



UNIVERSITY OF FLORIDA  
SCHOOL PSYCHOLOGY PROGRAM

*2019-2020*

# SCHOOL PSYCHOLOGY TIMES

NEWSLETTER EDITOR: AYANNA TROUTMAN, B.A.

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# *Director's Column* **by Dr. John Kranzler**

For the third year in a row, the University of Florida (UF) has risen in the U.S. News & World Report Top Public Schools rankings, climbing to #7. UF once again remains the most highly ranked university in Florida and the only university in the state in the Top 10. In addition, the UF College of Education continues to garner recognition as the top-ranking education college in the state and remains among the Top 20 best public colleges of education in the nation. UF secured the #15 spot among the nation's best public colleges of education and ranked #25 among all, public and private, colleges of education. These on-campus graduate rankings follow just two months after U.S. News & World Report named the college America's Best Online Graduate Education Program, an award the college has received three of the last four years.

In addition to rankings of universities and colleges, national rankings of doctoral programs are also conducted annually. These rankings are valuable in that they provide an indication of a graduate training program's performance in comparison to its peers across the country. As stated by the National Research Council, it is "critical that we, as a society, be able to compare doctoral programs, assess their quality, and provide information about these programs for doctoral students choosing programs, for faculty responsible for developing them, and for administrators charged with making wise investments" (p. 1, 2003).

Unfortunately, none of the national organizations and publications that rank doctoral programs do so for the field of school psychology.

Over the past 30 years, however, a number of investigations have been conducted on research in school psychology. A few years ago, I conducted a study with two doctoral students on the research productivity and scholarly impact of faculty in American Psychological Association (APA)-accredited school psychology programs between 2005 and 2009 (Kranzler, Grapin, & Daley, 2011). We calculated both the total number of refereed journal articles published by faculty in programs and total authorship credit (AC), which assigns the most credit for an article to the principal author and less to subsequent authors, depending on position in the byline. In addition to examining the quantity of scholarly output, we also examined the impact of that work. The cumulative impact of a body of scientific work can be examined by quantifying both the number of articles published and the number of times those articles have been cited in the literature. Inclusion of a measure of scholarly impact, such as citation counts, facilitated the identification of programs with faculty members whose research has the greatest influence on the field.



## *Director's Column* continued

In this study, the School Psychology Program (SPP) at UF compared quite well to the other 59 APA-accredited programs at the time, with rankings of #19 for total number of publications per faculty, #23 for AC per faculty, and #27 for number of citations per article. Over the past 10 years, however, the SPP has changed considerably. The most significant change was the hiring of three full-time tenure-track assistant professors over the past five years – Drs. Joni Splett in 2015, Chris Anthony in 2018, and Katie Maki in 2019. Given these changes in program faculty, I was curious about how our current program compared to the top programs in the field 10 years after publication of our 2011 study.

To do so, I asked Ayanna Troutman, a first year graduate student in the SPP and Newsletter Editor, to gather data on the research productivity and scholarly impact for all of the programs that were ranked in the Top 10 in the 2011 study for either total publications, AC, or citations for the period between 2015 and 2019. In comparison to these top programs, the SPP fared extremely well, with rankings of #7 for total number of publications per faculty, #5 for AC per faculty, and #3 for number of citations per article. We are delighted to have risen so highly in comparison to many of the top programs in the field of school psychology over the past 10 years. These results clearly show that the SPP faculty are highly productive researchers whose work is having a substantial impact on the field.

Although the research productivity and scholarly impact of faculty is without question one of the most important components of a quality doctoral program, if not the most important, it is important to note that it is by no means the only important component. Other significant aspects of program quality include: (a) program structure (e.g., explicit purpose, coherent curriculum, balance of research, theory, and practice); (b) quality faculty (e.g., adequate number of faculty to support its explicit purpose and goals, high research productivity and impact, diversity); (c) quality students (e.g., highly attractive program to students with high capacity and motivation for success, diversity); (d) student support (e.g., adequate advisement and feedback to students, access to professors, financial support); and (e) national reputation (e.g., rankings, published comparisons with other programs). I believe we compare very well nationally on each of these criteria.

