

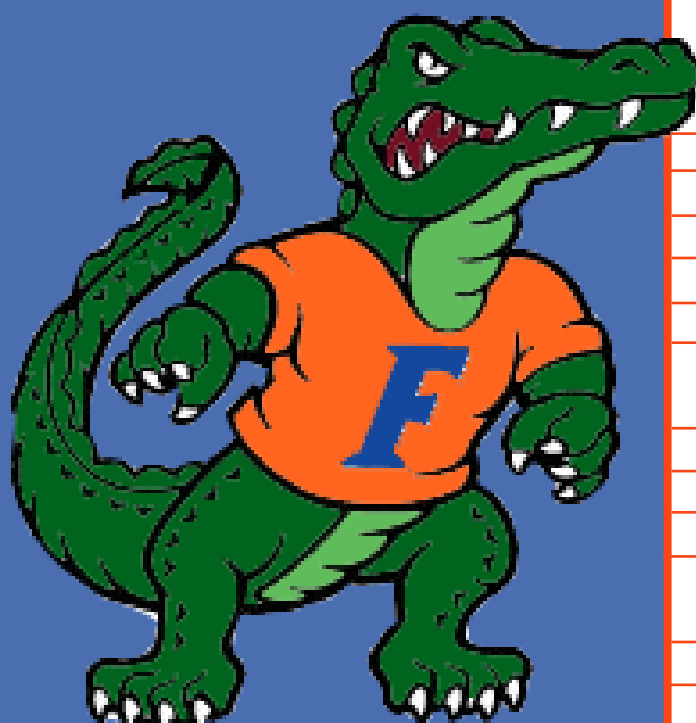
SCHOOL PSYCHOLOGY TIMES

UNIVERSITY OF FLORIDA SCHOOL PSYCHOLOGY PROGRAM

NEWSLETTER EDITOR:
AMANDA FERNANDEZ, B.S.

INSIDE THIS ISSUE

Director's Column	2
Faculty	3
Interview with Faculty	13
SESPECS Office Staff	14
First Year Cohort	15
School Psychology Graduate Student Association	17
Practicum Placements	18
Dissertations	20
Assistantships & Fellowships	21
Student Publications & Conference Presentations	22
Love for the UF SPP	25
Community Involvement	26
Exploring Gainesville	27
Peer Mentor Love	28
Congratulations!	30
Editorial Note	30
It's a Great Time to be a Gator!	31



**2018
2019**

DIRECTOR'S COLUMN by Dr. John Kranzler

When I arrived at the University of Florida (UF) as a new assistant professor in 1990, the School Psychology Program (SPP) had one other assistant professor, five full-time students, and approval by the National Association of School Psychologists (NASP) for Education Specialist (EdS) training. At that time, my colleague (Dr. Craig Frisby, who is now at the University of Missouri) and I had two over-arching goals. The first was to publish and not perish. The term “publish or perish” refers to the pressure experienced by academics to produce a sufficient quantity of scholarly work to sustain their careers and be promoted and granted tenure. This goal was foremost in our minds, admittedly, because it involved our self-preservation as professors. The second goal, to sum up in one word, was this: grow. Our aim for the SPP was for it to become a highly regarded, fully accredited training program that produces well-trained scientist practitioners who deliver effective psychological services in the schools and other settings, who are leaders in school psychology at the state and national levels, and who conduct research that has an impact on the field and teach in university training programs.

So the SPP grew, slowly but surely. In 1997, the PhD track was accredited by the American Psychological Association (APA) for the first time and approved by NASP. Today, we have approximately 60 full-time students. In addition, we receive many more applications than can be accepted each year, so we can be very selective and admit only the most promising prospective students. At the same time, we have the highest percentage of under-represented minority doctoral students on the UF campus and 100% of our graduates are employed upon graduation. Our graduates also go on to have highly successful careers. In addition to EdS and PhD students who go on to be highly effective practitioners, about 25% of our PhD graduates hold positions in school psychology training programs around the country. Examples include Mike Sulkowski at the University of Arizona, Allison and Jack Dempsey at the University of Houston, Oliver Edwards and Gordon Taub at the University of Central Florida, Sally Grapin at Montclair State University, and Janise Parker at William and Mary, among others. Other alumni hold or have held leadership positions in the field, such as Eric Rossen, who is Director of Professional Development and Standards at NASP and Lori Glassman, who is a former President of the Florida Association of School Psychologists. In addition, a number of our former students now serve as lead psychologists in districts in Florida and elsewhere, such as Rhonda Said, who is District Coordinator of Psychological Services in the Broward County Schools. The success of our graduates reflects very well upon the SPP.

In terms of faculty, the SPP has never been better staffed. The SPP currently consists of the following five full-time faculty: Drs. Chris Anthony, Diana Joyce-Beaulieu, John Kranzler, Tina Smith-Bonahue, and Joni Splett. Dr. Nancy Waldron is another member of the SPP faculty, although she currently serves full-time in administration as an Associate Dean. In addition to these faculty members, we are very pleased to announce that Dr. Katie Maki will be joining the SPP as a tenure-track assistant professor in Fall, 2019. Dr. Maki received her bachelor's degree from the University of Michigan and her doctorate from the APA-accredited school psychology program at the University of Minnesota. Dr. Maki is a certified school psychologist and for the past 2 ½ years has worked as an assistant professor at Ball State University. Her research centers on the examination of academic interventions and data-based decision-making within multi-tiered systems of support, and the identification of learning disabilities. We are delighted to welcome Dr. Maki!



In sum, I am very proud about what the SPP has become over the past three decades and where it is headed in the future. The *School Psychology Times* is primarily intended to share with readers many of the recent activities and accomplishments of faculty and students to give you an idea of where we are today. 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. Enjoy!

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, psycho-educational assessment, statistics, and individual differences. His primary research interests concern issues in contemporary psychoeducational assessment, particularly those related to the nature, development, and assessment of intelligence.



Awards, Honors, and Appointments

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

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.**, Gilbert, K., Robert, C. R., Floyd, R. G., & Benson, N. (in press). Further examination of a critical assumption underlying the dual discrepancy/consistency approach to SLD identification. *School Psychology Review*.
- Kranzler, J. H.**, & Levy, M. P. (in press). *Statistics for the terrified criminologist*. New York, NY: Rowman & Littlefield.
- Kranzler, J. H.**, & Benson, N. F. (in press). Assessment in school psychology. In T. L. Good & M. M. Mccaslin (Eds.), *The Routledge Encyclopedia of Education: Educational Psychology*. Taylor & Francis: New York.
- Benson, N. F., Floyd, R. G., **Kranzler, J. H.**, Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists: Findings from the 2017 National Survey of Assessment Practices in School Psychology. *Journal of School Psychology*, 72, 29-48.
- Benson, N., **Kranzler, J. H.**, & Floyd, R. G. (2018). Exploratory and confirmatory factor analysis of the Universal Nonverbal Intelligence Test-Second Edition: Testing dimensionality and invariance across age, gender, race, and ethnicity. *Assessment*. DOI:10.1177/1073191118786584.
- Grapin, S. L., & **Kranzler, J. H.**, (Eds.) (2018). *School Psychology: Professional Issues and Practices*. Springer: New York.
- Grapin, S. L., & **Kranzler, J. H.** (2018). Introduction to school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School Psychology: Professional Issues and Practices* (pp. 3-20). Springer: New York.
- Kranzler, J. H.** (2018). *Statistics for the terrified* (6th Ed.). New York, NY: Rowman & Littlefield.
- Kranzler, J. H.**, & Floyd, R. G. (2018). Intellectual assessment of children and youth. In S. L. Grapin & J. H. Kranzler (Eds.), *School Psychology: Professional Issues and Practices* (pp. 167-179). Springer: New York.
- Zaboski, B., **Kranzler, J. H.**, & Gage, N. A. (2018). Meta-analysis of the relationship between the broad abilities of the Cattell-Horn-Carroll theory and academic achievement. *Journal of School Psychology*. DOI.org/10.1016/j.jsp.2018.10.001

