

School Psychology Times

University of Florida School Psychology Program 2016-2017

Editor: Melissa Dongo

Director's Column Dr. John Kranzler

National rankings of graduate programs in school psychology are important insofar as they provide an indication of a graduate program's performance in comparison to its peers. This information is useful for program faculty desiring feedback on their program's relative performance as part of the on-going process of self-assessment; for administrators who place an emphasis on scholarship in their doctoral programs and are concerned about accountability in an era of decreasing resources; and for prospective students who are making decisions about potential graduate programs.

However, it is important to note that rankings of graduate programs tend to focus on only one aspect of program quality. Assessments of program quality typically focus on one of three characteristics: reputation, faculty research productivity, or the experiences of students. Although the research productivity of faculty in school psychology programs is one aspect of program quality, it is by no means the only important component. Other important aspects of program quality include: (a) program structure (e.g., explicit purpose, coherent curriculum, balance of research, theory, and practice); (b) quality faculty (e.g., adequate number of faculty to support its explicit purpose and goals, high research productivity and impact); (c) quality students (e.g., highly attractive program to students with high capacity and motivation for success, diversity); (d) student support (e.g., adequate advisement and feedback to students, access to professors, financial support); (e) national reputation (e.g., rankings, published comparisons with other programs); and (f) accreditation status. Among these components, accreditation status is extremely important. 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.

How well does the University of Florida School Psychology Program (UFSP) compare to other programs on the other important components of program quality? As it turns out, quite well, although data are not available for every component. 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. EdS program was first approved by NASP in 1987 and the PhD program was first accredited by APA and approved by NASP in 1997.

Information on several of the other important program components can be found in the NASP Annual Report of Graduate Education (see <http://apps.nasponline.org/standards-and-certification/graduate-education/index.aspx>). On a yearly basis, NASP gathers information on financial support to students, program credit-hour requirements, enrollment, and internship placement, among others. As you will discover here, the UFSP compares extremely well across the board with other programs across the nation. In addition to these data, national rankings of graduate programs in school psychology have been conducted by US News & World Report and the Chronicle of Higher Education. The results of US News rankings are highly questionable, however. Not only was their survey based solely on the results of reputational survey, which have been widely criticized as overly subjective and susceptible to bias, but their most recent ranking was published over 20 years ago. The Chronicle's ranking of graduate programs in 2007 is more recent and is based on a "faculty scholarly productivity index." At that time, the UFSP was ranked #7 among all programs in the field of school psychology.

Last, but not least, the School Psychology Times, the newsletter of the UFSP, is another valuable source of information on program quality. The purpose of the Times is to support the mission of the UFSP; to enhance communication within and beyond the UFSP; to highlight the activities and accomplishments of faculty and students; to announce social gatherings and other important events; and to enable individual members to express themselves. The Times summarizes a great deal of information about the professional and personal activities and successes of the faculty and students in the UFSP over the past year. I hope you enjoy reading it as much as I do each year. As you will see in these pages, we are a highly successful community of like-minded individuals committed to promoting the psychological and educational development and well-being of all children and youth through our research, teaching, service, and practice.

Table of Contents

Faculty	2
First-Year Cohort	7
School Psychology Graduate Student Association	9
Interview with Faculty	10
Exploring Gainesville	11
Peer Mentor Love	12
Congratulations!	13
Practicum Placements	14
Internship Placements	15
Dissertations	16
Assistantships & Fellowships	17
Love for the UF SPP	18
Conference Presentations	20
Student Publications	22

Dr. John Kranzler

Dr. Kranzler is the Program Director, joining 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, psychoeducational assessment, statistics, and individual differences. His primary research interests concern the nature, growth, and assessment of human intelligence, and contemporary issues in psychoeducational assessment.



Awards

2016-17 Award for Excellence in Research (Senior Investigator Category), Mensa Education and Research Foundation and Mensa International, Ltd.

Recent Publications

- Floyd, R. G., & Kranzler, J. H. (in press). Remediating student learning problems: Aptitude by treatment interaction vs. skill by treatment interaction. In M. K. Burns (Ed.), *Introduction to school psychology: Controversies and current practice*. New York, NY: Oxford University Press.
- Kranzler, J. H. (2016). Current practices and future directions for the assessment of child and adolescent intelligence in schools around the world. *International Journal of School and Educational Psychology*, 4, 213-214.
- Kranzler, J. H., Benson, N., Floyd, R. G. (2016). Intellectual assessment of children and youth in the United States of America: Past, present, and future. *International Journal of School and Educational Psychology*, 4, 276-282.
- Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016). Cross-battery assessment pattern of strengths and weaknesses approach to the identification of specific learning disorders: Evidence-based practice or pseudoscience? *International Journal of School and Educational Psychology*, 3, 146-157.
- Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016). Classification agreement analysis of cross-battery assessment in the identification of specific learning disorders in children and youth. *International Journal of School and Educational Psychology*, 3, 124-136.
- Benson, N., Kranzler, J. H., & Floyd, R. G. (2016). Examining the integrity of measurement of cognitive abilities in the prediction of achievement: Comparisons and contrasts across variables from higher-order and bifactor models. *Journal of School Psychology*, 58, 1-19.
- Kranzler, J. H., Benson, N., & Floyd, R. G. (2015). Using estimated factor scores from a bifactor analysis to examine the unique effects of the latent variables measured by the WAIS-IV on academic achievement. *Psychological Assessment*, 27, 1402-1416.