For prospective students, it is extremely important to consider each of these aspects of program quality when making decisions about which doctoral program to attend. Toward that end, to get a glimpse of the current state of the SPP, please continue reading the School Psychology Times. The Times is primarily intended to share with readers many of the recent activities and accomplishments of faculty and students. As you will see in these pages, we are a community of students and scholars committed to promoting the well-being all children and youth, schools, and the community through our research, teaching, service, and practice. Enjoy the Times and Go Gators!

# 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, measurement and evaluation, theories of intelligence, psychoeducational assessment, statistics, law and ethics in psychology, and individual differences. His main area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.



## Awards, Honors, and Appointments

- 2019-22: Term Professor, University of Florida

## Current Grants

- Woodcock Institute (2019-2020). *Cognitive Profiles of Children and Youth Identified with Specific Learning Disabilities in a Response-to-Intervention Model* (PI with Co-PI Kathrin Maki). Total Award: \$13,921.

## Recent Publications

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. F., Maki, K. E., Floyd, R. G., Eckert, T. L., **Kranzler, J. H.**, & Fefer, S. A. (2019). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology*. Advance online publication. <http://dx.doi.org/10.1037/spq0000344>

Floyd, R. G., & **Kranzler, J. H.** (2019). 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* (pp. 413-434). New York, NY: Oxford University Press.

**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* (pp. xxx-xxx). New York, NY: Taylor & Francis.

**Kranzler, J. H.**, Gilbert, K., Robert, C. R., Floyd, R. G., & Benson, N. (2019). Further examination of a critical assumption underlying the dual discrepancy/consistency approach to SLD identification. *School Psychology Review*, 48, 207-221.

**Kranzler, J. H.**, & Levy, M. P. (2019). *Statistics for the terrified criminologist*. New York, NY: Rowman & Littlefield.

**Kranzler, J. H.**, Yaraghchi, M., Matthews, K., & Otero-Valles, L. (2019). Does the response-to-intervention model fundamentally alter the traditional conceptualization of specific learning disability? *Contemporary School Psychology*. DOI: 10.1007/s40688-019-00256-x.

# Dr. John Kranzler *continued*

Zaboski, B. A., Joyce-Beaulieu, D., **Kranzler, J. H.**, McNamara, J. P., Gayle, C., & MacInnes, J. (2019). Group exposure and response prevention for college students with social anxiety: A randomized clinical trial. *Journal of Clinical Psychology*, 1-19.

**Kranzler, J. H.**, & Floyd, R. G. (*in press*). *Assessing Intelligence in children and adolescents: A practical guide for evidence-based assessment* (2nd ed.). Rowman & Littlefield.

## Recent Conference Presentations

McNulty, R., Floyd, R., McNicholas, P., Lewis, E., Gong, R., Benson, N., & **Kranzler, J. H.** (2019, August). *Evaluating the treatment utility of the Cognitive Assessment System*. Poster presented at the annual convention of the American Psychological Association, Chicago, IL.

Zaboski, B. A., Joyce-Beaulieu, D., **Kranzler, J. H.**, McNamara, J. P., Gayle, C., & MacInnes, J. (2019, July). *Group exposure and response prevention for college students with social anxiety: A randomized clinical trial*. Poster presented at the 4th Annual Research Symposium at the 26th Annual International OCD Foundation Conference, Austin, TX.

Benson, N. F., Floyd, R. G., **Kranzler, J. H.**, Eckert, T. L., Fefer, S. A. (2019, February). *National survey of school psychologists' identification practices for specific learning disabilities*. Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

Floyd, R. G., Benson, N., **Kranzler, J. H.** (2019, February). *Analysis of construct scores in the assessment of intellectual giftedness*. Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.

**Kranzler, J. H.**, Zaboski, B. A., & Gage, N. A. (2019, February). *Meta-analysis of the relationship between academic achievement and broad abilities of the Cattell-Horn-Carroll theory*. Poster presented at the annual convention of the National Association of School Psychologists. Atlanta, GA.



# Dr. Diana Joyce-Beaulieu

Dr. Joyce-Beaulieu's areas of specialization include behavioral/social emotional assessment and intervention within a multi-tiered system of supports (MTSS) model and applied cognitive-behavioral therapy within schools. Dr. Joyce also serves as the Practica Coordinator.