Dr. John Kranzler *continued*

Recent Conference Presentations

- Floyd, R. G., Benson, N. F., **Kranzler, J. H.**, Fefer, S., Eckert, T. L., & Morgan, G. B. (2018, August). *School psychologists supporting evidence-based assessment practices: A national survey*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.
- Benson, N., **Kranzler, J. H.**, & Floyd, R. G. (2018, February). *Re-examination of the validity of the UNIT2*. Poster presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.
- Benson, N., Floyd, R. G., **Kranzler, J. H.**, Eckert, T. L., & Fefer, S. (2018, February). *Contemporary assessment practices in school psychology: National survey results*. Paper presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Floyd, R. G., Benson, N., & **Kranzler, J. H.** (2018, February). *Using construct scores in the assessment of intellectual disability*. Poster presented at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Kranzler, J. H.**, & Benson, N. (2018, February). *Another look at the validity of the Gifted Rating Scales*. Poster to be presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.
- Kranzler, J. H.**, Gilbert, K., & Robert, C. Floyd, R. G., Benson, N., (2018, February). Diagnostic utility of the XBA PSW approach to SLD identification. Paper to be presented at the Annual Convention of the National Association of School Psychologists. Chicago, IL.

Dr. Diana Joyce-Beaulieu

Dr. Joyce-Beaulieu's areas of specialization include behavioral/ social emotional assessment and intervention within a multitiered system of supports (MTSS) model and applied cognitive-behavioral therapy within schools. Dr. Joyce is also a member of the *School Psychology Quarterly* Editorial Board.



Recent Publications

- Joyce-Beaulieu, D., & Zabolski, B.** (in press). Reinforcing the psychological wellness of students with anxiety and depression. In P. Lazarus, Suldo, S., & Doll, B. (Eds). *Fostering the emotional well-being of our youth: A school-based approach*. NY: Oxford University Press.
- Grapin, D., Waldron, N., & **Joyce-Beaulieu, D.** (in press). Longitudinal effects of RtI implementation on reading achievement outcomes. *Psychology in the Schools*.
- Sulkowski, M., & **Joyce-Beaulieu, D.** (2018). The role of the school psychologist in postsecondary education: Enhancing transition planning, college retention, and graduation outcomes. *The School Psychologist*, 72(2), 3-6.
- Joyce-Beaulieu, D., & Dixon, A. R.** (2018). Planning for a career in school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: professional issues and practices* (pp. 233-249). New York, NY: Springer Publishing.
- Joyce-Beaulieu, D.** (2018). Anxiety. In F. Bruce (Ed.). *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 96-97). Thousand Oaks, CA: Sage Publications.
- Joyce-Beaulieu, D.** (2018). Diagnostic and statistical manual of mental disorders. In F. Bruce (Ed.). *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 504-507). Thousand Oaks, CA: Sage Publications.
- Joyce-Beaulieu, D., & Sulkowski, M.** (2017). The role of the school psychologist in postsecondary education: Psycho-educational services to support college students. *The School Psychologist*, 71(3), 3-7.
- Joyce-Beaulieu, D.** (2017). SPF: Implications for practica and internship teaching and learning. *School Psychology Forum*, 11(4), 1-5.
- Grapin, S. L., Kranzler, J. H., Waldron, N., **Joyce-Beaulieu, D.**, & Algina, A. (2017). Developing local oral reading fluency cut scores for predicting highstakes test performance. *Psychology in the Schools*, DOI:10.1002/pira.22035
- Zabolski, 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

Dr. Diana Joyce-Beaulieu *continued*

Recent Conference Presentations

Joyce-Beaulieu & Roberts, C. (2018). Case study: Cognitive-behavioral therapy with a student making threats. CEU Workshop presented at the Florida Association of School Psychologists, Orlando, FL.

Roberts, C., Zhang, H., & **Joyce-Beaulieu.** (2018). Systematic universal screening to improve school climate. Presented at the Florida Association of School Psychologists, Orlando, FL.

Matthews, K., LaBelle, B., Graham, J., DeLeon, A., & **Joyce-Beaulieu, D.** (2018). Tools and tips For school-based assessment and intervention of anxiety. Presented at the Florida Association of School Psychologists, Orlando FL.

Joyce-Beaulieu, D., Sulkowski, M., Dixon, A., & Robert, C. (2018, February). Mental health diagnoses and effective therapy components. Presented at the meeting of the National Association of School Psychologists, Chicago IL.

Joyce-Beaulieu, D., Hoftmann-Leedy, N., Robert, C., Rodriguez, M., & Riddle, D. (2017, November). School-based CBT: Matching methods to needs for internalizers and externalizers. Workshop presented at the meeting of Florida Association of School Psychologists, Daytona Beach, FL.

Trainor, K. M., Robert, C. R., Walker-Snellings, R., & **Joyce-Beaulieu, D.** (2017, November). Using small group CBT to address test anxiety in the era of highstakes testing. Paper presented at the meeting of Florida Association of School Psychologists, Daytona Beach, FL.

Garzona, M., Rama, C., Rodriguez, A., & **Joyce-Beaulieu, D.** (2017, November). Exploring school belonging and engagement in 9th grade students. Paper presented at Florida Association of School Psychologists, Daytona Beach, FL.

Joyce-Beaulieu, D., Leedy, N., & Robert, C. (2017, October). School-based Counseling: District Training Workshop. Presented at the meeting of the Marion County School District.

Dr. Elayne Colón

Dr. Colón 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

- Appointed to Council for the Accreditation of Educator Preparation (CAEP) Accreditation Council
- Member, Technical Advisory Committee, Florida Teacher Certification and Educational Leadership Examinations, Florida Bureau of Postsecondary Assessment (invited)
- Committee Chair, Diversity Committee, Faculty Policy Council, College of Education, University of Florida

Recent Conference Presentations

Colón, E. & Dana, T. (2019, February). *Rethinking the Intern Evaluation to assess and empower prospective teachers*. Paper presented at the annual meeting of the Association of Colleges of Teacher Education, Louisville, KY.

Leite, M., **Colón, E.**, Brice, R., Smith, O., & Heydet-Kirsh, P. (June, 2018). Using “Forms” as assessment and placement tracking tools to maximize use of the assessment system. Presented at the Watermark Engage 2018 Conference, Austin, TX.

Colón, E., Dana, T., Hanson, N., & Adams, B. (2018, April). Examining reliability as a means to improve the evaluation of student teachers. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

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.