Dr. Kranzler is also a guest editor in the Special Issue of the International Journal of School and Educational Psychology

Dr. Diana Joyce-Beaulieu



Dr. Joyce-Beaulieu's areas of specialization includes school-based behavioral/social emotional assessment and intervention within a multi-tiered system of supports (MTSS) model and best practices in graduate applied training to develop clinical skill competencies. Dr. Joyce is also a member of the *School Psychology Quarterly* Editorial Board.

Awards

2016 College of Education Rosser Educator Excellence Award

Recent Publications

- Joyce-Beaulieu, D., & Callueng, C., M. (2016). Special populations: Children and adolescents. In F. T. L. Leong, D. Bartram, F. Cheung, K. F. Geisinger, & D. Illiescu (Eds.) (pp. 276-289). The International Test Commission handbook of testing and assessment. NY: Oxford University Press.
- Joyce-Beaulieu, D., & Sulkowski, M. (2016). The Diagnostic and Statistical Manual of Mental Disorders: Fifth edition (DSM-5) model of impairment. In S. Goldstein, & J. A. Naglieri (Eds.). Handbook of impairment (2nd ed.). New York: Springer Science+Business Media LLC.
- Parker, J., Kaboski, B., & Joyce-Beaulieu, D. (2016). School-based Cognitive-Behavioral Therapy for an Adolescent Presenting with ADHD and Explosive Anger: A Case Study. *Contemporary School Psychology*, DOI 10.1007/s40688-016-0093-y
- Joyce-Beaulieu, D. (in press). Anxiety. In F. Bruce (Ed.). The SAGE encyclopedia of educational research, measurement, and evaluation. Thousand Oaks, CA: Sage Publications.
- Joyce-Beaulieu, D. (in press). Diagnostic and statistical manual of mental disorders. In F. Bruce (Ed.). The SAGE encyclopedia of educational research, measurement, and evaluation. Thousand Oaks, CA: Sage Publications.

Recent Presentations

- Joyce-Beaulieu, D., & Guerrero, L. (July, 2016). Cognitive-behavioral Counseling. Paper presented at International Association of School Psychologists, Amsterdam, Netherlands.
- Gonzales, M., LaPuma, T., Thibodaux, L., & Joyce-Beaulieu, D., (July, 2016). Increasing Student Engagement While Teaching Reading and Math Skills with Aerobic Movements and Music. Paper presented at the meeting of International Association of School Psychologists, Amsterdam, Netherlands.
- Thibodaux, L., Guerrero, L., & Joyce-Beaulieu, D. (July, 2016). Current Evidence Based Practices for OCD and Related Disorders. Paper presented at the meeting of International Association of School Psychologists, Amsterdam, Netherlands.
- Guerrero, L., Joyce-Beaulieu, D., & Zaboloski, B. (July, 2016). Behavior Modification in Secondary School. Paper presented at the meeting of International Association of School Psychologists, Amsterdam, Netherlands.
- Joyce-Beaulieu, D., Sulkowski, M., Parker, J., Purvis, L., & Schrack, A. (February 2016). Cognitive-behavioral Therapy: How and When it Works in Schools. Paper presented at the meeting of National Association of School Psychologists, New Orleans, LA.
- Guerrero, L., Zaboloski, B., Parker, J., & Joyce-Beaulieu, D. (February, 2016). Tier III Behavior Modification Interventions in Secondary School: A Case Study. Poster presented at the meeting of National Association of School Psychologists, New Orleans, LA.

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 developing strategies to promote effective engagement of diverse families, and authentic and play-based techniques for teaching young children social and emotional skills.



Recent Publications

- Kemple, K. Oh, J., Kenney, E., & Smith-Bonahue, T. (in press). The power of play and play in natural environments. *Childhood Education*.
- Sanders-Smith, S.C., Smith-Bonahue, T., & Soutullo, O. (2016). Practicing teachers' response to case method of instruction in an online graduate course. *Teaching and Teacher Education*, 54.
- Soutullo, O., Smith-Bonahue, T., Sanders-Smith, S. C., & Navia, L. E. (2016). Discouraging partnerships? Teacher's perspectives on immigration-related school connections. *School Psychology Quarterly*, 31, 226-240.
- Smith-Bonahue, T. & Tiplady, K. (in press). Cognitive-Behavioral approaches. In S-Smith Adcock & C. Tucker (Eds.). *Counseling children and adolescents: Connecting theory, development, and diversity*. Washington, D.C.: Sage Publishing Co.



Dr. Nancy Waldron

Dr. Nancy Waldron serves as the Associate Dean for Student Affairs and Graduate Education in the College of Education. Dr. Nancy Waldron's 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.

Recent Publications

- McLeskey, J., Billingsley, B., & Waldron, N. L. (2016). Principal leadership for effective inclusive schools. In J. Bakken & F. Obiakor (Eds). *Advances in Special Education* (Volume 32) (pp. 55-74). New York: Emerald.
- McLeskey, J., & Waldron, N. L. (2015). Effective leadership makes schools truly inclusive. *Phi Delta Kappan*, 96(5), 68-73.

Recent Conference Presentations

- Waldron, N.L., & McLeskey, J. (2016). The role of the school psychologist in supporting effective, inclusive schools. Paper presented at the annual conference of the International School Psychology Association, Amsterdam, Netherlands.

