

# School Psychology Times

2017-2018

UNIVERSITY OF FLORIDA  
SCHOOL PSYCHOLOGY  
PROGRAM

NEWSLETTER EDITOR:  
BRITTANY LABELLE,  
M.S.ED.

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## Director's Column

### By Dr. John Kranzler

The University of Florida (UF) is a “land-grant” institution. A land-grant institution is an institution of higher education in the United States designated by a state to receive the benefits of the Morrill Acts of 1862 and 1890. Signed into law by President Abraham Lincoln, the intention of the Morrill Acts was to fund educational institutions by granting federally controlled land to the states to establish colleges that taught practical agriculture, science, military science, and engineering.

Although these land-grant institutions did not exclude classical studies, their mission was decidedly practical and in contrast to the historic focus on an abstract liberal arts curriculum in higher education. The legislative mandate for these land grant colleges also helped extend higher education to broad segments of the U.S. population and forbade racial discrimination in admissions policies. Over the decades, most land-grant institutions have become large public universities that today offer a full spectrum of educational opportunities, such as the University of Florida.

University of Florida is also classified by the Carnegie Classification of Institutions of Higher Education as a “Research I University” ...

In addition to being a land-grant institution, the University of Florida is also classified by the Carnegie Classification of Institutions of Higher Education as a “Research I University.” Research I universities are those that, among other criteria, have the highest research activity.

The mission of the University of Florida’s School Psychology Program “to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth” is consistent with both the traditional practical focus of land-grant institutions and the high research priority of Research I institutions.

The *School Psychology Times* is primarily intended to share with readers many of the activities and accomplishments of faculty and students. As you will see in these pages, we are a community of scientist-practitioners committed to promoting the well-being all children and youth through our research, teaching, service, and practice.



I am particularly pleased to announce that Dr. Christopher Anthony will be joining the faculty of the School Psychology Program as a tenure-track assistant professor in Fall, 2018. Dr. Anthony received bachelor’s degree from the University of Notre Dame and his doctorate from the APA-accredited school psychology program at Penn State University. For the past 1 ½ years he has worked as an assistant professor at Oklahoma State University. Dr. Anthony is a nationally certified school psychology will be license-eligible when he arrives in the fall. His research interests concern factors related to school success and their measurement. Dr. Anthony already has published a number of chapters and articles in the top journals in school psychology and related areas, including the *Journal of School Psychology* and *School Psychology Quarterly*. He is a nationally certified school psychologist and will be license-eligible upon his arrival in the fall. We are delighted to welcome Dr. Anthony to the School Psychology Program at the University of Florida!



# 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.

2017-2020: Research Foundation Professor, University of Florida Research Foundation, Inc.

## Recent Publications

Benson, N., **Kranzler, J. H.**, & Floyd, R. G. (2017). Comparing cognitive models and scoring methods in predicting academic achievement. Poster presented at the Annual Convention of the National Association of School Psychologists. San Antonio, TX.

**Kranzler, J. H.**, & Levy, M. P. (in press). Statistics for the terrified criminologist. New York, NY: Rowman & Littlefield.

**Kranzler, J. H.** (in press). Statistics for the terrified (6th Ed.). New York, NY: Rowman & Littlefield.

Grapin, S. L., & **Kranzler, J. H.**, (Ed.S..) (in press). School Psychology: Professional Issues and Practices. Springer: New York.

Grapin, S. L., & **Kranzler, J. H.** (in press). Introduction to School Psychology. In S. L. Grapin & J. H. Kranzler (Ed.S..), School Psychology: Professional Issues and Practices. Springer: New York.

**Kranzler, J. H.**, & Floyd, R. G. (in press). Intellectual assessment of children and youth. In S. L. Grapin & J. H. Kranzler (Ed.S..), School Psychology: Professional Issues and Practices. Springer: New York.

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.

Benson, N., & **Kranzler, J. H.** (2017). Another look at the construct validity of the Gifted Rating Scales–Preschool/Kindergarten and School Forms. *Journal of Psychoeducational Assessment*. DOI: 10.1177/0734282917710377

Grapin, S. L., **Kranzler, J. H.**, Waldron, N., Joyce-Beaulieu, D., Algina, J. (2017). Investigating multiple methods of local oral reading fluency benchmark development: An examination of long-term classification accuracy. *Psychology in the Schools*. DOI: 10.1002/pits.22035

**Kranzler, J. H.** (2017). Test review of the Achenbach System of Empirically Based Assessment (2015 Update). In J. F. Carlson, K. F.

Geisinger, & J. J. Jonson (Ed.S..), *Mental measurements yearbook* (20th ed.) (pp. 20-22). Lincoln, NE: The University of Nebraska Press.

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



# Dr. 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

Sulkowski, M., & **Joyce-Beaulieu, D.** (in press, 2018, March). The role of the school psychologist in postsecondary education: Enhancing transition planning, college retention, and graduation outcomes. *The School Psychologist*.

**Joyce-Beaulieu, D.** (in press, 2018). Anxiety. In F. Bruce (Ed.). *The SAGE encyclopedia of educational research, measurement, and evaluation*. Thousand Oaks, CA: Sage Publications.

**Joyce-Beaulieu, D.** (in press, 2018). 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.

**Joyce-Beaulieu, D.** (2017). SPF: Implications for practica and internship teaching and learning. *School Psychology Forum*, 11(4), 1-5.

**Joyce-Beaulieu, D.,** & Sulkowski, M. (in press, 2017, November). The role of the school psychologist in postsecondary education: Psychoeducational services to support college students. *The School Psychologist*.

Grapin, S. L., Kranzler, J. H., Waldron, N., **Joyce-Beaulieu, D.,** & Algina, A. (2017). Developing local oral reading fluency cut scores for predicting high-stakes test performance. *Psychology in the Schools*, DOI: 10.1002/pira.22035

Zaboski, B., Schrack, A., **Joyce-Beaulieu, D.,** & MacInnes, J. (2017). Broadening our understanding of evidence-based practice: Effective and discredited interventions. *Contemporary School Psychology*, DOI 10.1007/s40688-017-0131-4

**Joyce-Beaulieu, D.,** & Dixon, A. R. (in press). Planning for a career in School Psychology. In S. L. Grapin & J. H. Kranzler (Ed.S.), *School Psychology: Professional Issues and Practices*. New York, NY: Springer Publishing

## Recent Conference Presentations

**Joyce-Beaulieu, D.,** Muller, G., & Robert, C. (2017, July). Effective practitioner practices for preparing students with disabilities for postsecondary education. Paper presented at the meeting of International Association of School Psychologists, Manchester, England

Dixon, A., & **Joyce-Beaulieu, D.** (2017, July). Hospital-to-school transitions for children with chronic illness. Paper presented at the meeting of International Association of School Psychologists, Manchester, England.

Dixon, A., Robert, C., **Joyce-Beaulieu, D.,** Muller, G., & Binney, A. (2017, July). A multifaceted school based mental health support service for children: Is it effective? Paper presented at the meeting of International Association of School Psychologists, Manchester, England.

Garzona, M., Rodriguez, A., Rama, C., & **Joyce-Beaulieu, D.** (2017, July). An exploration of school belonging and engagement in a high school sample - Poster presented at the meeting of International Association of School Psychologists, Manchester, England.

Garzona, M., & **Joyce-Beaulieu, D.** (2017, July). A case example of solution-focused brief counseling. Paper presented at the meeting of International Association of School Psychologists, Manchester, England.

**Joyce-Beaulieu, D.,** Sulkowski, M., & Zaboski, B. (2017, February). Easily implemented components of cognitive- behavioral therapy in schools. Workshop presented at the meeting of National Association of School Psychologists, San Antonio, TX.

Muller, G. N., Dixon, A., Binney, A. J., **Joyce-Beaulieu, D.** (2017, February). Office- discipline referral rates as mitigated by MTSS interventions Tiers 1-3. Paper presented at the meeting of National Association of School Psychologists, San Antonio, TX.

