainesville family.” -Adrienne Sloan (2nd Year)
- “The training in both research and practice has been incredible. The professors are very invested in their students' success and really advocate for us to get the training and professional opportunities we hope to have.”
-Sally Grapin (5th Year)
- “I think the UF SPP is great for students interested in education and psychology. The wealth of experiences available to students provides them with comprehensive training that will result in being prepared for a successful internship and career.”
-Matt Daley (6th Year)



Conferences and Conventions

Here within the school psychology program, we all recognize the importance of professional development. Accordingly, we attend and present at a variety of conferences and conventions. Here are some of the various conferences students have attended in this past year:

- Annual Conference of the Florida Association of School Psychologists
- Annual Convention of the National Association of School Psychologists
- American Psychological Association Annual Convention
- Men of Color Retreat and Conference
- IMFAR
- Global STEMx Education Conference (online)
- Annual Meeting of the Division of Early Childhood
- (Council for Exceptional Children) Division of Autism and Developmental Disabilities Convention
- Annual Meeting of the Midwestern Psychological Association
- International Meeting for Autism Research
- Southeastern Regional Association of Teacher Educators Conference
- TASH Conference
- PEPSA Autism Summer Institute (Hosted by USF CARD)
- International Neuropsychology Conference
- Applied Behavior Analysis Annual Autism Conference
- Annual Convention of the American Psychiatric Association
- Annual Conference of the Prader-Willi Syndrome Association
- FERA Conference



Conference Presentations



Alder, N., Nortey, A., Anthony, C., Sanchez, L. (August 2013). *Social justice perspectives in practice: Graduate students' experiences*. Poster presentation at the American Psychological Association Convention. Honolulu, HI.

Bowman, L., & Butcher, C. (2013). *Schools and LGBT students: Educating teachers about microaggressions*. Presentation at the annual meeting of the American Psychological Association, Honolulu, HI.

Coleman, J. (2013). *Mentoring adolescent males of color*. Presented at the Men of Color Retreat and Conference, Pensacola, Florida.

Coleman, J., Purvis, L., Waldron, N., Kort, T. (2014). *High school students as active participants in the Response-to-Intervention process*. Presented at the National Association of School Psychologists, Convention, Washington D.C.

Coleman, J., Wallace, J., Waldron, N., & Joyce, D. (2013). *Teacher and school leadership perspectives on secondary RtI*. Presented at the National Association of School Psychologists, Convention, Seattle Washington.

Conroy, M., Abrams, L., Sutherland, K., Smith-Bonahue, T., Wilson, R., & Daley, M., Garner, K., Sulsona, C., Miller, J., Kranzler, J., & Driscoll, D. (2013). *Genotype/phenotype comparisons of cognitive ability and academic achievement profiles of individuals with Prader-Willi syndrome*. Paper presented at the Annual Conference of the Prader-Willi Syndrome Association. Orlando, FL.

Diehl, J.J., Crowell, C.R., Villano, M., Wier, K., Tang, K., Van Ness, M., Flores, J., Freeman, T., Klinepeter, E., Matthews, S., Mazur, S., & Shea, N. (2013, May). *Humanoid robots as co-therapists in ABA therapy for children with autism spectrum disorder*. Presented at the International Meeting for Autism Research, San Sebastian, Spain.

Gleaton, J., & Carrasco, K. (2013, October). *Applied interventions for children with PTSD*. Florida association of school psychologists, Orlando, FL.

Goen, A. (2013). *Postsecondary psychoeducational evaluations and transitions from high school*. Poster presentation given at the National Association of School Psychologists Annual Conference, Seattle, WA.

Grapin, S.L., Kranzler, J.H., Waldron, N., & Joyce, D. (2014, February). *Developing local risk cut scores for curriculum-based measures*. Paper to be presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.



Conference Presentations

Grapin, S.L., Salama, C., & Waldron, N. (2013, February). *Investigating reading achievement over multiple phases of RtI implementation*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Grapin, S.L., Sulkowski, M., & Lazarus, P.J. (2014, February). *A multilevel framework for increasing social support in schools*. Paper to be presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Hanline, M. F., Whalon, K., Shannon, D., Martinez, J., Butcher, C., & Delano, M. (2013). *Reading to Engage Learners with Autism in Language and Learning*. Presentation at the annual meeting of the Division of Early Childhood, San Francisco, CA.

Joseph, A.I., Inman, N., & McCloud, W. (2013). *LGBTQ issues within an ethical framework*. Workshop at the annual convention of the Florida Association of School Psychologists, Orlando, FL.

Joyce, D., Flores, C., Parekh, N., Poitevien, C. (2013). *Enhancing applied cognitive-behavioral counseling skills for school psychologists*. CEU workshop at the National Association of School Psychologists, Seattle, WA

Joyce, D., Flores, D., Parekh, N., Poitevien, C., Waldron, N., Kraul, K., (2013) *Cognitive behavioral therapy basics for school psychologists*. Presentation at the annual conference of the Florida Association of School Psychologists.

Joyce, D., Parekh, N., Poitevien, C., Toledano, S., & Waldron, N. (February, 2013). *Enhancing applied cognitive-behavioral counseling skills for school psychologists*. Workshop presented at the National Association of School Psychologists Conference, Seattle, WA.