Dr. Joni Splett



Dr. Joni Splett is an Assistant Professor in the School Psychology program and teaches social-emotional intervention and assessment courses, as well as supervising students' research experiences. Through her research, she seeks to identify strategies that help all children, youth, and their families achieve and maintain positive mental health outcomes. On a systems level, her research is focused on meaningfully interconnecting child-serving systems, such as schools and community mental health agencies, so that resources are multiplicatively enhanced and the delivery of a continuum of evidence-based mental practices is improved. At the student level, her research focuses on preventing and reducing aggressive behaviors through the development and testing of intervention programs for children, families, and schools.

Current Grants

U.S. Department of Justice, Office of Justice Programs, National Institute of Justice's Comprehensive School Safety Initiative (2016-2019). Interconnecting PBIS and School Mental Health to Improve School Safety: A Randomized Trial. (Co-PI with PI Dr. Mark Weist, University of South Carolina).

Recent Publications

Hanchon, T. A., Fernald, L., Splett, J. W. & Phelps, K. (in press). Clinical reasoning in the assessment and intervention planning for Major Depression. *Canadian Journal of School Psychology*.

Michael, K. D., George, M. W., Splett, J. W., Iachini, A., Warren, M. E., & Weist, M. D. (in press). Student Emotional and Educational Development (SEED) Project: A multi-site, school-based modularized intervention for mood disorders. *Journal of Child and Family Studies*.

Recent Conference Presentations

Splett, J. W., Thibodaux, L. K., Gilchrest, C., Binney, A. J., Garzona, M., & Gibson, N. (2016). Adoption and Implementation Considerations for Universal Mental Health Screening. Paper presented at the Florida Association of School Psychologists Annual Conference. Palm Harbor, FL.

(Recent Conference Presentations Cont.)

- Gonzalez, M., Monachino, C., Splett, J. W., Saunders, K. V., Thibodaux, L. K., & Smith, S. W. (2016). Cyberbullying and Cyberaggression: A Review and Example of School-based Interventions. Paper presented at the Florida Association of School Psychologists Annual Conference. Palm Harbor, FL.
- Splett, J. W., Perales, K., Moss, D., Orlando, C. M. & Quell, A. (2016). An Overview and Case Example of the Interconnected Systems Framework-Implementation Inventory. Paper presented at the 21st Annual Conference on Advancing School Mental Health. San Diego, CA.
- Weist, M. D., Lever, N., Stephan, S., Splett, J. W., Barret, S. & Eber, L. (2016). Improving PBIS and School Mental Health Integration within Effective Multi-Tiered Systems of Support: National Resource Center Perspectives. Symposium presented at the 21st Annual Conference on Advancing School Mental Health. San Diego, CA.
- Monachino, C., Saunders, K., Gonzalez, M., Thibodaux, L. K., Splett, J. W. (2016). A Review of School-Based Intervention Practices to Reduce Cyberbullying and Cyber Aggression. Poster presented at the 21st Annual Conference on Advancing School Mental Health. San Diego, CA.
- Thibodaux, L. K., Orlando, C., Garzona, M., Gilchrest, C., Gibson, N., & Splett, J. W. (2016). Usability of the Interconnected Systems Framework Implementation Inventory. Poster presented at the 21st Annual Conference on Advancing School Mental Health. San Diego, CA.
- Gilchrest, C., Gibson, N., Splett, J. W., Perales, K., Halliday-Boykins, C. & Weist, M. D. (2016). Best Practices for Teaming in the Interconnected Systems Framework. Poster presented at the 21st Annual Conference on Advancing School Mental Health. San Diego, CA.
- Splett, J. W. (2016, chair). Accessing Behavioral Health Services: School-Based Examples of Research, Policy and Implementation. Symposium accepted for presentation at the 2016 American Psychological Association Annual Convention. Denver, CO.
- Splett, J. W., George, M., Zaheer, I., Weist, M. D., Evans, S & Kern, L. (2016). Behavioral and Mental Health Service Use among Adolescents at Risk for School Dropout. Symposium paper accepted for presentation at the 2016 American Psychological Association Annual Convention. Denver, CO.
- Gilchrest, C. & Splett, J. W. (2016). Mental Health Supports and Programs for Students with Internalizing Problems. Student poster accepted for presentation at the 2016 International School Psychology Association Conference. Amsterdam, The Netherlands.
- Splett, J. W., Monachino, C. & LaPuma, T. (2016). Outcomes and mediation of an intervention to reduce relational aggression. Paper presented at the National Association of School Psychologists 2016 Annual Convention, New Orleans, LA.
- Splett, J. W., Maras, M. A., & Warmbold, K. (2016). The usability of a naturally implemented behavior screening measure. Paper presented at the National Association of School Psychologists 2016 Annual Convention, New Orleans, LA.

The First Year Cohort!



Top Row (from left to right): Luis Otero-Valles, David Riddle, Melina Yaraghchi, Melissa Dongo, Monique Cohn, Ryan Walker, Chris Robert

Bottom Row (from left to right): Katie Nirenberg, Alessia Guerriero, Katie Trainor, Kylie Deese

Meet the First Year Cohort!