Zaboski, B. A., Schrack, A. P., & **Joyce-Beaulieu, D.** (2017, February). Broadening our understanding of evidence-based practice: Effective and discredited interventions. Paper presented at the meeting of National Association of School Psychologists, San Antonio, TX.

## Dr. Elayne Colón



Dr. Colon is an Associate Scholar and serves as the Director of Assessment and Accreditation for the University of Florida's College of Education. Her scholarly interests include assessing quality educator preparation, the impact of candidates and completers on P-12 student learning, and issues related to accountability and accreditation in higher education.

### Awards, Honors and Appointments

Evaluator and Negotiator, Procurement Committee for Development and Administration of Certification Examinations for Florida Educators, Bureau of Postsecondary Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education (Summer, 2017)

Chair, e-Portfolio Task Force, UF Quest, University of Florida (2016-17)

Editorial Board, Interdisciplinary Education and Psychology Journal

### Recent Conference Presentations

Leite, M., **Colón, E.**, & Dana, T. (2017, October). *Growth Mindset Survey: Measuring dispositions of newly admitted teacher education candidates*. Presented at the fall meeting of the Florida Association of Teacher Educators, Boca Raton, FL.

**Colón, E.** & Dana, T. (2017, September). *Rethinking the Intern Evaluation to better predict impact: One institution's Selected Improvement Plan*. Presented at the fall conference of the Council for the Accreditation of Educator Preparation, Washington, DC.

Leite, M., Warm, R., & **Colón, E.** (2017, July). *LiveText e-Portfolio: One tool, multiple purposes*. Presented at the LiveText's 16<sup>th</sup> Annual Assessment and Collaboration Conference, Chicago, IL.

**Colón, E.** (2017, March). *Sharing data for continuous improvement*. Presented at the University of Florida's Assessment Conference, Gainesville, FL. (invited)

Dana, T. & **Colón, E.** (2017, February). *Continuously improving your clinically-based teacher education program*. Presented at the Clinical Fellows Symposium at the annual meeting of the Association of Teacher Educators, Orlando, FL. (invited)

Adams, B., **Colón, E.**, & Dana, T. (2017, January). *Perceptions of my teacher: Using Tripod student surveys to measure prospective teacher effectiveness*. Presented at the Florida Association of Teacher Educators, Saint Leo, FL.

**Colón, E.** (2016, October). *Survey of FAcTE membership: Subject Area Exam of the Florida Teacher Certification Exam – requirements and preparation*. Presented at the fall meeting of the Florida Association of Colleges of Teacher Education, Daytona Beach, FL. (invited)

## 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

Miller, S.\*, **Smith-Bonahue, T.**, & Kemple, K. (in press). Preschool teachers' responses to challenging behavior: The role of organizational climate in referrals and expulsions. *International Research in Early Childhood Education*.

### Recent Conference Presentations

Cordoba, T., Soutullo, O., Sanders-Smith, S., & **Smith-Bonahue, T.** (April, 2017). "Un-Othering": A developmental perspective for teacher educators of preservice teachers. Paper presented at the American Educational Research Association Annual Meeting. San Antonio, TX

Kenney, E., Kemple, K., Conception, R., & **Smith-Bonahue, T.** (April, 2017). Use of a scripted dialogic reading intervention to increase children's emotion vocabulary knowledge. Poster presented at the American Educational Research Association Annual Meeting. San Antonio, TX

Kenney, E.\*, Conception, R\*., **Smith-Bonahue, T.**, Kemple, K., McReynolds, J.\*, & Matthews, K.\* (February, 2017). Enhancing Linguistically Diverse Preschoolers' Social-Emotional Learning Through Storybook Reading. A poster presented at the Annual Conference of the National Association of School Psychologists. San Antonio, TX.

Klinepeter, E., Kenney, E., Tiplady, K., & **Smith-Bonahue, T.** (February, 2017). Making it work: A comparison of inclusive service delivery models. A poster presented at the Annual Conference of the National Association of School Psychologists. San Antonio, TX.

**Smith-Bonahue, T.**, Soutullo, O., & Sanders-Smith, S. (May, 2017). The personal is educational: A Developmental Constructivist perspective for professional development in high-poverty schools. Paper presented at the American Educational Research Association Annual Meeting. San Antonio, TX



# Dr. Christopher Anthony



Dr. Anthony's research interests broadly focus on socioemotional and behavioral variables that contribute to student learning and academic achievement (academic enablers, “noncognitive” factors, social and emotional learning variables, etc.). I’m especially interested in improving the conceptualization, understanding, and measurement of these variables to promote a greater integration of them into everyday school practice.

Dr. Anthony is a Nationally Certified School Psychologist and is also pursuing licensure as a psychologist.

## Recent Publications

**Anthony, C. J. & DiPerna, J. C.** (*in press*). Piloting a Short Form of the Academic Competence Evaluation Scales. *School Mental Health*.

**Anthony, C.J. & DiPerna, J. C.** (2017). Examining the Psychometric Properties of Maximally Efficient Items from the Social Skills Improvement System – Teacher Rating Scale. *Journal of Psychoeducational Assessment*. Advance online publication. doi: 10.1177/0734282917743335

**Anthony, C. J. & DiPerna, J. C.** (2017). Identifying sets of maximally efficient items from the Academic Competence Evaluation Scales-Teacher Form. *School Psychology Quarterly*, 32, 552- 559. doi: 10.1037/spq0000205

## Recent Conference Presentations

Ogg, J. & **Anthony, C. J.** (2018). *Parent Involvement and Children's Externalizing Behavior: Bidirectional Effects across Gender*. Poster to be presented at the annual convention of the American Psychological Association, San Francisco, CA.

**Anthony, C.J. & DiPerna, J. C.** (2017). *Using IRT to Develop a Brief Form of the ACES*. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.

**Dr. Anthony is also a Editorial Board Member of the Journal of School Psychology**



## 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

Society for the Study of School Psychology, 2017 Early Career Research Award Program (2017-18). *A Mixed Methods Comparison of Universal Screening and School Referral*. (PI with Co-I Kristy Warmbold-Brann & Mentor Shannon Suldo), \$19,919.

University of Florida Office of Research, 2017 Research Opportunity Fund (2017-19). *Intervening to Reduce Relational Aggression: Procedural Validation and Implementation Outcomes*. (PI with Co-PIs Drs. Stephen W. Smith & Sarah D. L. Landsman), \$98,824.

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). \$630,337 Subcontract. \$ 4,106,951 Total Award to University of South Carolina.

### Recent Publications

**Splett, J. W.**, Smith-Millman, M., Raborn, A., Warmbold-Brann, K., Maras, M. A. & Flaspohler, P. (in press). Student, teacher and classroom predictors of between-teacher variance of students' teacher-rated behavior. *School Psychology Quarterly*.

Weist, M., D., Horner, R., **Splett, J. W.**, Eber, L., Putnam, B., Barrett, S., Perales, K., Fairchild, A. J. & Stephan, S. H. (in press). Improving multi-tiered systems of support for students with "internalizing" emotional/behavioral problems. *Journal of Positive Behavior Interventions*.

Warmbold, K., Maras, M. A., **Splett, J. W.**, Smith-Millman, M., & Flaspohler, P. (in press). Examining the long-term stability of a strengths-based screener over two years. *Journal of Psychoeducational Assessment*. doi: [10.1177/0734282917720564](https://doi.org/10.1177/0734282917720564)

**Splett, J. W.**, Raborn, A., Lane, K. L., Binney, A., & Chafouleas, S. M. (in press). Factor analytic replication and model comparison of the BASC-2 Behavioral and Emotional Screening System. *Psychological Assessment*. <http://dx.doi.org/10.1037/pas0000458>

**Splett, J. W.**, Perales, K. Halliday-Boykins, C. A., Gilchrest, C., Gibson, N. & Weist, M. D. (2017). Best practices for teaming and collaboration in the Interconnected Systems Framework. *Journal of Applied School Psychology*, 33(4), 347-368. <http://dx.doi.org/10.1080/15377903.2017.1328625>.