## Awards, Honors, and Appointments

- College of Education, Faculty Policy Council, Chair-Elect

## Recent Publications

### BOOKS

- Joyce-Beaulieu, D., & Sulkowski, M.** (2019). Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit (2nd ed.). NY: Springer Publishing.
- Joyce-Beaulieu, D., & Zaboski, B.** (*in press*). Raising the emotional wellbeing 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.
- 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.

### JOURNALS

- Zaboski, B. A., **Joyce-Beaulieu, D.**, Kranzler, J. H., McNamara, J. P., Gayle, C., & MacInnes, J. (2019). Group exposure and response prevention for college students with social anxiety: A randomized clinical trial. *Journal of Clinical Psychology*, 1-19. doi: 10.1002/jclp.22792
- Grapin, S., Waldron, N., & **Joyce-Beaulieu, D.** (2018). Longitudinal effects of RtI implementation on reading achievement outcomes. *Psychology in the Schools*, 1-13. DOI: 10.1002/pits.22222.
- 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.

# Dr. Diana Joyce-Beaulieu *continued*

## Recent Conference Presentations

### *INVITED/CEU WORKSHOPS*

- Joyce-Beaulieu, D., & Saunders, K.** (2019). School-based Counseling Strategies for School Psychologists. Nassau County School Psychologists, Counselors, and Social Workers District Invited In-Service Workshop, Amelia Island, FL.
- Joyce-Beaulieu, D., Robert, C., & Saunders, K.** (2019). School-based Counseling Strategies for School Psychologists. Florida Association of School Psychologists, Northeast Regional Invited In-Service Workshop. Ocala, FL.
- Joyce-Beaulieu, D., Saunders, K., & Robert, C.** (2019). Counseling for anxiety and depression. Florida Association of School Psychologists, In-Service CEU Workshop. Annual Conference, St. Augustine, FL.

### *CONFERENCE PRESENTATIONS*

- Zaboski, B. A., **Joyce-Beaulieu, D.**, Kranzler, J. H., McNamara, J. P., Gayle, C., & MacInnes, J. (2019). Group exposure and response prevention for college students with social anxiety: A randomized clinical trial. Research poster presented at the 4th Annual Research Symposium at the 26th Annual International OCD Foundation Conference, Austin, TX.
- Joyce-Beaulieu, D., Robert, C. R., Dixon, A., & Sulkowski, M. L.** (2019, February). Easy application of CBT for internalizing disorders: Anxiety and Depression. Presented at the National Association of School Psychologists, Atlanta, GA.
- Joyce-Beaulieu, D., Sulkowski, M. L., & Robert, C. R.** (2019, February). CBT for severe externalizing: School shooting threat counseling case. Presented at the National Association of School Psychologists, Atlanta, GA.
- Muller, G., Robert, C. R., & **Joyce-Beaulieu, D.** (2019, February). Expanding school psychology's professional identity at public universities. Presented at the National Association of School Psychologists, Atlanta, GA.
- Robert, C. R., Zhang, H., & **Joyce-Beaulieu, D.** (2019, February). Systematic universal screening to improve school climate. Presented at the National Association of School Psychologists, Atlanta, GA.
- Graham, J. W., LaBelle, B. L., deLeon, A., M., Matthews, K. E., & **Joyce-Beaulieu, D.** (2019, February). Tools and tips for school-based assessment and intervention of anxiety. Presented at the National Association of School Psychologists, Atlanta, GA.



# Dr. Joni 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.



## Awards, Honors, and Appointments

- Excellence Award for Assistant Professors awarded by the University of Florida Office of Research (May 2019)

## Current Grants

### *FUNDED*

- U.S. Department of Education, Office of Special Education Programs (2020-2024). *Project Integrate: Integrating School-wide Positive Behavior Interventions and Supports and School Mental Health Services using the Interconnected Systems Framework* (Co-I with PI Nicholas Gage and Co-I Ashley MacSuga Gage). Total Awarded \$239,068.
- National Institutes of Health, National Institute on Minority Health and Health Disparities, RFA-MD-18-005 (2019-2024). *Enhancing school-based violence prevention through multilevel racial/ethnic discrimination interventions* (Co-I with PIs Colleen A. Halliday-Boykins and Mark D. Weist). Total awarded \$3,334,937. Subaward \$657,328.
- U. S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (2018-2022). 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 Stephen W. Smith and Co-Is Ann P. Daunic and Brian R. Barber). \$3,292,304.
- Society for the Study of School Psychology, 2017 Early Career Research Award Program (2017-19). *A mixed methods comparison of universal screening and school referral*. (PI with Co-I Kristy Brann & Mentor Shannon Suldo), \$19,919.