- Hey, my name is David Riddle! I'm a first year PhD student in the program. I am originally from Columbia, SC (born and raised, y'all). I received my bachelors degree in Psychology from the University of South Carolina in 2014. Then I spent two years working at USC as a full time research assistant/lab manager. I also worked at a clinic for children with autism for over 3 years. My hobbies include reading, wood carving, exploring new places, and spending time with friends.
- Hi, my name is Alessia Guerriero, I am from the North Shore of Massachusetts. I graduated with a degree in Early Childhood & Human Development and love working with young children. In my personal time I love being outside, listening to music, going to the beach and spending time with family and friends.
- Hi there, my name is Ryan Walker and I am on the Ed.S. track in the program. I was born and raised in Fort Lauderdale, Florida but have lived in many places like San Diego and southern Spain because my mother is in the military. When I have free time from school work, I am a dog mom to my Spanish Hound/Lab mix puppy, Remy! He takes up the majority of my time but I love him!
- Hello, my name is Monique Cohn and I am first year School Psychology student! I graduated in May 2016 from the University of Central Florida with a degree in Early Childhood Development and Education. I am currently still heavily interested in the little kiddos and I am developing a new interest in behavior management. In my free time I enjoy exploring all of Gainesville's beauty.
- My name is Katie Trainor and I grew up in Charlotte, North Carolina. I graduated with degrees in Psychology and Biology from the University of North Carolina in 2012, and then spent two years teaching and two years working in research in Philadelphia. I'm excited to be back in the South enjoying the warmer weather! Outside of school, I love to travel, bake, listen to Broadway musicals and watch Carolina basketball, Go Heels!
- My name is Luis Otero-Valles and I am 24 years old. I was born in Puerto Rico but raised in Orlando. Professionally, I have worked as caseworker for 2 years, within a mental health setting. My experiences lead me to work with children and ultimately pursue a career as a school psychologist. And personally, I enjoy art, music, film, and photography.
- Hi my name is Kylie Deese and I am a first year Ed.S. student from Orlando, FL. I attended UF for undergrad as a psychology major, which is where I developed my passion for children and the educational system. In my free time I like to read and listen to music!
- Hi, my name is Melina Yaraghchi and I graduated in 2014 from the University of California, Berkeley. After graduation, I worked as a behavior interventionist and provided therapy for children with autism. I enjoy biking, hiking, and going to the beach! I also love exploring art museums.
- Hey! I'm Chris Robert and I'm from McKinney, TX. I received my B.A. in psychology from the University of Missouri. I played a variety of sports growing up but I eventually focused my time and efforts on gymnastics and soccer exclusively. I'm excited to begin my graduate training at UF. Go Gators!

School Psychology Graduate Student Association (SPGSA)

What is SPGSA?

The School Psychology Graduate Student Association (SPGSA) is a student-run organization designed to represent and serve the interests of graduate students in the school psychology program. Our officers organize and host events to promote a cohesive and collaborative environment. SPGSA hosts a number of activities and events, such as special topic presentations related to school psychology to outside departments and student social activities. During School Psychology Awareness Week, SPGSA organizes events to give thanks to our faculty members for their time and mentorship. We also help organize a yearly luncheon to show our gratitude to the many supervisors that train us in our practicum settings.

We also represent students during program faculty meetings, facilitating ongoing communication between faculty and students. Additionally, the organization encourages participation in community outreach activities. Over the years, we have hosted several different events where we support our local community.



SPGSA Officers

Co-Presidents: Lisa Guerrero (2nd Year) and Lia Thibodaux (2nd Year)

Secretary: Alexa Dixon (2nd Year)

Treasurer: Kendra Saunders (3rd Year)

Social Chair: Nicole Gibson (2nd Year)

PR Chair: Marlene Garzona (2nd Year)

Interview with Dr. Julie Ellis

Dr. Julie Ellis is a graduate of the University of Florida School Psychology Program, and now teaches the first-year practicum seminar course.

Please describe your current position, roles, and responsibilities.

I am a licensed psychologist in private practice at a pediatric therapy clinic. I assess children, consult with parents and teachers, provide interventions and consult in schools.

What experiences in the UF SPP helped you reach your current position?

I received a very broad variety of practicum opportunities and experiences. I also received exposure to diverse populations of children.

Did you feel well-prepared from your experiences in the program when starting your current position?

I did feel very well-prepared. The only thing that was difficult was learning how to bill insurance companies. Nobody can prepare you for dealing with insurance companies!

What advice would you give to current students in the program?

I would say to support each other because graduate school is not meant to be easy. Also, remember that life doesn't start AFTER you graduate. Enjoy your time in graduate school too!



Exploring Gainesville

Gainesville is the ideal college town: a great mix of nature and culture with small-town hospitality that will make it your home away from home. Take a look at only a few of the fun events and locations you can explore as a Gator:

GATOR GROWL:

The largest student-run pep rally in the world, the Gator Growl is the ultimate homecoming event that features top entertainers and has been known to attract Oscar winners and former U.S. presidents!



Paynes Prairie Preserve State Park:

National Natural Landmark that provides habitat for alligators, bison, wild horses, and more than 270 species of birds. An observation tower provides a panoramic view and you can enjoy hiking, horseback riding, and bicycling on 8 trails! Camping is also available.



Butterfly Rainforest at the Florida Museum of Natural History:

Enjoy hundreds of exotic butterflies in a rainforest setting and watch as they flutter around, stopping only to feed on flowers. This is definitely a one-of-a-kind attraction you don't want to miss!