Dr. Tina Smith-Bonahue

Dr. Smith-Bonahue is an associate professor in the School of Special Education, School Psychology and Early Childhood Studies (SESPECS) and serves as the Associate Director and Coordinator of Graduate Programs. Her primary research interests include family engagement in education, and interventions to improve young children's social-emotional skills, and naturalistic strategies to improve young children's math skills.



Recent Publications

Smith, S., Cordoba, T., **Smith-Bonahue, T.**, & Soutullo, O. (in press). Shifting Perspectives: Preservice Teacher Preparation Family Engagement", *Journal of Early Childhood Teacher Education*.

Recent Conference Presentations

Cahill, C., Conine, D. E., Vollmer, T. R., Guerrero, L. A., Jones, E., & **Smith-Bonahue, T.** (2018, September). Teaching Children with Autism to Recall Short Stories: A Replication and Extension. Presented at the annual Florida Association for Behavior Analysis conference in Bonita Springs, FL.

Klinepater, E. & **Smith-Bonahue, T.** (February, 2018). Autism and adolescence: Issues, practices, and your role. A paper presented at the Annual Conference of the National Association of School Psychologists. Chicago, IL.

Klinepeter, E. & **Smith-Bonahue, T.** (February, 2018). Experiences of collaborative service delivery for transition-age individuals with ASD. A poster presented at the Annual Conference of the National Association of School Psychologists. Chicago, IL.

Dr. Christopher Anthony

Dr. Anthony's research interests broadly focus on learning related attitudes, behaviors, and skills important for academic achievement. His interests focus on understanding how these factors mediate/moderate the impact of outside influences on students' school success and developing more precise, technically adequate, and useful assessment tools to measure these important variables.



Awards, Honors, and Appointments

- Early Career Scholar - School Psychology Research Collaboration Conference - Society for the Study of School Psychology

Recent Publications

Ogg, J. & **Anthony, C. J.** (in press). Parent involvement and children's externalizing behavior: Exploring longitudinal bidirectional effects across gender. *Journal of School Psychology*.

Anthony, C. J., & Ogg, J. (in press). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology Quarterly*.

Anthony, C.J. & DiPerna, J. C. (in press). 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. (2018). Piloting a Short Form of the Academic Competence Evaluation Scales. *School Mental Health*, 10, 314-321. doi: 10.1007/s12310-018-9254-7

Recent Conference Presentations

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

Dr. Joni Williams Splett

Dr. Splett is an Assistant Professor in the School Psychology program. She teaches social-emotional intervention and assessment courses, as well as supervises students' research experiences. 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 Education, Institute of Education Sciences, National Center for Special Education Research (under review). *Efficacy trial of I Control: An intensive intervention to improve self-regulation for middle school students with emotional and behavioral problems* (Co-I with PI Dr. Stephen W. Smith and Co-Is Drs. Ann P. Daunic and Brian R. Barber). \$3,292,304.
- 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 Warm bold-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.**, Wojtalewicz, D., Raborn, A., Garzon, M. E., Gibson, N. & Reinke, W. M. (in press). Teacher recognition, concern, and referral of children's internalizing and externalizing behavior problems. *School Mental Health*.
- Splett, J. W.**, Trainor, K., Raborn, A., Halliday-Boykins, C., Dongo, M., Garzona, M., & Weist, M.D. (2018). Comparison of universal mental health screening to students already receiving intervention in a multitiered system of support. *Behavioral Disorders* (special issue), 43(8), 344-356. <https://doi.org/10.1177/0198742918761339>
- Splett, J. W.**, Smith-Millman, M., Raborn, A., Warmbold-Brann, K., Maras, M. A. & Flaspohler, P. (2018). Student, teacher and classroom predictors of between-teacher variance of students' teacher-rated behavior. *School Psychology Quarterly*, 33(3), 460-468. <http://dx.doi.org/10.1037/spq0000241>
- Splett, J. W.**, Chafouleas, S. M., & George, M. W. (2018). Accessing behavioral health services: Introduction to a special issue of research, policy, and practice. *School Mental Health*, 10, 91-95. <https://doi.org/10.1007/s12310-018-9262-7>

Dr. Joni Williams Splett *continued*

- Splett, J. W.**, George, M. W., Zaheer, I., Weist, M. D., Evans, S. & Kern, L. (2018). Symptom profiles and mental health services received among referred adolescents. *School Mental Health, 10*, 96-110. doi: <https://doi.org/10.1007/s12310-017-9244-1>
- Weist, M., D., Horner, R., **Splett, J. W.**, Eber, L., Putnam, B., Barrett, S., Perales, K., Fairchild, A. J. & Stephan, S. H. (2018). Improving multi-tiered systems of support for students with “internalizing” emotional/behavioral problems. *Journal of Positive Behavior Interventions, 20*(3), 172-184. <https://doi.org/10.1177/1098300717753832>
- Warmbold, K., Maras, M. A., **Splett, J. W.**, Smith-Millman, M., & Flaspohler, P. (2018). Examining the longterm stability of a strengths-based screener over two years. *Journal of Psychoeducational Assessment, 36*(8), 767-781. doi: 10.1177/0734282917720564
- Nation, M., **Splett, J. W.**, Voight, A., & Weist, M. D. (2018). School-community collaboration to promote school safety. In M. Mayer & S. Jimerson (Eds.) *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*. Washington, D.C.: American Psychological Association

Peer-Reviewed Conference Presentations

- McDougal, J., **Splett, J. W.**, Gallardo-Cooper, M., Ribakoff, K. (2018, October). *MTSS Comparing Early Warning Systems (EWS) and Universal Screening Results*. Symposium presented at the Florida Association of School Psychologists Annual Conference. Orlando, FL.
- Splett, J. W.**, McDougal, J., Romer, N., Raulerson, C., Abshier, D., & Gallardo-Cooper, M. (2018, October). *Universal Screening, MTSS and Students' Mental Health in Florida*. Florida Association of School Psychologists Annual Conference. Orlando, FL.
- Splett, J. W.**, Trainor, K. M., Raborn, A., Halliday-Boykins, C. A., Garzona, M. E., Dongo, M. D., & Weist, M. D. (2018, May). *Characteristics of students newly identified by universal screening to inform multi-tiered intervention planning*. Poster presented at the Society for Prevention Research 26th Annual Meeting. Washington, D.C.
- Splett, J. W.**, Wojtalewicz, D., Raborn, A., Garzona, M. E., Gibson, N., & Reinke, W. M. (2018, May). *Teacher recognition, concern, and referral of mental health problems in the classroom*. Poster presented at the Society for Prevention Research 26th Annual Meeting. Washington, D.C.
- Gilchrest, C., Thibodaux, L., & **Splett, J. W.** (2018, August). *The stability and change of universal screening scores over a two-year period*. Symposium paper presented within the Building a research base for the administration of universal screening symposium (Chair Kristy L. Brann) at the 2018 American Psychological Association Annual Convention. San Francisco, CA.
- Splett, J. W.**, Perales, K., Halliday-Bokins, C. & Weist, M. (2018, March). *Tier 2 and 3 behavioral outcomes in the Interconnected Systems Framework*. Paper presented 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.

Dr. Joni Williams Splett *continued*

Invited Conference Presentations

Weist, M. D., **Splett, J. W.**, & Perales, K. (2018, Oct). Implementing and evaluating an Interconnected Systems Framework. Invited presentation at the 2018 National PBIS Leadership Forum. Chicago, IL.