Nation, M., **Splett, J. W.**, Voight, A., & Weist, M. D. (in press). School-community collaboration to promote school safety. M. Mayer & S. Jimerson (Ed.S.) *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*



## Recent Conference Presentations

- Splett, J. W.**, Perales, K., Halliday-Bokins, C. & Weist, M. (2018, March). *Tier 2 and 3 Behavioral Outcomes in the Interconnected Systems Framework*. Paper presentation in symposium Integrating Mental Health Assessment and Supports into School-based Tiered Prevention Models at the 2018 Association for Positive Behavior Supports, San Diego, CA.
- Garzona, M., Gibson, N., & **Splett, J. W.** (2017, July). *Teacher mental health literacy and implications*. Student poster presented at the 2017 International School Psychology Association Conference. Manchester, UK.
- Warmbold-Brann, K., Thibodaux, L., Gilcrest, C., & **Splett, J. W.** (2017, February). *Examining emotional and behavioral screening stability over 2 years*. Paper presented at National Association of School Psychologists Annual Convention, San Antonio, TX.
- Splett, J. W.** & Weist, M. D. (2017, October) Moving Forward: Next Steps of the NIJ-funded Project About School Safety. Invited presentation at the 2017 School Mental Health Research Summit. Washington, D.C.
- Pohlman, K., Van Acker, E., **Splett, J. W.**, & Moss, D. (2017, October). Action Planning with the Interconnected Systems Framework-Implementation Inventory. Invited presentation at the 2017 PBIS National Leadership Forum, Chicago, IL.
- Splett, J. W.**, Quell, A., Perales, K. & Farrell, A. (2017, February). *Mental health promotion and intervention in the classroom*. Invited pre-symposium workshop at the 2017 Midwest Symposium for Leadership in Behavioral Disorders. Kansas City, MO.
- Trainor, K. Dongo, M., Garzona, M. & **Splett, J. W.** (2017, November). *Traditional referral methods versus Universal Screening within an MTSS Framework*. Paper accepted for presentation at the Florida Association of School Psychologists Annual Conference. Daytona, FL.

## 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 (Ed.S.). *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.

## Special Education, School Psychology and Early Childhood Studies (SESPECS) Office Staff

**The following staff members are vital to the function and efficiency of our School Psychology Program:**

### **Michell York**

#### **Administrative Specialist I**

Michell is the Special Education, School Psychology and Early Childhood Studies Office Manager. Some of her responsibilities include: SESPECS HR & Payroll, Tuition Waivers, Letters of Appointment, and GA Evaluations. She was born in Apopka, FL, but grew up on a 3,700 acre ranch in Greenville, FL. She has been with the university for 23 years. When reflecting on our School Psychology program, she is most impressed by the number of inquiries the office receives throughout the year and number of applicants vying to be in our program. This speaks highly about the program and the faculty that have built it.



### **Shaira M. Rivas-Otero**

#### **Administrative Support Assistant II**

Shaira is an Administrative Support Assistant II. Some of her responsibilities include: Master's Degree Program Support, Department Travel & Reimbursements, Department Purchasing, Course Scheduling, Grades/Change of Grade Forms, and Textbook Adoptions. She has been with the university for 19 years. She is from Caracas, Venezuela and grew up in both Venezuela and Puerto Rico before moving to the United States. When asked what makes our School Psychology program unique she stated that our program is unique because we get students from all over the world, who represent different nationalities.

### **Lynette Beacher**

#### **Administrative Support Assistant II**

Lynette is an Administrative Support Assistant II. Some of her responsibilities include: Online Master's Program Support, Website Maintenance, Department Photography, and General Office Tasks. She was born in Lawrence, Massachusetts, but has been in Gainesville, FL since she was 5. She began working in the SESPECS office as a student assistant in 2010 and loved it so much so has been here since she has graduated. A fun fact is that she hates dragonflies and when asked what makes our program unique she said, all of the students.



### **Elizabeth Rivera-Cortes**

#### **Academic Assistant II**

Elizabeth is an Academic Assistant II. Some of her responsibilities include: School Psychology and Special Education Doctoral Program Support (admissions, registration, dissertation scheduling, student records, Certificate Program Support, etc.). She is Puerto Rican and was born and raised in Hartford, Connecticut. She moved to Florida about 17 years ago and has worked for UF for about 12 years. A fun fact about her is she hates snow, and she is allergic to strawberries. When asked what makes our program unique, she said that we have the best faculty and students.

# Interview with Dr. Anthony

## What drew you to the field of School Psychology?

I was drawn to School Psychology for several reasons. First, I was always attracted to the possibility of an academic career in psychology. At the same time, I wanted to ensure that my work would provide tangible benefit to real people. School Psychology struck me from early on as a field that was both scientifically rigorous and applied in a meaningful way. This initial impression was confirmed throughout my graduate studies at Penn State and the field continues to excite me.

## What led you to the University of Florida?

After my first two years as a faculty member, I was looking to expand my research activities in ways that required moving to an institution like UF. Having completed my internship in Florida, I was well aware of the reputation of the program and was extremely excited when the opening was announced. As I researched the college, school, and program, I became more and more excited about the possibilities at UF. One quote from the UF School Psychology website especially struck me: "Program faculty strive to demonstrate that scholarly and applied practice roles are not distinct, and instead are inextricably linked when considering the work of school psychologists across a diverse range of practice settings." This outlook is completely consistent with my own approach and perfectly illustrates why I'm so excited to join the UF School Psychology Program.

## How do you see your research expanding here at the University of Florida?

UF has great access to internal funding, supports for the pursuit of external funding, and great colleagues, so the ingredients are all there to greatly expand my research program. I'm especially interested in projects to a) empirically clarify the constructs within the "noncognitive" or social and emotional learning domain and b) test and develop new and innovative ways to improve the efficiency and validity of approaches to measure these variables. There is great need for these type of projects and I'm very excited to begin to address some of these very important questions.

## What are you most excited about as a new faculty member in our program?

The most exciting aspect of my recent campus interview was my interaction with current students. I was very impressed with students' eagerness to critically engage with ideas (especially on the last day of finals week!). I can't wait to work with such high quality students starting next fall!

## What advice do you have for incoming and current students?

Take time to engage with ideas and develop your own informed opinions about them. Graduate school is an amazing opportunity to grow into an independent consumer of research. Although content knowledge is undeniably important, spend time focusing on learning "how to think" rather than just "what to think." Strive to understand why faculty propose certain approaches and take responsibility for developing your own perspectives. The ability to consider various perspectives, critically evaluate them, and arrive at your own informed and well-justified approach will serve you well no matter your career trajectory.

## What is a fun fact about you?

I once drove in a UHaul from Alaska to California by way of the Alcan Highway. We mostly camped in a tent along the way, except for when we saw a bear right before stopping for the night (we stayed in the back of the UHaul that night!).