Peer Mentor Love

Students of the UF School Psychology Program are assigned mentors and mentees. Students are linked with other students to seek support and advice. It is a positive experience for everyone involved and inspires inter-cohort bonding. Here are some quotes of love about peer mentors:

- “My mentor Angela has given me countless bits of information that are very honest and helpful in my navigating the Swamp and the SPP. I have loved our taco nights and ice cream outings that give so much insight” - Ryan Walker
- “I have been fortunate enough to have two peer mentors, Christina Monachino and Greg Muller. Both Christina and Greg have been such amazing mentors! They both really helped me integrate not only to the SP program but to Gainesville in general. I’ve really enjoyed getting to know them and spending time with them outside of classes and practicum. If you two are reading this, you rock!!” - David Riddle
- “Callie is a wonderful mentor! She is always responsive and supportive! I would like to thank her for being herself!” - Marlene Garzona
- “My peer mentor has been a fantastic resource during my transition into the UF program, always willing to look over my assignments, give me insight into classes and help me transition into being in school again! Plus, we have our peer supervision meetings at different spots in Gainesville, so she is helping me to expand my experiences!” - Katie Trainor
- “Erica, my mentor, has been wonderful. Being the first in my family to attend graduate school has made it a little difficult to adjust and Erica has been so helpful in my transition” - Elaina Schnyderite
- “My peer mentor this year is Theresa. She is truly awesome! Me and Theresa have been friends since the beginning of my first year and she has really helped me transition smoothly into my second year. She is always there for me when I have questions whether it be about assignments, program requirements, or where the best place is to get a burger in Gainesville” - Brette Therriault
- “Having a peer mentor has helped me so much since the start of my first year in the SP Program at UF. Whether it be guiding me through all of the processes and practices at practicum or helping me through various class assignments, Laura’s advice and support has always made my grad school experience that much better. Thank you for everything!” - Nicole Gibson
- “A HUGE thank you to my mentor, Kacey Gilbert, for being so helpful with my transition into graduate school! Her guidance and advice has made my first semester experience so much easier and I can’t imagine having a better mentor” - Melissa Dongo
- “My peer mentor has taught me the ropes! Brette Therriault has been the key ingredient in my smooth transition to graduate school. Thanks for showing me the way” - Alessia Guerriero
- “My mentor has been very helpful in guiding me through program expectations and has even allowed me to borrow a few textbooks. She has made going through the program less stressful” - Luis Otero
- “My peer mentor is awesome. She is always willing to help me with anything I need, related to school or not. She has become a very good friend and we have even gone to Disney together!” - Katie Nirenberg
- “My mentor, Elaina Schnyderite, has helped me with various assignments and is always available and very approachable. Having her as a mentor has definitely made my transition to graduate school smoother and easier. I am grateful for all of her help! Thank you!” - Melina Yaraghchi

Congratulations!

- Elizabeth Klinepeter achieved her Board Certified Behavior Analyst certification this past May and recently won the Graduate Student Research Award from the Florida Association of School Psychologists!



- Ryan Walker's dog, Remy, turned 1 in December!
- Chris Robert's research lab had a research proposal accepted to NASP and he presented at FASP as a first year student- a great opportunity for professional development!



- Brian Zaboski is currently working on two manuscripts for publication!
- Christopher Poitevien is the first school psychology student to provide services in some of the pediatric clinics he has been involved with!



Practicum Placements

Greg Muller (2nd Year, Ph.D.) PK Yonge Developmental Research School

Angela Nertney (2nd Year, Ed.S.) Marion County Public Schools (Sunrise Elementary School & West Port High School)

Ryan Walker (1st Year, Ed.S.) PK Yonge Developmental Research School

David Riddle (1st Year, Ph.D.) PK Yonge Developmental Research School

James Barringer (2nd Year, Ed.S.) Marion County Public Schools

Alexa Dixon (2nd Year, Ph.D.) PK Yonge Developmental Research School

Chris Robert (1st Year, Ph.D.) PK Yonge Developmental Research School

Marlene Garzona (2nd Year, Ph.D.) PK Yonge Developmental Research School

Catherine Rama (2nd Year, Ph.D.) PK Yonge Developmental Research School

Katie Trainor (1st Year, Ph.D.) PK Yonge Developmental Research School

Elaina Schnyderite (2nd Year, Ed.S.) PK Yonge Developmental Research School



“At PK Yonge, we’re fully immersed in what it means to be a school psychologist - systems-level tasks, academic/behavioral evaluations, teacher consultation, and so much more” – Greg Muller

“At the UF Psychology Clinic with Dr. Wiens-, I provide general mental health services and cognitive and diagnostic assessments to children and adolescents with a wide range of needs” – Katie Marsh

“In the Child Psychology Clinic at UF Health/Shands, under the supervision of Dr. Brenda Wiens, I conduct therapy sessions for children, adolescents, and their caregivers referred for concerns of depression, anxiety, and behavioral symptoms. I also conduct comprehensive psychoeducational assessments” – Elizabeth Klinepeter

Brette Therriault (2nd Year, Ed.S.) Marion County Public Schools (Ward-Highlands Elementary School)

Nicole Gibson (2nd Year, Ph.D.) PK Yonge Developmental Research School

Alessia Guerriero (1st Year, Ed.S.) Putnam County Public Schools (Mellon Elementary School)

Monique Cohn (1st Year, Ed.S.) Putnam County Public Schools (Jenkins Middle School)

Luis Otero-Valles (1st Year, Ph.D.) Marion County Public Schools (Hammett Bowen Jr. Elementary School)

Katie Nirenberg (1st Year, Ed.S.) Putnam County Public Schools (Jenkins Middle School)