Splett, J. W., Eber, L., & Abshier, D. (2018, Oct). Incorporating Universal screening to enhance data-based decisions for students with internalizing needs. Invited presentation at the 2018 National PBIS Leadership Forum. Chicago, IL.

Splett, J. W., Lynne, S. D., & Smith, S. W. (2018, June). Peer and teacher agreement of Relationally aggressive middle school girls. Invited presentation at 7th Annual Research Conference on Relational Aggression. Philadelphia, PA.

Splett, J. W. (2018, June). *Resources to operationalize screening in schools*. Invited presentation at the Behavioral Health Screening of Children and Adolescents in School Settings: Feasibility, Implementation and Response meeting hosted by the Substance Abuse and Mental Health Services Administration and the Interagency Serious Mental Illness Coordinating Committee (ISMICC). Washington, D.C.

INTERVIEW with **Dr. Diana Joyce-Beaulieu**

What is your current position at the University of Florida? Dr. Joyce-Beaulieu is the practica coordinator, a faculty scholar, and a licensed psychologist.

How did you first get involved with PK Yonge Developmental Research School? When Dr. Waldron was faculty, she was working at PK Yonge on a reading initiative involving students in service delivery. Dr. Waldron asked Dr. Joyce-Beaulieu to help in the project, focusing on behavior the social emotional side. During this time, schools were starting MTSS in reading, but not for social emotional. Here, she worked on implementing MTSS in behavior in addition to intensive counseling, both services that were not available before.

What are your responsibilities at PK Yonge? Dr. Joyce-Beaulieu has a range of duties which include: supplying direct supervision of practica students, working with administrative teams at the systems level, attending weekly meetings, and partaking in research. She also provides teacher consultations, assessments, creates FBAs and BIPs for students, and meets with parents. Additionally, Dr. Joyce-Beaulieu represents School Psychologists in 504 and IEP meetings, as well as interns, post-doctoral students, and provides supervision to doctoral students in the Counselor Education program.

What advice would you give to students interested in working at a lab school like PK Yonge? Dr. Joyce-Beaulieu highlights that working in a lab school requires you to be very astute in your knowledge of literature and applied schools. You need to be familiar with how the two are linked. Working in a research lab school comes with high expectations and involves an active engagement with current literature, as well as an ability to converse about it willingly with the intent to collaborate at the systems level. Lastly, working in a lab school requires frequent engagement with administrators, behavior coaches, teacher leaders, police officers, nurses, counseling departments, and others in order to offer collaboration around systems level issues.

How has the University of Florida allowed you to expand on your interests? “In lots of ways!” UF has offered Dr. Joyce-Beaulieu multiple opportunities to collaborate across disciplines. She’s able to collaborate with the College of Medicine and the College of Psychiatry for practica placements. Being an R1 institution, UF has also given her access to research endeavors with an array of “amazing expert colleagues to collaborate with.”

What is one thing you know now that you wish you knew before you started practicing as a School Psychologist? “How much fun it would be... I would have jumped in sooner!”

What is your favorite part about being a School Psychologist? “I have so many favorite parts!” Dr. Joyce-Beaulieu loves being a School Psychologist because she can make a positive impact. She also enjoys that everyday is exciting and different... She is never bored in this field.

Fun Fact: Dr. Joyce-Beaulieu enjoys hiking, kayaking, and modern art!

SESPECS OFFICE STAFF

Special Education, School Psychology & Early Childhood Studies

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 the 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. 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 we get students from all over the world, who represent different nationalities.



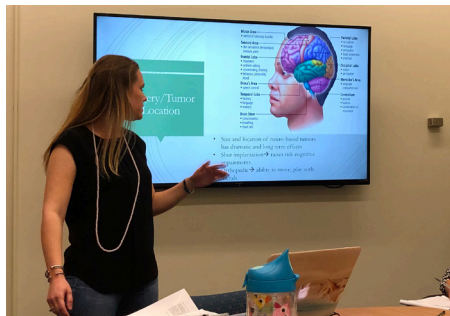
Lynette Beacher, Administrative Support Assistant II

Lynette is an Administrative Support Assistant. 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. She has been here since she has graduated. When asked what makes our program unique, she said all of the students.

THE FIRST YEAR COHORT



Top Row, from left to right: Justin Martel, Lauren Dreisch, Sara Cornett, Devyn Nathan, Emma Kirk, Jess Vezzoli, Jeremy Mikell Bottom Row, from left to right: Briana Attalla, Mary Elizabeth Moody, Lily Acosta, Teresa Goff, Amanda Fernandez



MEET THE FIRST YEAR COHORT

My name is **Lauren Dreisch** and I was born and raised in Miami, FL. I received my Bachelors of Science in Psychology and a minor in Disabilities in Society from the University of Florida in May 2018. I enjoy traveling, hanging out with friends & family, and of course a great Netflix binge.

Hi! My name is **Sara Cornett**, and I'm a first year student on the Ph.D. track. I moved here from Austin, Texas, where I went to the University of Texas for my B.S. in Psychology. I love reading, trying new restaurants around Gainesville, and playing my bass guitar.

My name is **Emma Kirk**. I'm from Gainesville, went to college in Illinois, and then somehow ended up back in Gainesville! I like to read, hang out with my cats, and eat desserts of any kind.

Hi! My name is **Jess Vezzoli** and I'm a first year EdS student. I'm originally from Italy and I moved to Pittsburgh when I was nine. I graduated from the University of Pittsburgh with a degree in Psychology and a specialization in Anthropology. I love cooking, doing yoga, and traveling pretty much anywhere!

I'm **Jeremy Mikell** and I'm a first year PhD student. I'm a Gainesville native and two-time UF graduate. My current interests include threat assessment, social skills, and the effect of technology on the school experience.

Hi! I am **Mary Elizabeth Moody**, and I am a first-year doctoral student. I am from Savannah, GA and graduated from the University of Georgia with a BS in Psychology with Neuroscience in May 2017, and a graduate certificate in Dyslexia in 2018. When not at school or the library you can find me running through campus, cooking, watching shows or trying to find the next place to travel. I could not be more excited to be a part of the UF School Psychology Program and what the future holds!

My name is **Lily Acosta**, and I am on the PhD track. I completed my undergrad here at UF and grew up in Ormond Beach, FL. I am a Cuban-born first generation graduate student. Not surprisingly, I am interested in studying factors that affect multicultural and minority youth's social and emotional development. I have a Siamese cat named Daisy and in my spare time I like to read, spend time outside, and exercise.

Hey there! My name is **Teresa Goff** and I am super excited to be a Gator! I was born in Germany and moved to St. Pete, Florida when I was 11. I attended the University of South Florida where I majored in Psychology and minored in German studies. I am on the PhD track and currently very interested in family consultation and pediatric psychology. My hobbies include eating everything in sight and complaining about homework that I procrastinated on.

Hi! I'm **Amanda Fernandez** and I moved to Gainesville from Miami, FL. I'm a big baking fanatic and I also have an obsession with cacti. I absolutely love the UF School Psychology Program and wouldn't want to be anywhere else. In addition to being a first year graduate student, I am also the test librarian and the creator of this newsletter. You can read more about me in the editorial note!

WHAT IS SPGSA?