# The First Year Cohort!



**Top Row (from left to right): Huibin Zhang, Katie Matthews, Delaney Boss, Agenia Delouche, Christina Bruehert, Brittany LaBelle, Joseph Graham, Arnette DeLeon**

**Bottom Row (from left to right): Michael Rodriguez, Amira Al-Khatib, Rhea Philip, Katie Walker, Kim McGonigle**

Photo Specialist: Kim McGonigle

# Meet the First Year Cohort!

- ◇ Hey there! My name is **Christina Bruehert** and I am just happy to be here! I was born in New York but I moved to St. Augustine, Florida when I was 8. I attended Florida State University where I majored in Psychology with minors in Child Development and Sociology. Now, I am enjoying my time here at UF on the Ed.S. track. I have a passion for working with kids and I also love chicken nuggets, Christmas, Grey's Anatomy, wiener dogs, and the beach!!
- ◇ My name is **Agencia Delouche** and I'm a Florida girl through and through! I was born in Naples and grew up in Port St. Lucie. I graduated from the University of Miami in 2017 (Go Canes!) where I majored in Psychology and minored in Education and Human & Social Development. Outside of school, I enjoy watching basketball, going to concerts, and learning about other cultures through travel!
- ◇ Hi everyone! My name is **Kim McGonigle** and I am on the Ed.S. track. I grew up in West Palm Beach, Florida. I graduated from the University of South Florida in May 2017 with a degree in Psychology and Behavioral Healthcare. I enjoy watching different tv shows and exploring new places to eat or hang out. Also, chances are if I'm not at home with my roommates and my cats, I'm at Target or Trader Joes.
- ◇ Hello! My name is **Delaney Boss** and I'm thrilled to be a part of the School Psychology program at UF. I am from Tallahassee, FL and graduated from Florida State University with a double major in Psychology and Family & Child Sciences. Go Noles! When it comes to hobbies and activities, I am a jack of all trades and master of none. When not in school, I'm always seeking new experiences, foods, and places to travel.
- ◇ Hi! My name is **Katie Walker** and I am a first year on the Ed.S track for School Psychology. I am from right outside of Tallahassee and graduated from Florida State University (Go Noles!) this past May with a double major in Psychology and Family and Child Sciences. I am currently placed in Marion county for practicum and have loved my experience there! I cannot say enough wonderful things about the school psychologist I am paired with and could not have asked for a better match!
- ◇ Hey I'm **Arnette DeLeon**! I am in my first year in the School Psychology program on the Ed.S. track (thinking about the Ph.D. track !!) I grew up in Homestead, Florida and currently live in Ocala, Florida. I attended Florida Gulf Coast University in Fort, Myers, Florida and majored in Psychology. I have owned and shown Arabian horses all my life and I currently own two. I am very thankful to be in the program and I am really excited to see what the future holds!
- ◇ Hi everyone! My name is **Katie Matthews** and I am a first-year doctoral student here in School Psychology. I recently graduated from UF this past year, so I am a Gator for life! I grew up in the Tampa area and enjoy going home to see my family. Outside of school, I love to cook, watch shows and movies, and play games. I am very excited to be a part of such a wonderful field and program!
- ◇ Hi, my name is **Amira (Mira) Al-Khatib** and I'm happy to have joined the School Psychology program here at UF. I was raised a Florida Gator and am very pleased to have officially become one! I am originally from Vero Beach and I graduated from the University of Miami with bachelor degrees in Psychology and English Literature with minors in Biology and Criminology. In terms of hobbies, I'm always on the lookout for new foods to try and places to explore. I'm always open to suggestions if anyone has them!
- ◇ Hi! My name is **Michael Rodriguez** and I'm a first year Ph.D. student. I am originally from Kansas City, Kansas, but graduated from the University of North Florida (Swoop!) with my bachelor's and master's! When I'm not studying or working, I love to go out and explore new bars and restaurants, as well as all the little small towns around Gainesville. I also love to try to go to as many Gator sporting events as possible!
- ◇ Hi! I am **Huibin Zhang**, a Chinese international student. Currently, I am a Ph.D. track student. I am really excited for the rest of my four years in doctoral training. By the way, I earned a B.E. from the Automation program at Beijing Institute of Technology in 2014. I also obtained an M.Ed. and Ed.S. in Counselor Education here at UF. For hobbies, I like to play board games and travel.
- ◇ Hi! My name is **Rhea Philip**! I'm a first-year Ed.S. student from Tampa, Florida! I completed my undergraduate degree at the University of Central Florida in 2016 with a major in Psychology and a minor in Education! I have been a dancer my whole life and it has always had my heart, professionally and for fun! In my free time, you can catch me exploring the local coffee shops in Gainesville and re-reading the Harry Potter books!
- ◇ Hi! My name is **Joe Graham**, and I was born and raised in beautiful Tucson, Arizona. I graduated from the University of Arizona with a degree in Psychology. Outside of school I love to be outdoors- hiking, camping, and fishing are some of my favorite pastimes. I also love watching sports, reading, and playing with my dog, Samson.



# School Psychology Graduate Student Association (SPGSA)

## What is SPGSA?



**Top Row (from left to right): Joe Graham, David Riddle, Chris Robert**

**Bottom Row: Alexa Dixon, Katie Trainor, Catherine Rama, Monique Cohn (missing Ryan Walker-Snellings)**

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: Alexa Dixon (3rd Year) and David Riddle (2nd Year)**

**Secretary: Catherine Rama (3rd Year)**

**Treasurer: Ryan Walker-Snellings (2nd Year)**

**Social Chair: Monique Cohn (2nd Year)**

**Professional Organization Liason: Katie Trainor (2nd Year)**

**Public Relations Chair: Chris Robert (2nd Year)**

**First-Year Liason: Joe Graham (1st Year)**

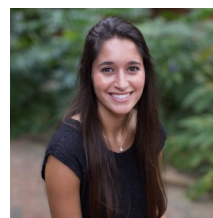


## Practicum Spotlights

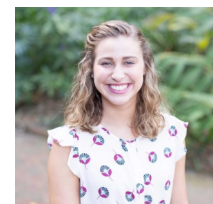
*What is practicum? Practica is designed to provide graduated professional skill development in both complexity and level of responsibility for psycho-educational services. Experiences are selected to offer interaction with diverse populations in a sequential process of graduated assignment complexity and responsibility (Joyce-Beaulieu, and Rossen, 2016). Each student in our program engages in a practicum experience that begins during their first semester in the program under the supervision of a Certified School Psychologist. Site locations change annually and can range from public and private schools, to clinics, hospitals and private practice settings. Our Practicum program is very strong and each student spotlighted below describes their practica site and typical responsibilities. You will also find, as students progress in the program, their responsibilities at their site also increase.*

### First Year Cohort:

**Delaney Boss:** I am currently placed in practicum at Middleton-Burney Elementary School in Crescent City, FL, which is part of the Putnam County School District. Here, I have gotten to experience several aspects of School Psychology including tasks beyond assessment such as doing functional behavioral analyses, participating in IEP meetings, and consulting about issues facing migrant and ESOL families. I also get to participate in activities at the Special Day School, E.H. Miller, which is a school that only serves children with ASD, EBD, and IND.



**Christina Bruchert:** My practicum is in Marion County at Ward-Highlands Elementary. My supervisor and I are always busy in IEP or Problem Solving Team meetings! We also do a lot of consulting with the Guidance Counselors and ESE Specialist at our school. Now that we are getting farther into the school year, we are starting to do more testing and evaluations, especially consult testing.



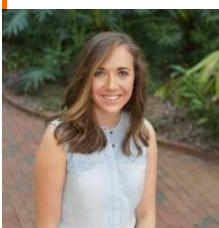
**Joe Graham:** My practicum site is P.K. Yonge Developmental Research School in Gainesville. My experience thus far has been working directly with students and school personnel to assist in student behavior modification, classroom management, administering academic achievement assessments, and running social skills training to students. These experiences have allowed me to discover the different roles a school psychologist plays within a school setting.



### Second Year Cohort:



**Chris Robert:** Currently my practicum placement is at P.K. Yonge Developmental Research School. Under the direct supervision of an appropriately credentialed and licensed supervisor, I handle a number of cases throughout the year ranging from comprehensive psychoeducational evaluations to individual counseling and direct intervention. I also attend a number of administrative and team problem-solving meetings to a) engage in the problem-solving/response-to-intervention process b) practice data-based decision making and/or c) determine eligibility for exceptional student education.