Kylie Deese (1st Year, Ed.S.) Marion County Public Schools

Melina Yaraghchi (1st Year, Ph.D.) Alachua County Public Schools (Glenn Springs Elementary School)

Kacey Gilbert (2nd Year, Ph.D.) Fundamental Therapy Solutions with Dr. Julie Ellis

Melissa Dongo (1st Year, Ph.D.) Putnam County Public Schools (Melrose Elementary School)

Stevie DeFelice (2nd Year, Ed.S.) PK Yonge Developmental Research School

Advanced Practicum & Internship Placements

Melissa Gonzalez (3rd Year, Ph.D.) UF Springhill Health Center

Elizabeth Klinepeter (4th Year, Ph.D.) Child Psychology Clinic at UF Health/Shands
Hospital

Katie Marsh (4th Year, Ph.D.) UF Psychology Clinic

Elizabeth Kenney (4th Year, Ph.D.) Columbia County School District

Anna Schrack (4th Year, Ph.D.) UF Springhill Health Center

Brian Zaboski (4th Year, Ph.D.) UF Springhill Health Center: Child Psychiatry

Olivia Soutullo (5th Year, Ph.D.) UF Springhill Health Center: Medical Psychology

Laura Navia Hippchen (3rd Year, Ph.D.) UF Springhill Health Center and Diabetes Clinic

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

Callie Gilchrest (3rd Year, Ph.D.) UF Springhill Health Center

Lisa Guerrero (2nd Year, Ph.D.) UF Springhill Health Center

Theresa LaPuma (3rd Year) UF Springhill Health Center

Erica Mesnard (3rd Year, Ph.D.) UF Springhill Health Center: Medical Psychology

Christopher Poitevien (5th Year, Ph.D.) UF Health Pediatric Hematology/Oncology Unit

Kendra Saunders (3rd Year, Ph.D.) PK Yonge Developmental Research School

Lia Thibodaux (2nd Year, Ph.D.) UF Springhill Health Center: Medical Psychology

Andrew Rodriguez (2nd Year, Ph.D.) UF Springhill Health Center

Akiko Goen (4th Year, Ph.D.) Alachua County Public Schools

Elisavet Kampouri (3rd Year, Ed.S.) Palm Beach County Schools

Ph.D. Dissertations

Elizabeth Klinepeter (4th Year, Ph.D.)

Investigating the lived experiences of caregivers of, service providers for, and adolescents with ASD regarding collaborative service delivery practices for transition-age adolescents with ASD

Chair: Dr. Tina Smith-Bonahue

Olivia Soutullo (5th Year, Ph.D.)

School Psychology Interns' Experiences Facilitating Family-School Partnerships with Culturally and Linguistically Diverse Families

Chair: Dr. Tina Smith-Bonahue

Elizabeth Kenney (4th Year, Ph.D.)

Using children's literature to promote social and emotional learning

Chair: Dr. Tina Smith-Bonahue

Brian Zaboski (4th Year, Ph.D.)

Group Exposure and Response Prevention for College Students with Social Anxiety: A Randomized Clinical Trial

Chair: Dr. Diana Joyce-Beaulieu

Laura Navia Hippchen (3rd Year, Ph.D.)

Social factors related to adherence in adolescents with Type 1 diabetes

Chair: Dr. Tina Smith-Bonahue

Akiko Goen (4th Year, Ph.D.)

Family engagement and families' perceptions of professionals' family-centered practices among Head Start families

Chair: Dr. Tina Smith-Bonahue

Christopher Poitevien (5th Year, Ph.D.)

The correlational relationship between acute lymphoblastic leukemia treatment, psychosocial functioning, and early school achievement

Chair: Dr. Diana Joyce-Beaulieu

Assistantships and Fellowships

Greg Muller (2nd Year, Ph.D.) Strategy Tutor, University of Florida Athletic Association

Elizabeth Klinepeter (4th Year, Ph.D.) Graduate Fellowship, Co-teaching EDF 3122: The Young Child

Katie Marsh (4th Year, Ph.D.) Graduate Assistantship in the Office of Educational Research, Strategy Tutor for the Office of Student Life

Elizabeth Kenney (4th Year, Ph.D.) Teaching Assistantships—Course instructor for EEX3012 Introduction to Special Education for UEC students & section of EME4401 for UEP students

Anna Schrack (4th Year, Ph.D.) Graduate Assistantship with Reitz Union Administrative Services

David Riddle (1st Year, Ph.D.) Graduate School Fellowship, Special Education Department in the College of Education

Alexa Dixon (2nd Year, Ph.D.) Graduate School Fellowship

Chris Robert (1st Year, Ph.D.) Graduate School Fellowship

Olivia Soutullo (5th Year, Ph.D.) Graduate Assistantship with Office of Educational Research in the College of Education

Marlene Garzona (2nd Year, Ph.D.) Graduate School Fellowship

Catherine Rama (2nd Year, Ph.D.) Teaching Assistantship

Melissa Gonzalez (3rd Year, Ph.D.) Teaching Assistantship, EDF3110: Human Growth and Development.