School Psychology Graduate Student Association (SPGSA)



Top Row, from left to right: 2nd year Co-President, Joe Graham; 2nd year Secretary, Katie Matthews; 2nd year Treasurer, Delaney Boss; First Year Liaison, Lily Acosta; 3rd year Professional Relations Chair, Christopher Robert; Bottom Row, from left to right: 2nd year Social Chair, Christina Bruehert; 2nd year Public Relations Chair, Agenia Delouche; 3rd year Co-President, Katie Trainor

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.

SPGSA helps organize a yearly luncheon to show our gratitude to the many supervisors that train us in our practicum settings. They 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, SPGSA has hosted several different events supporting our local community.

PRACTICUM SPOTLIGHT

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



Sara Cornett: I'm at PK Yonge Developmental Research School in Gaineville for my practicum. I mainly work with Functional Behavior Analysis cases, a lot of my time is spent in the classroom observing students. One thing I really love about PK is our group supervision at the end of the day. I get to hear about such a wide variety of cases and learn from others' experiences, and I think that's really valuable for a first year student.



Emma Kirk: My practicum site is in Marion County, and I spend most of my time at an elementary school. The main activities I do are attend meetings with my site supervisor on the academic progress of individual students and observe my supervisor administer intelligence and achievement tests. I've also had the chance to do a lot of independent classroom observations.



Jeremy Mikell: I am placed in Ft. McCoy which is a small town in rural Marion county where they have a P-8 school. I mostly do a lot of assessment. I have an amazing site supervisor who doesn't hold back just because I am a first year and has taught me more than I imagined in my first semester.



Mary Elizabeth Moody: I am currently placed in practicum at Meadowbrook Elementary in the Alachua County School District in Gainesville FL. During my time at practicum, I have been able to experience different aspects of school psychology such as IEP placement/decision meetings, classroom observations, pre-referral meetings/consultations, functional behavioral analyses as well as observing assessments. Through these experiences, it has allowed me to see the different roles a school psychologist can have within a school setting.



Lily Acosta: I am currently placed in an elementary school in Marion County. My site supervisor is a graduate of our program and is always eager to help me complete assignments for class. Our typical day consists of assessments, meetings, and consultations with other school staff. We also observe students in classrooms and score assessments.

Second Year Cohort



Rhea Phillip: I am placed in Marion county for my second-year practicum placement. Currently, I participate in problem-solving team meetings, consultation with teachers, intervention development, observations, assessment, and counseling.



Christina Bruehert: My practicum placement is in Alachua county with Tracey Bryant on the Pre-K ESE team. A typical day includes assisting with up to 3 evaluations of kids ages 2-5 using the Batelle Developmental Inventory, Second Edition and then sitting in on Staffing/Eligibility and IEP meetings to qualify the kids for ESE services. I also spend some time at Duval Early Learning Academy to work on my assigned cases. There, I do counseling, consultation, and other assessments.



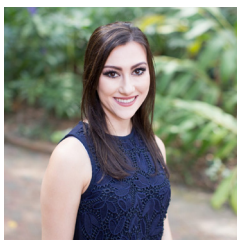
Delaney Boss: I am currently placed in Marion County for practicum. I split my experience between providing direct and indirect services at an elementary school and doing pre-k evaluations. I participate in assessment, intervention development, and implementation. I also frequently attend team meetings that deal with problem solving, eligibility, school leadership, and MTSS.



Katie Matthews: I am currently placed at PK Yonge for practicum. In this role, I have had the opportunity to administer assessments, consult with teachers, lead individual counseling sessions, perform classroom observations, and write reports.



Brittany LaBelle: I am currently placed at Fundamental Therapy Solutions and a local charter school in Alachua County with Dr. Ellis. I currently service the charter school twice a week providing teacher consultation, individual and group counseling, and conducting psychoeducational assessments. I also work at the clinic at least once a week observing PCIT sessions, conducting psychoeducational assessments, providing academic skill services, counseling as well as assisting in diagnosing clients with various academic and social/emotional disorders.



Katie Walker: Marion County for Practicum. Here, I am placed with Lisa Stringfellow and I work with her in an elementary school. Additionally, I am to observe Pre-K evaluations.

ADVANCED PRACTICUM & INTERNSHIP PLACEMENTS **SPOTLIGHT**

Third Year Cohort

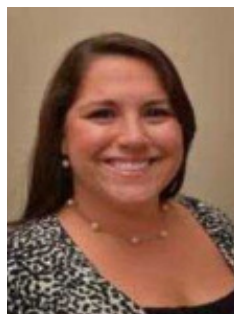


David Riddle: I am currently at Spring Hill for practicum where I have the opportunity to provide therapy to patients and assist in conducting psycho-educational evaluations. Specifically, I help with the OCD Intensive schedule at Spring Hill where I get to conduct one-on-one or two-on-one sessions for patients with OCD and anxiety.



Christopher Robert: I am placed at UF Health-Springhill, which is an advanced clinical practicum placement available to 3rd and 4th year school psychology students. I provide individual therapy and conduct comprehensive psychological assessments. I also provide services at UF Health-Vista, which is an inpatient psychiatric hospital.

Advanced Practicum



Raquel Concepcion: I am currently at Fundamental Therapy Solutions. FTS is a private practice that provides occupational, speech, and psychological therapy. Currently, I work primarily at the office, working with children in early childhood and elementary- aged children. I also work individually with children struggling with anxiety, social skills, family/school stress and ADHD. At FTS, I also complete full psycho-educational evaluations for children at all levels, assessing cognitive and learning concerns. Furthermore, I provide formal assessment using the ADOS to diagnose an Autism Spectrum Disorder.



Ph.D. DISSERTATION **SPOTLIGHT**

Raquel Concepcion, 5th year

Working Title: Critical events which contribute to the evolution of beginning teachers' identity.

Chair: Dr. Tina Smith-Bonahue

ASSISTANTSHIPS & FELLOWSHIPS

*The 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.**

I have a fellowship and work as a graduate research assistant. In the past, I focused on translational research in schools, working at the systems level to identify practices and policies aimed at improving school climate and student behavioral health. Currently, I work with Dr. Anthony. Our research focuses on assessment validity with an emphasis on rater effects and adjusting for bias across raters of student social-emotional, behavioral and non-cognitive factors important for academic achievement.

- **Christopher Robert, 3rd year Ph.D Student**

I have a Graduate Research Assistantship with Dr. John Kranzler examining models of LD diagnosis as well as the Grinter Fellowship. - **Mary Elizabeth Moody, 1st year Ph.D Student**

I have the McKnight Doctoral Fellowship and also a Graduate Teaching Assistantship. I am currently teaching an undergraduate course, Teaching Diverse Populations, and I am loving every minute of it!