Kraul, K., McFarlan, J., (2013). *Cyberbullying: Improving real-world outcomes from cyber-world interactions*. Presentation at the annual conference of the Florida Association of School Psychologists, ChampionsGate, FL.

Moore, S., Smith-Bonahue, T., & Tiplady, K. (2013, October). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the Florida Association of School Psychologists, Orlando, FL.

Moore, S., Smith-Bonahue, T., & Tiplady, K. (2014, February). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Nortey, A., Coleman, J., Grapin, S.L., Waldron, N., & Joyce D. (2013, February). *The effects of multi-year tiered reading intervention*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Conference Presentations

Orlando, A., Supple, R., & Ribuffo, C. (2013, December).

Reflections of peer supports from high school graduates.

Presented at TASH, Chicago, IL.

Reese, K. & Soutullo, O. (Upcoming 2014). *Using video self-modeling to enhance the social communication of a child with autism during a family book reading routine.* Presentation at the annual conference of the Council for Exceptional Children Division on Autism and Developmental Disorders.

Tropf, L.M. (2013, September). *Affinity spaces as learning tools.* Presented at the Global STEMx Education Conference, Online.



Tropf, L.M. (2013, September). *Best practices around implementing educational games.* Presented at the Global STEMx Education Conference, Online.

Waldron, N., Coleman, J., Kort, T., Wallace, J., & Joyce, D. (2013). *High school RtI: Enhancing data systems and student outcomes.* Presented at the National Association of School Psychologists, Convention, Seattle Washington.

Waldron, N., Coleman, J., Kort, T., Wallace, J., & Purvis, L. (2013). *High school mini skills session.* Presented at National Association of School Psychologists. Washington, D.C.

Waldron, N., Kort, T., Coleman, J., Wallace, J., Purvis, L. & Joyce, D. (2014). *MTSS in high schools: Improving core instruction and student outcomes.* Presented at the National Association of School Psychologists, Convention, Washington D.C.

Wallace, J. (2013). *Assessment practices that inform instruction and improve academic outcomes.* Presented at Florida Association of School Psychologists. Orlando, FL.



Werch, B., & Toledano, S. (February, 2014). *Examining the relation between domain-specific self-concept and peer aggression.* Poster to be presented at the National Association of School Psychologists Conference, Washington, D.C.

Werch, B., & Toledano, S. (October, 2013). *Examining the relation between domain-specific self-concept and peer aggression.* To be presented at the Florida Association of School Psychologists Conference, Orlando, FL.

Whalon, K., Werch, B., Conroy, M., Martinez, J. (2013, February). *Peer-related social competence in students with ASD: A comprehensive review of the literature.* Poster presented at the Applied Behavior Analysis (ABAI) Seventh Annual Autism Conference, Portland, OR.

Student Publications

- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2013). Evidence based practices in severe disabilities. Gainesville, FL: University of Florida, Collaboration for Effective Educator Development, Accountability and Reform Center.
- Fivush, R., Bohanek, J., Zaman, W., & Grapin, S. (2012). Gender differences in adolescents' autobiographical narratives. *Journal of Cognition and Development*, 13, 295-319.
- Gagnon, J. C., Murphy, K. M., Steinberg, M. K., Gaddis, J. G., & Crockett, J. B. IDEA-related professional development in juvenile corrections schools. *Journal of Special Education Leadership*, 26(2), 1-15.
- Grapin, S.L., Kranzler, J.H., & Daley, M.L. (2013). Normative assessment of the scholarly productivity and impact of school psychology faculty. *Psychology in the Schools*, 50, 87-101.
- Israel, M., & Ribuffo, C. Universal design for learning innovation configuration. Gainesville, FL: University of Florida, Collaboration for Effective Educator Development, Accountability and Reform Center.
- Joyce, D., & Grapin, S.L. (2012). School psychologists' role in facilitating successful post-secondary transitions for students with disabilities. *Communiqué*, 41, 1, 20- 24.
- Karpiak, C. P. & Zaboski, B. A. (2013). Lifetime prevalence of mental disorders in the general population. Chapter in G. P. Koocher et al. (Eds.), *Psychologists' Desk Reference* (3rd ed.). New York: Oxford University Press.
- McDonald, M.F. (2013). Implementing RTI: The role of the school psychologist linking assessment to intervention. *Communiqué*, 42(2), 8-9.
- McDonald, M.F. (2013). The impact of school breaks on students living in poverty. *Communiqué*, 41(7), 32-33.
- McDonald, M.F., Pedley, T., Von Der Embse, N., Barbarasch, B., & Sulkowski, M. (in press). *Communiqué*.
- Norcross, J.C. & Zaboski, B. A. (2013). Common Clinical Abbreviations and Symbols. Chapter in G. P. Koocher et al. (Eds.), *Psychologists' Desk Reference* (3rd ed.). New York: Oxford University Press.
- Zaboski, B. A., Norcross, J. C., & Santrock, J. W. (2012). There's a book for that: Top-rated self-help books. *The Register Report*, 38, 29 – 31

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-Elizabeth Kenney