Brian Zaboski (4th Year, Ph.D.) Graduate School Fellowship

Katie Trainor (1st Year, Ph.D.) Graduate School Fellowship

Nicole Gibson (2nd Year, Ph.D.) Research Assistantship with Dr. Splett

Luis Otero-Valles (1st Year, Ph.D.) Graduate School Fellowship

Melina Yaraghchi (1st Year, Ph.D.) Research Assistantship with Dr. Splett & Graduate School Fellowship

Kacey Gilbert (2nd Year, Ph.D.) Research Assistantship with Dr. Kranzler & Grinter Fellowship

Melissa Dongo (1st Year, Ph.D.) Graduate Assistantship, School Psychology Test Librarian

Laura Navia Hippchen (3rd Year, Ph.D.) Graduate School Fellowship with Dr. Olsen

Erica Mesnard (3rd Year, Ph.D.) Teaching Assistantship: EDF2085- Teaching Diverse Populations

Callie Gilchrest (3rd Year, Ph.D.) Research Assistantship with Dr. Brian Reichow



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 as well as many others.

We Love the UF SPP

Here are some reasons why our students love the School Psychology Program at the University of Florida:

- “UFSPP is an ideal graduate program: engaging, innovative, and challenging. Staff, faculty, and guest instructors legitimately care about their subject and students, working to bring best practice and personal experience together for a balanced educational experience. I would choose UFSPP all over again” - Greg Muller
- “The program is very comprehensive and gives you plenty of opportunities to experience the different roles with the field of School Psychology” - Katie Marsh
- “I love the UF SPP because the faculty is very supportive of any research or course interests we have. They help ensure that we have all of the practical experiences needed to help us become competitive internship applicants. We also have great students who are wonderful to work with and hang out with” - Elizabeth Kenney
- “I'm grateful for the support our faculty provides and the broad training background we receive. The opportunity to start practicum during our first week in the program has been really valuable hands-on experience to draw from as I prepare to apply for internships!” - Angela Nertney



“The UF SPP is such a great choice because of the invaluable support you receive from both faculty and current students. I personally came to visit the program before I even applied. I was immediately put into contact with several members of faculty, had individual meetings with professors that answered many questions, and even got to sit in and participate in a 3rd year Ph.D. class! After that experience, students gave me their contact information and were very open to helping answer any questions I had through the admissions process. So far, the support from everyone is my favorite aspect of this particular program!” - Ryan Walker



- “The UFSPP is a dynamic collegiate experience allowing for experiential learning starting the first semester. Students are able to utilize skills learned in the classroom at a school, clinic, or an alternate setting” - James Barringer
- “The UF SPP is a supportive and comprehensive program that allows you to create your own experiences to match your interests and goals” - Alexa Dixon

- “The SPP has been such an amazing program so far. I really enjoy the in depth discussions we have in our classes. I also believe there is an invaluable amount of experiences provided by the various practicum sites affiliated with our program. The faculty are great, the staff members are some of the nicest people you will meet, and the students are some of the most interesting and kindest people I’ve ever met. Making the decision to attend the SPP at UF is one of the best decisions I have ever made” - David Riddle
- “I love the atmosphere of UF SPP! It is very welcoming!” - Marlene Garzona
- “I love the UFSPP because the faculty is supportive of individual interests and they do an excellent job of providing opportunities that are relevant to those interests and career goals. The practicum experience at UF is also a marked strength of the program. UF begins practicum in the first year of graduate training, representing an excellent opportunity to acquire professional skills that will be relevant to the practice of professional school psychology. Finally, UF is a research university and there are a number of opportunities to be involved in research both within the SPP and across the college of education” - Chris Robert



Conference Presentations



Concepcion, R., Kenney, E., Smith-Bonahue, T., McReynolds, J., Kemple, K., & Jung, J. (2016, February). *Enhancing social-emotional learning of preschoolers through storybook reading*. Presented at the National Association of School Psychologists Annual Convention, New Orleans, Louisiana.

Concepcion, R., Kenney, E., Smith-Bonahue, T., McReynolds, J., Kemple, K., & Matthews, K. (2016, November). *Enhancing social-emotional learning of preschoolers through storybook reading*. To be presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, Florida.

Garzona, M., DeFelice, S., Rodriquez, A., & Joyce-Beaulieu, D. (2016, November). *School-based intervention and prevention strategies for eating disorders*. Presented at the 43rd Annual Conference of the Florida Association of School Psychologists, Palm Harbor, FL.

Hancock-Smith, A., Flores, C. G., Smith, M., Schrack, A. P. (2016, October). *Helping and Supporting Transgender Youth in the Schools*. Presented at the Florida Association of School Psychologists 43rd Annual Conference, Palm Harbor, FL.

Kennedy-Lewis, B. L., & Soutullo, O. R. (2016, April). *How teachers' descriptions of challenging students reflect their beliefs about their own roles and responsibilities for student success*. Presented at the 2016 American Educational Research Association (AERA) Annual Meeting: Washington, D.C.

Kenney, E., Concepcion, R., Smith-Bonahue, T., Kemple, K., McReynolds, J., & Jung, J. (2015, October). *Enhancing preschoolers' emotion vocabulary through storybook reading*. Presented at the Florida Association of School Psychologists Annual Conference, Orlando, Florida.

Kenney, E., Concepcion, R., Smith-Bonahue, T., McReynolds, J., Kemple, K., & Matthews, K. (Accepted; 2017, February). *Enhancing Linguistically Diverse Preschoolers' Social-Emotional Learning through Storybook Reading*. Poster to be presented at the National Association of School Psychologists Annual Convention, San Antonio, Texas.

Kenney, E., Kemple, K., Concepcion, R., Smith-Bonahue, T., McReynolds, J., & Matthews, K. (Accepted; 2017, April/May). *Use of a scripted dialogic book reading intervention to increase preschool children's emotion vocabulary knowledge*. Submitted for presentation at the American Educational Research Association's Annual Meeting, San Antonio, Texas.