**Katie Trainor:** In my current practicum placement, I am supervised by Candice Scott, NCSP, at her two schools in Marion County, which is south of Gainesville. I have had the opportunity to experience two diverse administrations and school populations as they serve students within a multi-tiered framework, in addition to observing assessment and decision making processes for groups and individual students. In addition, I have had the unique experience to observe the district's Pre-K assessment process, in which my supervisor conducts assessment in conjunction with other specialists (occupational therapist, physical therapists, speech language pathologist, etc.) to determine a child's need for services before entering Kindergarten. Through my experience thus far, I've gained insight on the challenges of translating current research into practice in school settings, and how necessary it is for school psychologists to be both scientists and practitioners.



**David Riddle:** Currently I am at P.K. Yonge Developmental Research School. I work on various types of cases, assist in providing counseling services to students, provide support to 1st year School Psychology students at P.K. Yonge, and I also help lead small group counseling for students with anxiety and social skills deficits.

## Advanced Practicum and Internship Placements Spotlight

### Third Year Cohort:



**Greg Muller:** I am at Springhill Medical Center for my advanced practicum, working predominantly with patients that have obsessive-compulsive and anxiety disorders. I am continuously inspired by their courage to engage in treatment, motivating me not only as a clinician, but in my academic performance through this program. Springhill is an ideal advanced practicum site, where students can tailor their experience based on individual career goals. Comprehensive evaluations, inpatient care at Shands Vista, small group treatment, and more, Springhill offers an array of professional development opportunities that I am eager to explore further over the coming year.

**Kacey Gilbert:** I am currently working with Dr. Julie Ellis at Fundamental Therapy Solutions. I work with children in the clinic providing therapy as well as conducting psychoeducational evaluations. I am currently being trained in PCIT. I also consult with a local charter school providing consultation services, group and individual therapy as well as evaluations.



**Angela Nertney (Ed.S.) :** I've had a great experience at my internship in Broward County so far. I work with a very diverse population with a wide range of needs. I am completing rotations in counseling, Pre-K assessment, secondary schools, and alternative settings to help me experience the full scope of the career. I am given a lot of independence to handle my own cases from start to finish, and I have excellent support and guidance from my supervisor when I do have questions.

**Marlene Garzona:** I am doing my advanced practicum with UF Medical Psychology at Springhill. I started in May and have found my time there thus far very valuable. At Springhill, I administer and score psychoeducational assessments, attend treatment team meetings, conduct clinical intakes, and train new students. Additionally, I provide individual, family, and group therapy as a part of various rotations including Eating Disorders, Intensive OCD, and Psychiatric Adult and Child Inpatient.



### Advanced Students:



**Raquel Concepcion:** I am currently working at Fundamental Therapy Solutions, under the supervision of Dr. Julie Ellis. This is my third year at Fundamental and have had the opportunity to gain experiences in a number of different areas. I have had the chance to work at two local schools, Health Learning Academy and Einstein School. At both schools, I have had the pleasure to consult with teachers and administration, collaborated on building positive classroom management and worked individual with teachers and students on their unique needs. Additionally, I have worked in the office/private practice setting at Fundamental, providing preschool and school-aged children with psychoeducational evaluations, administering the ADOS, providing individual and family (PCIT) counseling services, and being part of a multidisciplinary team, which included occupational therapists and speech and language pathologists.

## Advanced Practicum and Internship Placements Spotlight



**Katie Marsh:** I am currently completing my practicum hours at the UF Psychology Clinic, where I utilize evidence-based treatments targeting cognitive distortions, maladaptive behaviors, and emotional regulation in youth. I use Exposure and Response Prevention for children and adolescents diagnosed with anxiety and obsessive-compulsive disorders. For clients with social pragmatic and communication deficits, I incorporate the Program for the Education and Enrichment of Relational Skills (PEERS) and the Social Thinking social skills curriculum to fit the individual's treatment goals. I also provide Trauma-Focused Cognitive Behavioral Therapy services one day a week in Columbia County to children who were exposed to trauma or violence, and consult with the families and teachers to improve the child's support system at school. Additionally, I coach parents in behavioral management techniques to teach them how to effectively interact

with their children in their natural setting. Regarding assessment opportunities, I assist my colleagues once a week by conducting the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) on any clients suspected of having ASD. On top of my general caseload, I provide consultative services in the UF Health Sleep Center. I help assess and provide behavioral interventions for pediatric sleep concerns and bedtime noncompliance.



**Lisa Guerrero:** For practicum I am placed at Springhill Medical Psychology. I work primarily with children and adolescents that have behavioral and or social/emotional issues and with their parents. Mainly, I do behavior management therapy, parent child interaction therapy, and cognitive behavioral therapy with exposure and response prevention therapy.

## Ph.D. Pre-Doctoral Internships Spotlight



**Elizabeth Klinepeter:** I am interning at the Kennedy Krieger Institute/Johns Hopkins University School of Medicine in Baltimore, Maryland. I am on the Applied Behavior Analysis track and spend 6 months working in the Neurobehavioral Unit Outpatient Clinic and 6 months in the Pediatric Developmental Disorders Clinic. Currently, I provide intensive behavior analytic services to children and adolescents with autism spectrum disorder (ASD) who display severe problem behaviors. As part of my work, I design and conduct indirect functional assessments, experimental functional analyses, individualized treatment protocols, and caregiver training sessions. I also collaborate with a variety of professionals to coordinate care for my patients. In my next rotation, I will provide behavior therapy to children with developmental disabilities presenting with concerns related to behavior, ASD symptomatology, and co-morbid symptomatology. As part of my work there, I will design and conduct indirect functional assessments, brief functional analyses, and individualized therapy services and recommendations via caregiver training.



**Cecelia Ribuffo:** I am currently placed at Keystone Behavioral Pediatrics in Jacksonville, FL for my pre-doctoral internship. I provide comprehensive psychological evaluations, parent training, applied behavior analysis, school consultation and individual therapy services for pediatric clients with developmental, social, medical and/or behavioral needs attending our private clinic, on-site affiliated schools and/or schools in surrounding counties.



# Assistantships and Fellowships

*Majority of our Ph.D. students receive some form of funding to support their education at UF. Here are some examples of how our Ph.D. students are supported via graduate assistantships and graduate fellowships.*

- ◇ Currently, I receive a fellowship for my work as a graduate research assistant (GRA) to Dr. Diana Joyce-Beaulieu. The majority of our work is conducted at PK Yonge Developmental Research School. Last year, our research looked at the impact of tiered social-emotional, behavioral, and mental health supports on office discipline referral rates among students. While that work is ongoing, I have transitioned more towards investigating the link between school climate, school systems, and student outcomes. Specifically, I am concerned with using universal school climate screening and progress-monitoring data to inform school practice and policy. –**Christopher Robert, 2nd year Ph.D. student**
- ◇ I have the McKnight Doctoral Fellowship and also a Graduate Assistantship with the Graduate Coordinator. –**Agencia Delouche, 1st year Ph.D. student**
- ◇ For my assistantship I have the Office of Educational Research Graduate Assistantship. I provide support for the weekly Funding and Award Opportunities newsletter, maintain a database, and generate reports for proposal submissions and funded research grants for the COE. Additional duties include assisting with the review of grant proposals, conducting searches to support proposal development, supporting other OER activities including special events coordination, and assisting with clerical projects as needed. – **Katie Marsh, Advanced Ph.D. student**
- ◇ I am a research assistant in Dr. Splett's lab. I'm part of the ISF-II and MTSS-MH projects. –**Amira Al-Khatib, 1st year Ph.D. student**
- ◇ I teach EEX 3257 Core Teaching Strategies for the UEP program. I also supervise teacher interns for the UEP program. –**Kacey Gilbert, 3rd year Ph.D. student**
- ◇ I am currently a research assistant with Project SELF (Social Emotional Learning Foundations). The lab is housed within the department of Special Education. In this role, I work with data, conduct classroom observations, and work with teachers to implement a social-emotional learning curriculum to Kindergarten and 1<sup>st</sup> grade students. – **David Riddle, 2nd year Ph.D. student**
- ◇ I have a Graduate Student Fellowship, working with Dr. Joni Splett in her lab, leading Multi-tiered Systems of Support-Mental Health project as part of Dr. Splett's Early Career Grant from the Society for the Study of School Psychology. The project focuses on the use of universal mental health screeners and the impacts on referral and intervention delivery at schools. –**Katie Trainor, 2nd year Ph.D. student**
- ◇ I have a Graduate Assistantship with Dr. Joni Splett. I work on the GIRLSS project (Growing Interpersonal Relationships through Learning and Systemic Supports) where we study relational aggression among middle school girls. –**Melissa Dongo, 2nd year Ph.D. student**
- ◇ I currently have an assistantship as a Public Speaking instructor at UF. –**Greg Muller, 3rd year Ph.D. student**
- ◇ For my assistantship, I provide supervision for UF Early Childhood pre-service teachers. I provide support at their various practicum sites. I also am a lab member of Dr. Conroy's BEST in CLASS lab and work on various projects including, a collaborative project with the Anita Zucker Center and Gainesville's Episcopal Children's Services Early Head Start program. –**Monique Cohn, 2nd year, Ph.D. student**
- ◇ I currently have a teaching assistantship and part-time job at the Florida Autism Center. –**Lisa Guererro, 4th year, Ph.D. student**