- **Agenia Delouche, 2nd year Ph.D Student**

I currently have an assistantship with Dr. Anthony. I help Dr. Anthony with various research projects that he is conducting over at PK Yonge Developmental Research School. In this role I get to assist in developing surveys on Qualtrics, structuring data collection processes, and aiding Dr. Anthony in managing our research team. - **David Riddle, 3rd year Ph.D Student**

My assistantship work is with Dr. Mathien and Dr. Smith- Bonahue. I help collect data for an ongoing qualitative research study investigating how to better prepare pre-service teachers in working with diverse families. I also help Dr. Mathien with anything she needs as far as literature reviews and investigating various topics regarding early childhood programs. - **Lily Acosta, 1st year Ph.D Student**

I have a fellowship under Dr. Kranzler. I am currently working on a study with him about SLD cognitive profiles! - **Katie Matthews, 2nd year Ph.D Student**

I have a Graduate Student Funding Award, and I work as a Research Assistant with Dr. Splett in her lab. Right now I'm part of a collaborative project called iControl between Dr. Splett and Dr. Stephen Smith in the Department of Special Education. I get to go out to local schools and collect observation data using Direct Behavior Ratings, as well as administer assessments. I'm also working on managing the collected data and making sure our raters have good inter-observer agreement. - **Sara Cornett, 1st year Ph.D Student**

Currently my assistantship is utilizing my master's in education degree. I am a UF Field Supervisor and in this role, I supervise undergraduate students in the UEC teaching program. In this role I travel to different schools around the county and complete both informal and formal observations and provide feedback relating to their teaching. For my other assistantship I also participate in research.

- **Brittany LaBelle, 2nd year Ph.D Student**

** In addition to these examples of assistantships and fellowships, it should be noted that students in our program also have many other positions within the University.*

Kranzler J. H., Gilbert, K., Robert, C. R., Floyd, R. G., & Benson, N. F. (in press). Further examination of a critical assumption underlying the Dual-Discrepancy/Consistency Approach to SLD Identification. *School Psychology Review*.

Smith, S., Cordoba, T., Smith-Bonahue, T., & Soutullo, O. (in press). Shifting Perspectives: Preservice Teacher Preparation Family Engagement”, *Journal of Early Childhood Teacher Education*.

Splett, J. W., Wojtalewicz, D., Raborn, A., Garzon, M. E., Gibson, N. & Reinke, W. M. (in press). Teacher recognition, concern, and referral of children's internalizing and externalizing behavior problems. *School Mental Health*.

Joyce-Beaulieu, D., & Dixon, A. R. (2018). Planning for a career in school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: professional issues and practices* (pp. 233-249). New York, NY: Springer Publishing.

Kenney, E.D., Concepcion, R., Matthews, K., Smith-Bonahue, T., & Kemple, K. (2018). *Effects of a scripted, dialogic reading intervention on young children's social and emotional learning*. Manuscript in preparation.

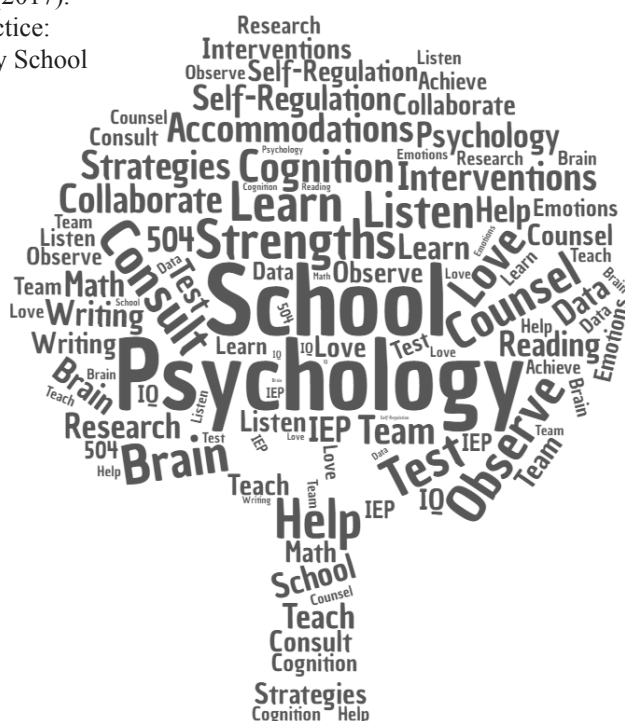
Matthews, K., Kenney, E.D., Anthony, C., Concepcion, R., and Smith-Bonahue, T. (2018). *Investigation of the reliability and validity of an Affect Knowledge Scale*. Manuscript in preparation.

Speltz, J. W., Trainor, K., Raborn, A., Halliday-Boykins, C., Dongo, M., Garzona, M., & Weist, M.D. (2018). Comparison of universal mental health screening to students already receiving intervention in a multitiered system of support. *Behavioral Disorders (special issue)*, 43(8), 344-356. <https://doi.org/10.1177/0198742918761339>

Muller, G., & Robert, C. (2017). Beyond K-12: School psychological service delivery for athletes at post-secondary institutions. *The School Psychologist*, 71(3), 8-14.

Robert, C., Zaboiski, B., & Joyce-Beaulieu, D. (2017). Effective and discredited interventions in school psychology. *The Florida School Psychologist*, 43(2), 8-9.

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/s40688-0170131-4



STUDENT CONFERENCE PRESENTATIONS

- Kenney, E., Matthews, K., Delouche, A., & Smith-Bonahue, T. (2019, February). Effects of a Dialogic Reading Intervention On Preschoolers Social-Emotional Learning. Paper presentations at the NASP 2019 Annual Convention.
- Joyce-Beaulieu & Roberts, C. (2018, October). Case study: Cognitive-behavioral therapy with a student making threats. CEU Workshop presented at the Florida Association of School Psychologists, Orlando, FL.
- Matthews, K., LaBelle, B., Graham, J., deLeon, A., & Joyce-Beaulieu, D. (2018, October). Crash course in anxiety: Best practices in assessment and intervention. Paper session presented at the annual conference of the Florida Association of School Psychologists, Orlando, FL.
- Matthews, K., LaBelle, B., Graham, J., DeLeon, A., & Joyce-Beaulieu, D. (2018, October). Tools and tips For school-based assessment and intervention of anxiety. Presented at the Florida Association of School Psychologists, Orlando FL.
- Matthews, K., Delouche, A., Graham, J., Smith-Bonahue, T. M., Kemple, K., Concepcion, R., & Kenney, E. (2018, October). Utility and reliability of a social-emotional measure in preschoolers. Poster presented at the annual conference of the Florida Association of School Psychologists, Orlando, FL.
- Roberts, C., Zhang, H., & Joyce-Beaulieu. (2018, October). Systematic universal screening to improve school climate. Presented at the Florida Association of School Psychologists, Orlando, FL.
- Smith-Bonahue, T., Concepcion, R.F., LaBelle, B., Rama, C., Cohn, M. & Kemple, K. (2018, October). Strengthening preschoolers' emotion knowledge through dialogic storybook reading. Paper session presented at the annual conference of the Florida Association of School Psychologists, Palm Harbor, FL.
- Cahill, C., Conine, D. E., Vollmer, T. R., Guerrero, L. A., Jones, E., & Smith-Bonahue, T. (2018, September). Teaching Children with Autism to Recall Short Stories: A Replication and Extension. Presented at the annual Florida Association for Behavior Analysis conference in Bonita Springs, FL.
- Splett, J. W., Trainor, K. M., Raborn, A., Halliday-Boykins, C. A., Garzona, M. E., Dongo, M. D., & Weist, M. D. (2018, May). Characteristics of students newly identified by universal screening to inform multi-tiered intervention planning. Poster presented at the Society for Prevention Research 26th Annual Meeting. Washington, D.C.
- Splett, J. W., Wojtalewicz, D., Raborn, A., Garzona, M. E., Gibson, N., & Reinke, W. M. (2018, May). Teacher recognition, concern, and referral of mental health problems in the classroom. Poster presented at the Society for Prevention Research 26th Annual Meeting. Washington, D.C.
- Joyce-Beaulieu, D., Sulkowski, M., Dixon, A., & Robert, C. (2018, February). Mental health diagnoses and effective therapy components. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Kranzler, J., Gilbert, K., Robert, C., Floyd, R., & Benson, N. (2018, February). Diagnostic utility of the XBA PSW approach to SLD identification: Replication and extension with the Woodcock-Johnson IV. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Cash, R., Cerra, J., Caproni, P., Lopez, G., Robert, C., Barbosa-Soares, L., & Miller, S. (2017, November). Legislative update. Presented at the Florida Association of School Psychologists Annual Conference, Daytona, FL.
- Garzona, M., Rama, C., Rodriguez, A., & Joyce-Beaulieu, D. (2017, November). Exploring school belonging and engagement in 9th grade students. Paper presented at Florida Association of School Psychologists, Daytona Beach, FL.