Klinepeter, E., Kenney, E., Tiplady, K., & Smith-Bonahue, T. (Accepted; 2017, February). *Making it work: A comparison of service delivery models*. Poster to be presented at the National Association of School Psychologists Annual Convention, San Antonio, Texas.

Klinepeter, E., Kenney, E., Tiplady, K., & Smith-Bonahue, T. (2016, February). *Connecting the dots: Service delivery for students with significant disabilities*. Presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016, February). *Diagnostic utility of the XBA PSW approach to SLD Identification*. Poster presented at the Annual Convention of the National Association of School Psychologists. New Orleans, LA.

Kranzler, J. H., Zaboski, B., & Thibodaux, L. (2015, October). *Examination of the clinical utility of the cross-battery assessment pattern of strengths and weaknesses approach to the identification of specific learning disabilities*. Paper presented at the Annual Convention of the Florida Association of School Psychologists. Orlando, FL.

Conference Presentations

Muller, G., Dixon, A., Binney, A., & Joyce-Beaulieu, D. (2017, February). *Office-Discipline Referral Rates as Mitigated by MTSS Interventions Tiers 1-3*. To be presented at the annual meeting of the National Association of School Psychologists, San Antonio, Texas.

Muller, G., Dixon, A., Binney, A., & Joyce-Beaulieu, D. (2016, November) *Impact of MTSS Tiers 1-3 Interventions on Office-Discipline Referrals*. Presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, Florida.

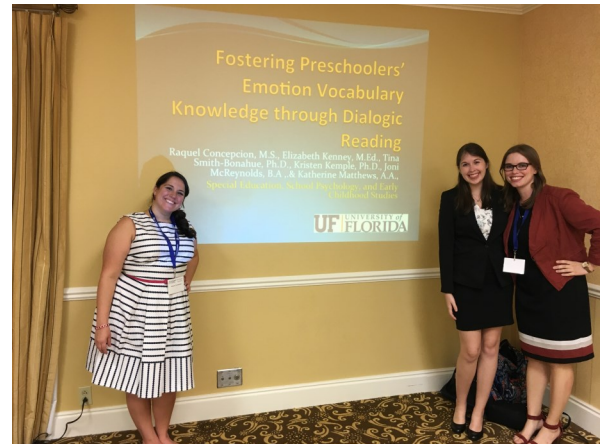
Nertney, A. M. (2016, July). *Multiculturalism and Diversity Issues in United States Schools*. Poster presented at the annual conference of the International School Psychology Association, Amsterdam, The Netherlands.

Prykanowski, D., Marsh, K., & Martinez, J. (2016). *Home-Based Parent-Implemented Early Intervention for Young Children with Autism Spectrum Disorders: A Systematic Review and Meta-Analysis*. International Meeting for Autism Research, Baltimore, MD.

Soutullo, O. R., Navia, L. N., & Smith-Bonahue, T. M. (2016, February). *Teachers' perspectives on immigration-related barriers to family-school collaboration*. Presented at the National Association of School Psychologists (NASP) 2016 Annual Convention: New Orleans, LA.

Zaboski, B. A., Schrack, A. P., Joyce-Beaulieu, D., & MacInnes, J. W. (2017, February). *Broadening Our Understanding of Evidence-Based Practice: Effective and Discredited Interventions*. To be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

Zaboski, B. A., Schrack, A. P., Joyce-Beaulieu, D., & MacInnes, J. W. (2016, October). *Evidence-Based Practice in Practice: Results from a 2015 FASP Member Survey*. Presented at the Florida Association of School Psychologists 43rd Annual Conference, Palm Harbor, FL.



Student Publications

- Kemple, K., Oh, J., Kenney, E., & Smith-Bonahue, T. (2016). The power of outdoor play and play in natural environments. *Childhood Education*, 92(6), 446.
- Kennedy-Lewis, B. L., Whitaker, D., & Soutullo, O. R. (2016). "Maybe that helps folks feel better about what they're doing": Examining contradictions between educator presumptions, student experiences, and outcomes at an alternative school. *Journal of Education for Students Placed at Risk*, 21(4), 1-16.
- Sanders-Smith, S. C., Smith-Bonahue, T. M., & Soutullo, O. R. (2016). Practicing teachers' responses to case method of instruction in an online graduate course. *Teaching and Teacher Education*, 54, 1-11.
- Soutullo, O. R., Smith-Bonahue, T. M., Smith, S. C., & Navia, L. E. (2016). Discouraging partnerships? Teachers' perspectives on immigration-related barriers to family-school collaboration. *School Psychology Quarterly*, 31(2), 226-240.
- Soutullo, O. R., Smith-Bonahue, T. M., Smith, S. C., & Navia, L. E. (2016). Educators' perspectives on immigration-related barriers to family-school partnerships. *School Psychology Quarterly*.
- Thibodaux, T., Gonzalez, M., LaPuma, T., & Joyce-Beaulieu, D. (2015). *Does Incorporating Movement and Music Enhance Learning of Reading and Math Skills?* In press.
- Zaboski, B. A., Schrack, A. P., Joyce-Beaulieu, D., & MacInnes, J. W. (In Press). Broadening our understanding of evidence-based practice: Effective and discredited interventions.





It's Great to be a
Florida Gator!