*In addition to these examples of 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.*

## Ph.D. Dissertations Spotlight

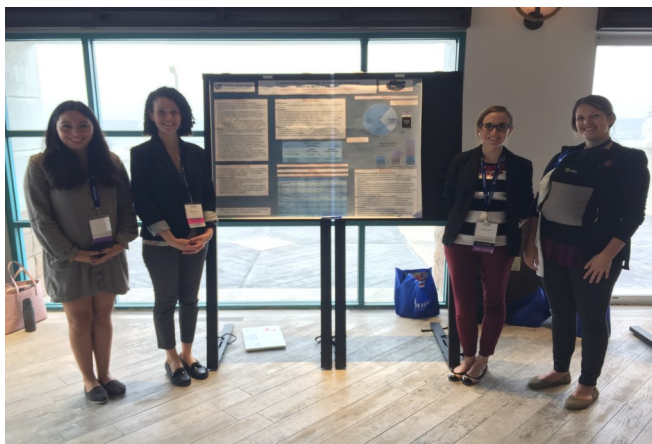
- ◇ **Elizabeth Klinepeter (5th Year)** Investigating the lived experiences of caregivers of, service providers for, and adolescents with ASD regarding collaborative service delivery practices for transition-age adolescents with ASD. **Chair: Dr. Tina Smith-Bonahue.**
- ◇ **Ceceila Ribuffo (5th Year)** The decision-making process of pediatricians for the early identification of Autism Spectrum Disorder. **Chair: Dr. Nancy Waldron.**
- ◇ **Katie Marsh (5th Year)**, "Parental and Provider Perceptions of Transitions from Early Intervention to Preschool." **Chair: Dr. Tina Smith-Bonahue.**
- ◇ **Lisa Guerrero (4th Year)** Teaching Icon Discrimination Using a Speech-Generating Device. **Chair: Dr. Tina Smith-Bonahue.**
- ◇ **Lee Purvis (2017)** Algebra for all policy within a MTSS Model and effects in achievement by race, ethnicity, gender and SES. **Chair: Dr. Diana Joyce-Beaulieu.**
- ◇ **Kelly Carrasco (2017)** Language aptitude and executive functioning in early childhood. **Chair: Dr. Tina Smith-Bonahue.**
- ◇ **Shanee Toledano (2017)** The roles of self esteem, stability, and sensitivity in predicting outcomes for adults with OCD. **Chair: Dr. John Kranzler.**
- ◇ **Natasha Parekh (2016)** Understanding struggling students perceptions of a 9th grade teachers behavior that develop and sustain a sense of classroom belonging. **Chair: Dr. Nancy Waldron.**
- ◇ **Brian Zaboski (2017)** Group exposure and response prevention for college students with social anxiety: A randomized clinical trial. **Chair: Dr. Diana Joyce-Beaulieu**
- ◇ **Anna Schrack (2017)** The relationship between comorbid anxiety/depression, psychosocial functioning, and school achievement among adolescents. **Chair: Dr. Diana Joyce-Beaulieu**

## Student Publications and Conference Presentations

- ◇ Association of Behavior Analysis International. Deshais, M., Guerrero, L. A., Vollmer, T. (2017). Increasing Cooperation with Routine Fingernail Grooming. Presented at the Association for Behavior Analysis International Conference, Denver, CO.
- ◇ Association of Behavior Analysis International. Deshais, M., Guerrero, L. A., Vollmer, T. (2017). Increasing Cooperation with Routine Fingernail Grooming. Presented at the Association for Behavior Analysis International Conference, Denver, CO.
- ◇ Cash, R. E., Cerra, J., Caproni, P., Lopez, G., Robert, C., Barbosa-Soares, L., & Miller, S. (2017, November). State and national public policy update. Presented at the Florida Association of School Psychologists Annual Conference, Daytona, FL.
- ◇ Concepcion, R., Kenney, E., Smith-Bonahue, T. M., Kemple, K., McReynolds, J. M., & Matthews, K. (2016, November). Fostering preschooler's emotion vocabulary through storybook reading. Paper session presented at the annual conference of the Florida Association of School Psychologists, Palm Harbor, FL.
- ◇ Huang, K., Aulton, J., Cohn, M., & Conroy, M. (2017, October). *Family engagement practices and measures in center-based early intervention programs*. Presented at 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

# Student Publications and Conference Presentations

- ◇ International Meeting for Autism Research. Carson, T., Gayle, C. G. F., Guerrero, L. A., Ulmer, K. (2017). Treatment for Auditory Hyper-Reactivity Behavior in Children with Autism Using Exposure and Response Prevention Principles. Presented at the International Meeting for Autism Research Conference, San Francisco, CA



- ◇ Joyce-Beaulieu, D., Sulkowski, M., Robert, C. & Dixon, A. (2018, January). School-based CBT: Mental health diagnoses and effective therapy components. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

- ◇ Joyce-Beaulieu, D., Robert, C., Leedy, Natalie, Rodriguez, Michael, & Riddle, David. (2017, November). School-based CBT: Matching methods to needs for internalizers and externalizers. Presented at the Florida Association of School Psychologists Annual Conference, Daytona, FL.

- ◇ Kenney, E., Concepcion, R., Smith-Bonahue, T. M., Kemple, K., McReynolds, J. M., & Matthews, K. (2017, February). Enhancing linguistically diverse preschoolers' social-emotional learning through storybook reading. Paper session

presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

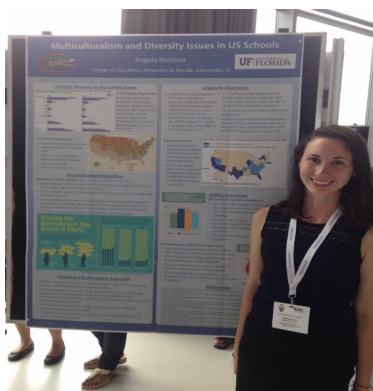
- ◇ Kranzler, J., Floyd, R., Benson, N., Gilbert, K., & Robert, C. (2018, January). Diagnostic utility of the XBA PSW approach to SLD identification. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- ◇ Marsh, K., Prykanowski, D., Huggins-Manley, A.C. (2017). The Parent Motivation for Early Intervention Participation Scale for Children with Autism Spectrum Disorder. International Meeting of Autism Research, San Francisco, CA.
- ◇ Marsh, K., Reichow, B., & Snyder, P., Hur, J.H., & The DEC Recommended Practices (2017). Evidence Synthesis of DEC Recommended Practice: Transition 2. Division of Early Childhood International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- ◇ Muller, G. N., & Robert, C. R. (2017). Beyond K-12: School psychological services for athletes at post-secondary institutions. *The School Psychologist*, 71(3), 8-14.
- ◇ Muller, G., Dickson, A., Binney, A., Robert, C., & Joyce-Beaulieu, D. (2017, February). Office-discipline referral rates as mitigated by MTSS interventions at tiers 1-3. Paper presented at the meeting of the National Association of School Psychologists Annual Conference, San Antonio, TX.
- ◇ Muller, G., Dickson, A., Binney, A., Robert, C., & Joyce-Beaulieu, D. (2016, November). Impact of MTSS tiers 1-3 interventions on office-discipline referrals. Paper presented at the meeting of the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.