STUDENT CONFERENCE

PRESENTATIONS *continued*

Joyce-Beaulieu, D., Hoftmann-Leedy, N., Robert, C., Rodriguez, M., & Riddle, D. (2017, November). School-based CBT: Matching methods to needs for internalizers and externalizers. Workshop presented at the meeting of Florida Association of School Psychologists, Daytona Beach, FL.

Joyce-Beaulieu, D., Robert, C., & Dixon, A. (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.

Katy, T. Robert, C. Riddle, D. & Walker-Snelling, R. (2017, November). Using small group CBT to address test anxiety in the era of highstakes testing. Presented at the Florida Association of School Psychologists Annual Conference, Daytona, FL.

Trainor, K. M., Robert, C. R., Walker-Snellings, R., & Joyce-Beaulieu, D. (2017, November). Using small group CBT to address test anxiety in the era of highstakes testing. Paper presented at the meeting of Florida Association of School Psychologists, Daytona Beach, FL.

Joyce-Beaulieu, D., Leedy, N., & Robert, C. (2017, October). School-based Counseling: District Training Workshop. Presented at the meeting of the Marion County School District.

Kenney, E., Concepcion, R.F., Smith-Bonahue, T.M., & Kemple, K. (2017, April). Use of a scripted dialogic book reading intervention to increase preschool children's emotion vocabulary knowledge. Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.

Concepcion, R.F. (2017, March). Identifying red flags: For practitioners who may suspect a referral for ASD is warranted. Paper presentation at the annual Speech and Language Association of Alachua County, Gainesville, FL.

Concepcion, R.F., Saunders, K., & Jung, J. (2017, February). School based initiatives for preventing test anxiety in middle childhood. Paper presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.

Kenney, E., Concepcion, R.F., Smith-Bonahue, T.M., & Kemple, K. (2017, February). Enhancing pre-schoolers' emotion vocabulary through storybook reading. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.



WE LOVE THE UF SCHOOL PSYCHOLOGY PROGRAM!

The University of Florida has a great school psychology program. While there are many strong programs out there, UF stands out to me for two main reasons: the faculty and staff remain accessible and helpful across many domains and the practicum experiences that we get are invaluable and essential to complementing our coursework. The larger university provides several opportunities for you to pursue your interests and values. - **Delaney Boss**

I love the UF SPP because it offers great flexibility in terms of both practicum and research opportunities. Each faculty member is an expert in a different area relevant to the practice of school psychology, allowing students to explore and develop their own professional interests. Throughout my time here I have worked with Dr. Joyce-Beaulieu, Dr. Kranzler and now, Dr. Anthony. I have also worked with fellow students on various projects. In terms of practicum, I have been placed at PK Yonge Developmental Research School and UF Health-Springshill, allowing me to gain experience in both school and clinical practice. - **Christopher Robert**

I love UF SPP because it creates a tight-knit community and support system that you can use throughout your time in the program. I don't know how I could get through without being able to collaborate with the great friends I have made in my cohort as well as my peer mentors. I also love UF SPP because we get the opportunity to start practicum once a week from the very beginning; that's an opportunity many other programs don't offer! - **Christina Bruehert**

I love the variety of research going on within UF SPP. The faculty members all have such different interests, and they're all willing to involve students in their research too! - **Sara Cornett**

UF SPP has been a great program because not only are the professors knowledgeable about their subject/ research areas but they are also passionate about the success of their students and provide you with the respect as an intelligent individual, while still pushing you to be better. - **Raquel Concepcion**

I love the School Psychology program here at UF because of the vast amount of opportunities that are available to the students. First year students are placed in schools within the first week and begin to quickly obtain experiences working with School Psychologists in an applied setting. There is also an outstanding amount of research being conducted that students are encouraged to participate in. The faculty go out of their way to let their students know they are always there to support us in any way which is extremely comforting and encouraging. - **Lauren Dreisch**

Our program does a fantastic job preparing students with the theoretical background and practical experiences needed to enter the field of school psychology. UF SPP values collaboration, mentorship, and creating your own path to meet your personal goals. I love the flexibility and opportunities I have here to determine what research and career options I like best so that I can shape my experiences around my interests. I also love the connections made within my cohort – I have lifelong friends and colleagues. - **Katie Matthews**

I love the UF School Psychology Program because the students and faculty are very supportive. Entering your first year of grad school can be intimidating, so I really appreciate how those in the program try to prevent it from being too overwhelming in the first semester. - **Emma Kirk**

GATORS IN THE COMMUNITY

I am the treasurer for the School Psychology Graduate Student Association! I also frequently play intramurals and attend UF sporting events! - **Delaney Boss**

I am the Student Leader for our student organization, School Psychology Graduate Student Association (SPGSA). I act as a liaison between our program (UFSP) and our state (FASP) and national (NASP and APA Division 16) professional associations, sharing critical information and organizing advocacy activities. - **Christopher Robert**

I am the secretary for the School Psychology Graduate Student Association (SPGSA). SPGSA is a great organization for our program that works to connect students to opportunities, resources, and social events. - **Katie Matthews**

I go to yoga classes at the student recreation center on campus, and they're really great. The meditation aspect of yoga is so helpful with managing stress, and the instructors are so knowledgeable and inclusive. - **Sara Cornett**

I am the first year liaison for the School Psychology Graduate Student Association! SPGSA is our very own voice in the program. As the first year liaison, I focus primarily on communicating between SPGSA and the first year cohort. - **Lily Acosta**

I volunteer at the Ronald McDonald house. It is an amazing organization that provides housing, food, and support for children and their families. I am able to help the families with things ranging from retrieving their mail, making dinner, playing with the kids, and happily checking out families when their children have completed treatment and are ready to go home. It is truly a wonderful organization and experience. - **Teresa Goff**

I am currently involved with the Catholic Gators community, where I assist with some outreach efforts for Upper Room: The Young Adult Group at St. Augustine Catholic Church. I also am a member of the Gator Salsa Club, and I attend salsa and bachata lessons when I can! Furthermore, I am a member of Gator McKnights Unite, an organization that brings together McKnight Doctoral Fellows for professional development, support, and friendship, as well as the Black Graduate Student Organization. All of these organizations are great because they have allowed me to meet people and make new friends! Next semester, I am excited to begin volunteering with the English Language Institute as a conversation partner for international students. - **Agencia Delouche**

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:

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, horse-back riding, and bicycling on 8 trails. Camping is also available.