◇ Trainor, K. Dongo, M., Garzona, M. & Splett, J. W. (2017, November). *Traditional referral methods versus Universal Screening within an MTSS Framework*. Paper accepted for presentation at the Florida Association of School Psychologists Annual Conference. Daytona, FL.

◇ Trainor, K.M., Robert, C.R., Walker-Snelling, R., Riddle, D.B., & Joyce-Beaulieu, D. Using small group CBT to address test-anxiety in the era of high-stakes testing. Presentation at Florida Association of School Psychologist's 44th Annual Convention, Daytona Beach, FL, November 9th, 2017.

◇ Trainor, K.M., Robert, C.R., Walker-Snelling, R., Riddle, D.B., & Joyce-Beaulieu, D. Using small group CBT to address test-anxiety in the era of high-stakes testing. Presentation at Florida Association of School Psychologist's 44th Annual Convention, Daytona Beach, FL, November 9th, 2017.





# We Love the UF School Psychology Program

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

- ◇ I love the UF SPP because the faculty welcomes us with open arms and tries their best to help us grow as both students and people. This environment has been so friendly and encouraging, and I love hearing different perspectives from faculty and partners with the program regarding the field. Prospective students should choose UF because we are the top school in the state (Go Gators!!!) and can offer a rigorous education, valuable early practicum experience, and a close-knit cohort. I know that I will be prepared for my career in School Psychology, and I can't imagine being anywhere else. -**Katie Matthews**
- ◇ I love the UF SPP because the administration works really hard to make sure everyone is getting the best experience possible. Everyone genuinely cares about one another and are willing to help each other. We have been told time after time that if we want something, we should just ask for it because chances are, someone will work to help us get the experience we want. As Maya Angelou stated, "Ask for what you want and be prepared to get it!" I also love that we start getting field experience right away! I feel like I am learning so much at my practicum site in addition to my coursework and I am confident that I will be prepared come graduation. -**Christina Bruehert**
- ◇ As a first year student, I have really enjoyed this semester at UF and I know I made the right decision in choosing to complete my graduate program here. I know the experiences I am getting will help to make me the best school psychologist I can be, and I truly believe I will be well prepared when I go into the school system in the future! -**Katie Walker**
- ◇ I love the School Psychology Program at UF and am so happy I came here! I love that we have practicum from the very beginning as it's given me the opportunity to apply what I've learned in my classes. And don't even get me started on everyone else in the program – everyone (professors, older students) are all willing to answer our questions whenever we have them (and I often do...). -**Amira (Mira) Al-Khatib**
- ◇ The SPP prepared me very well for my internship. I've been able to apply my foundational knowledge from my coursework and as I am working on my own cases in Broward County, and the two years of practicum provided great training opportunities as well. The SPP faculty are supportive and available for help even though we interns are all across the state! -**Angela Nertney**
- ◇ I am so happy with my decision to join UF SPP! Our program allows you the opportunity to engage with your practicum experience early on, and this has been such an integral part of my training so far. The faculty within our program are incredibly helpful and from the first day made me feel at ease. -**Agenia Delouche**
- ◇ I love the UF School Psychology program because of the flexibility it provides in terms of practicum locations and conducting research with faculty. Within this program, I feel that I have the flexibility to explore different professional avenues with my doctoral degree than just working within the school setting. The UF SPP provides a rigorous and engaging course of study that I believe sets us apart from many students in other programs. -**Melissa Dongo**
- ◇ I loved my time in the UF SPP! I was afforded a wide array of both broad and specialized opportunities, preparing me for my internship and career. The faculty are very supportive and genuinely care about helping students to achieve their goals. I also feel lucky to have learned alongside my talented colleagues and friends in the program! -**Elizabeth Klinepeter**
- ◇ The School Psychology program here at UF is an amazing program. We have amazing faculty who are extremely knowledgeable and have great experiences and lessons to share with us. -**David Riddle**
- ◇ UF School Psychology program offers a diverse array of opportunities to help you become the best practitioner possible, while providing a solid foundation of core content knowledge. Plus, the location (and the weather) can't be beat! -**Katie Trainor**

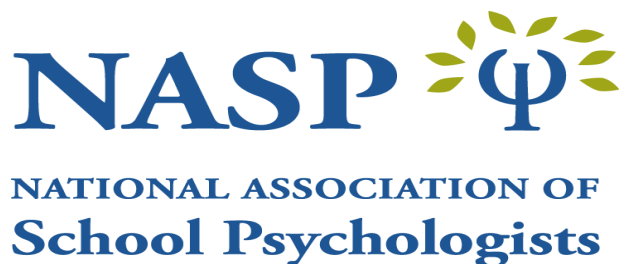
# Gators in the Community

- ◇ I am currently involved with Gator McKnights Unite, a group of other McKnight doctoral fellows, which helps with both professional development and building friendships! I'm also a part of the young adult group at St. Augustine Church which has a great community of people. One of my favorite things I've joined is the Gator Salsa Club! This is a really fun way to have fun, meet people, and enjoy some great Latin music and dancing..  
—**Agenia Delouche**



- ◇ I am a conversation partner with the English Language Institute at UF. I'm paired with an international student (His name is Saud and he's from Saudi Arabia) who I meet with weekly to help him practice his English. I recommend becoming a CP for anyone! I've met a lot of cool people through it. It's also a great way to block off a bit of time where you actually get to be social every week (otherwise I'd forget; plus their weekly events are fun!). Also, be aware, the Thanksgiving Potluck is amazing. —**Amira (Mira) Al-Khatib**

- ◇ I fundraise for the Epilepsy Foundation of Florida with a passion for the prevention and education services the organization provides to local schools and day care centers regarding all types of seizures and emergency medication management. —**Cecelia Ribuffo**
- ◇ I am currently one of the co-presidents for SPGSA. It's a great opportunity to stay involved in our program and allows me to gain some great leadership experiences. —**David Riddle**
- ◇ I am the Professional Relations Chair for SPGSA. I like being able to hold this position because I get to be involved with student level events in FASP, NASP and APA, and get to spread awareness of this amazing field! —**Katie Trainor**





# 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:**

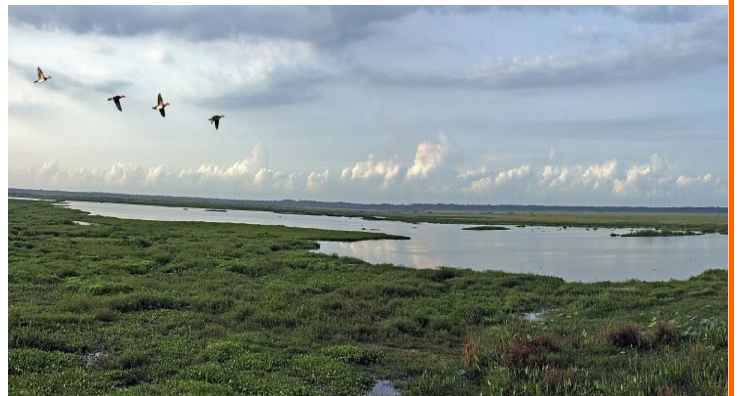
## Gator Growl:

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 peer mentor is **Ryan Walker-Snellings** and she's the bomb! She is super relaxed and always helps to reassure me whenever I'm freaking out about a class or an assignment. I give her props for being a mentor not only to me, but also to one of my other classmates! I can't imagine balancing both of us plus school and her job - *Christina Bruehert*
- ◇ **Kathryn Trainor**, my peer mentor, is absolutely wonderful. She has been the most incredible help to me this year as I adjust to grad school life. Not only do we talk about how things with classes and the program are going, but we are also able to talk about life outside of the program and I'm really appreciative of that. Things would be a lot harder if I didn't have her as my peer mentor. Love you Katie! -*Agenia Delouche*
- ◇ "My peer mentor is **Luis**, he is very friendly and patient, providing guidelines for my practicum and other academic activities"-*Huibin Zhang*
- ◇ **Melissa Dongo**, my peer mentor is so sweet and awesome! She is always encouraging, and willing to help, even when I send super long texts and I realize that I am actually overreacting about something so simple! Also a shout out to her and **Kacey Gilbert** for being such great resources in my role as the Test Librarian #testlibrarianlove #three generations -*Brittany LaBelle*
- ◇ My peer mentor is **Melina Yaraghchi**, and she is always there in my time of need and has always lent a listening ear. I feel like most of my success with this semester has been a result of her advice and guidance. She's the best and I don't know where I would be without her!- *Arnette DeLeon*
- ◇ **Ryan Walker-Snellings** has been a great peer mentor! She is always willing to help with specific projects and questions. She's very encouraging about the years ahead of us and how we will be game-changers in the field. She also makes sure to include non-school topics and activities in our conversations and get-togethers which is a relief! -*Delaney Boss*
- ◇ Dear **Miss Kylie Deese**, Thank you for being a great peer mentor and an even better friend. You have given me incredible insight regarding our classes, the field, and what a future in School Psychology might look like. Thank you for being so helpful in answering my questions and giving me guidance. I am a better School Psychology student because of you! -*Katie Matthews*
- ◇ I am so blessed with a fantastic peer mentor, **Katie Nirenberg**. She has been so supportive throughout the process of adjusting to graduate school and I could not be more grateful to be paired with such a wonderful person! I honestly do not know where I would be without her guidance and her willingness to always be there when I need her.- *Katie Walker*
- ◇ **Monique Cohn** is my peer mentor! She's nice and really helpful. Actually, that describes pretty much everyone in the program...- *Amira Al-Khatib*
- ◇ I'm so lucky to have gotten **David** as my peer mentor. He has helped me immensely with getting acclimated into the program and with getting accustomed to Gainesville life. We also share an obsession over all things Harry Potter related, and this whole experience of having a peer mentor has me excited to get my own mentee! -*Rhea Philip*
- ◇ **Alessia** is my mentor and she is awesome! She is always there for any questions that I have or just to hang out! She has helped me a lot transitioning into the program as I always have someone to go to if I need any advice. -*Kim McGonigle*
- ◇ My peer mentor is **Chris Robert**, and I am so thankful for him for all of his advice and help over the past semester. *Michael Rodriguez*
- ◇ My peer mentor **Christina** has been a great support system over the past couple of years in the program. She is always available to answer any questions I may have or offer advice on something whether it is professional or personally related. She is a great mentor and an even greater friend! -*David Riddle*
- ◇ My peer mentor **Marlene** has been a great support system throughout my first two years in the program. She always checks in to make sure I have what I need (for the program and for life in general), and I always enjoy meeting and exploring the Gainesville food scene!-*Katie Trainor*
- ◇ My mentor, **Kacey Gilbert**, has provided me with a wealth of advice and support throughout my first two years in this program. Whether it was advice about what courses to focus on, how to transition successfully to graduate school, or advice on what's fun to do around Gainesville, she has always been there as a friend and helping hand. Her support has been extremely beneficial to my adjustment to the UF SPP.- *Melissa Dongo*
- ◇ My peer mentor is **David Riddle**. David has been most helpful to me throughout my transition into graduate school. I am able to come to him with questions and concerns for anything, whether that be questions about my classes and practicum or finding the best places to eat. David is incredibly kind and knowledgeable, I'm happy to call him my peer mentor! - *Joe Graham*

# Congratulations!

- Third year Doctoral Student **Kacey Gilbert** won the campus wide Graduate Student Teaching award for the 2016-2017 school year for her teaching in EEX 3070 Teachers and Learners in Inclusive Schools.



- Brian Zaboski earned the 2017 COE Graduate Research Award for his “outstanding scholarship and strong evidence of publications, professional development activities and presentations in support of the mission of the College of Education.” In addition, Brian and his wife are expecting their first child this February.

- Assistant Professor, **Dr. Joni Splett**, had her second child, a baby girl, Audrey Denise Splett, on July 18th, 2017.

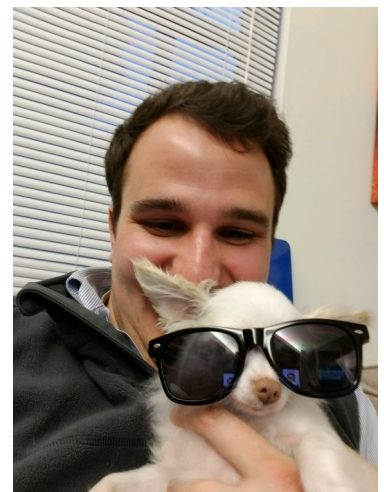
- First year Doctoral Student **Agencia Delouche** was awarded with the prestigious Florida Education Fund’s McKnight Doctoral Fellowship.

- Advanced Doctoral Student, **Cecelia Ribuffo**, had her second child, a baby girl, Autumn Rose Ribuffo, on February 17th, 2017

- Second year Doctoral Student **Katie Trainor** and Second year Ed.S. student **Katie Nirenberg** just ran a half marathon in Disney World!

- Congratulations to Samson Q. Graham who moved to Gainesville from Arizona with first year doctoral student **Joe**

**Graham!** Samson did not get eaten by a gator!



- Congratulations to **Brittany Ubaldini** who recently got married! Brittany is an alum of our program who. She graduated in 2016 with her Ed.S.





### Letter from the Editor:

Hey everyone! My name is Brittany LaBelle, first year School Psychology Doctoral Student, Test Librarian, Newsletter Editor, Research Assistant and I hold a few other positions here at University of Florida. I am originally from Connecticut and I attended the University of Richmond for my undergraduate degree in which I earned a Bachelors of Arts in Psychology with a double minor in Religious Studies, as well as Women, Gender, and Sexuality Studies. After graduating, I became a Teach for America Corps member and gathered teaching experience teaching kindergarten through fifth grade over the course of several years. While teaching, I pursued and earned my Master of Science in Elementary Education from the Johns Hopkins University. Simultaneously, I was also heavily involved with the Florida International University's Center for Children and Families Summer Treatment Program (STP) for children with ADHD and related academic, social-emotional, and behavioral difficulties. Over the course of two years, I had positions as a Sports Counselor, as well as an Academic Developmental Specialist.

When choosing a graduate program, I knew that UF was the best decision for me. From the very supportive faculty, the rigorous and thought provoking academic course content, the practicum experience that begins during the first semester, to the peer mentorship program and several other program highlights, I knew that coming to UF would ensure I had an unparalleled graduate experience. My current research interests are determining effective early childhood interventions for children, specifically minority children with aggressive and challenging behaviors. I am also interested in culturally responsive interventions for minority children, as well as family engagement and Head Start. One of my greatest experiences thus far at UF is that I have had the chance to explore my interests and also create new interests. I have also had the ability to work with professors in different programs including the Early Childhood Studies program as well as the School of Human Development and Organizational Studies in Education program. If you have any questions please feel free to reach out! Email: [labellebrittany@ufl.edu](mailto:labellebrittany@ufl.edu) Best wishes and Go Gators!

### It's Great to Be a Gator!





# It's Great to Be a Gator!







Contact Us:  
School of Special Education, School Psychology, & Early Childhood Studies  
College of Education  
140 Norman Hall  
Gainesville, Florida  
352-273-4275  
<https://education.ufl.edu/school-psychology>

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