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!

Union Street Framers Market

Every Wednesday, rain or shine, from 4-7 check out the Union Street Farmers market in the downtown area for fresh produce and snacks...Plus live music!



RESTAURANTS WE LOVE

- Big Top Brewing Company *Brewery*
- Bolay *Gluten Free*
- Daylight Donuts *Donuts*
- Emiliano's Cafe *Tapas*
- La Tienda *Mexican Food*
- Maple Street Biscuit Company *Breakfast*
- Mi Apa *Cuban Food*
- Sababa *Israeli Cafe*
- Satchel's *Pizza*
- The Stop *Greek*
- The Top *American Food & Bar*

PEER MENTOR

LOVE

Students of the UF School Psychology Program are assigned mentors and mentees 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:

Ryan Walker 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! Now that she is on internship, she plays an even more pivotal role as I get ready to apply for them myself. - **Delaney Boss**

My peer mentor is **Joe Graham**. Joe has been a great resource as I navigate this first year. He is always willing to talk to me about any questions or concerns I have and gives great advice, and for that I'm very appreciative! - **Emma Kirk**

My peer mentor is **Gregory Muller** who has been a tremendous source of support. He has provided me with invaluable advice regarding 3rd and 4th year. He has also been a great colleague to collaborate with on a number of projects. Best of luck to him as he prepares for internship and dissertation defense! - **Christopher Robert**

Ryan Walker-Snellings and **Katie Trainor** have both been amazing mentors to me throughout my time in the program. They're both always willing to help me out, whether it be with assignments, practicum cases, internship applications, or life in general! - **Christina Bruehert**

My peer mentor is **Kim McGonigle**. Kim was so kind to me when I first joined the program. She texted me frequently throughout my first few weeks making sure I was adjusting well to the program and my new classes. She was always there to answer any of my questions and made me feel very welcomed. - **Lauren Dreisch**

Dear **Chris**, Thank you for your thoughtful feedback and guidance. Second year has introduced new questions and challenges, but I feel confident going to you for advice or just to chat. It is very helpful to work with someone with a similar work ethic and approach to schoolwork - it feels like you get it. Hearing your perspective has helped me think more about what I would like my future in the field to look like. Thank you for being a great peer mentor while my previous peer mentor (shout out to **Kylie**) is on internship. - **Katie Matthews**

My mentor is **Mira**, and she's awesome! She's really made this first semester great. I can come to her with questions about anything, from class projects to where to eat around Gainesville. And she's an amazing chef too! - **Sara Cornett**

I am grateful to have had **Christina Monacchino** as my peer mentor for the past 2+ years. Even when our schedules are overwhelming and don't overlap much, we always take the time to chat and check in on each other. I'm very grateful to have such an amazing peer mentor and friend! Don't know where I would be without her!! - **David Riddle**

Michael Rodriguez has been essential to my success in my first semester. His patience, guidance, and dedication are unparalleled. I appreciated his help as both my Interview Buddy and Summer Buddy, and continue to appreciate it as my Peer Mentor. - **Jeremy Mikell**

PEER MENTOR

LOVE *continued*

I am fortunate enough to have TWO peer mentors! **Christina** and **Rhea** are the sweetest and most helpful peer mentors. They always make the time to meet, offer guidance, and listen to me vent. I am going to miss them when they go on internship next year but I know they will be such successful school psychologists! - **Lily Acosta**

One of the reasons I was attracted to UF was the support from so many levels- particularly from peers. I don't know what I would do without the help and guidance from my peer mentor, **Arnette DeLeon**. I know I can always reach out for advice about managing the graduate school workload, navigating challenging situations, and connecting with great resources on campus. My peer mentor has been an invaluable part of my graduate school experience so far. - **Jess Vezzoli**

My peer mentor **Brittany**, has been a breath of fresh air! She is always available to talk whenever I have any questions or challenges. She is understanding and so much fun to be around. I don't know what I would do without her! - **Amanda Fernandez**

Katie Matthews is my peer mentor and she is truly the best! She helped me immensely with getting acclimated to the program and to life in Gainesville. Any questions I had at all, Katie would be available for me at any time, in person, text, e-mail, etc. (And I needed A LOT of help!). I was also lucky enough to be placed at the same Practicum site as her and was able to learn so much from her guidance and support. I am sure all peer mentors are great and all, but mine is the greatest! - **Teresa Goff**

Delaney Boss has provided so much advice and support and made the transition into the program a little easier. It's so wonderful to have someone you can go to who truly understands, as they have been in your place just the year before. Whether its questions about the field, program or the best place to get a quesadilla I also know I can count on Delaney; she is the best! - **Mary Elizabeth Moody**

My peer mentor, **Katie Trainor**, has been awesome in helping me since my first year in the program. Our relationship has transcended outside of the program too, as we are involved in similar activities. In this sense, she has served as a great role model in seeing what it takes to succeed in the midst of grad school struggles and balancing multiple roles! - **Agenia Delouche**

Melissa and **Marlene** have been great peer mentors and even better friends. Their encouragement, realness and authenticity have helped me become a stronger doctoral candidate and a much wiser person. - **Brittany LaBelle**

CONGRATULATIONS!



SPGSA created the first ever t-shirt for our program and they look amazing! Wearing these shirts is a great way to spread awareness of the field of School Psychology... Thank you SPGSA!

I finally finished my PQERS! I had the opportunity to collaborate with colleagues at the University of South Carolina to submit a paper on parent engagement in the IEP process for high school students with EBD. We're still waiting to hear back if it has been accepted, but regardless it was a great experience! - **David Riddle**

My FASP presentation about anxiety had over 75 attendees! It went fabulously. Shout out to my awesome team – **Brittany LaBelle**, **Joe Graham**, and **Arnette deLeon**! - **Katie Matthews**

I was selected as a winner of the 2018 Global Culture Photography Contest by the University of Florida International Center for my photo taken in Medellin, Colombia this past summer! - **Agenia Delouche**

I can run a full mile now without crying and hating myself. That's good, right? - **Teresa Goff**

MESSAGE FROM THE EDITOR:

Hi there! I'm Amanda Fernandez, a first year School Psychology Ed. S student, as well as the Test Librarian and Newsletter Editor. I am from Miami, FL and received my Bachelors of Science degree in K-12 Exceptional Student Education. Throughout my undergraduate studies, I spent countless practica and internship hours teaching students from grades K-12 in inclusion settings. While I was studying, I was a test proctor for various assessments and worked with my college's special education program proctoring exams and providing accommodations for these students.



I started UF's School Psychology program directly after graduating from my undergraduate program and I never once questioned my decision. UF was a clear top choice in terms of graduate programs. The staff and faculty are extremely supportive and encouraging, the mentorship program allows for peer guidance every step of the way, and my personal favorite trait of the program is being placed in practica early on. Once I graduate, I plan to work in a public school setting identifying students with various disabilities.

If I can be of any help, please do not hesitate to reach out to me! My email is **afern43@ufl.edu**



IT'S GREAT TO BE A GATOR!



<https://education.ufl.edu/school-psychology>