### *UNDER REVIEW*

- U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (2019). *Improving social, emotional, behavioral, and academic functioning of elementary school students through the Interconnected Systems Framework* (Co-I with PI Mark D. Weist, Co-PI Brandon Schultz, and Co-Is Christy Walcott and Christine DiStefano). Total requested \$3,297,149. Subaward \$186,761.

# Dr. Joni Splett *continued*

## Recent Publications

- Brann, K. W., Maras, M. A., Smith-Millman, M., **Splett, J. W.**, & Kilpatrick, K. (2019). Evaluating universal screening with community-oriented collaboration on students' receipt of social, emotional, and behavioral intervention. *Journal of Educational and Psychological Consultation*. <https://doi.org/10.1080/10474412.2019.1654882>
- Splett, J. W.**, Wojtalewicz, D., Raborn, A., Garzona, M. E., Gibson, N. & Reinke, W. M. (2019). Teacher recognition, concern, and referral of children's internalizing and externalizing behavior problems. *School Mental Health*, 11, 228-239. <https://doi.org/10.1007/s12310-018-09303-z>
- Smith, S. W., **Splett, J. W.**, Poling, D., & Graham, J. (*in press*). Cognitive-behavioral approaches to manage student emotional and behavioral problems. In T. Farmer, E. Talbot, K. Sutherland, & M. Conroy (Eds.) *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*.
- Splett, J. W.**, Dymnicki, A., Reinke, W. M., Herman, K. C., Trainor, K. M., & Robert, C. (*in press*). Theories of Prevention Science. In K. K. Kelly, C. Albers, & A. Garbacz (Eds.) *Theoretical Foundations of School Psychology Research and Practice*.
- Eklund, K., Meyer, L., **Splett, J. W.**, & Weist, M. D. (2019). School mental health: Policies and Practices. In K. D. Hennessey, B. Levin & A. Hanson (Eds.) *Foundations of Behavioral Health*. New York: Springer.

## Recent Conference Presentations

- Splett, J.W.**, Trainor, K., Riddle, D., & Graham, J. (2019, November) *Universal screening and teacher training to identify youth with internalizing behavior problems*. Paper presented at the 24th Annual Conference on Advancing School Mental Health. Austin, TX.
- Von der Embse, N., Romer, N., Suldo, S., **Splett, J. W.**, Eklund, K., Kilgus, S., Wheeler, D., & Perales, K. (2019, November). *Best practices in the implementation of universal social, emotional, and behavioral health screening*. Symposium presented at the 24th Annual Conference on Advancing School Mental Health. Austin, TX.
- Splett, J. W.**, Perales, K., Miller, E., Halliday-Boykins, C., & Weist, M. D., (2019, November). *Interconnecting PIBS and School Mental Health: A Randomized Trial*. Paper presented within *Research on promoting school safety by preventing and responding to student mental health concerns* symposium at the 24th Annual Conference on Advancing School Mental Health. Austin, TX.
- Splett, J. W.**, Perales, K., Miller, E., Halliday-Boykins, C., Weist, M. D., & Rizzardi, V. (2019, November). *The Interconnected Systems Framework: Case study from a randomized controlled trial*. Paper presented at the 24th Annual Conference on Advancing School Mental Health. Austin, TX.

## Dr. Joni Splett *continued*

- Splett, J. W.**, Monachino, C., Graham, J., Dongo, M., Trainor, K. M., Thibodaux, L. K. (2019, February). *School professional referral of relational aggression in middle school*. Poster presented at the National Association of School Psychologists 2019 Annual Convention. Atlanta, GA.
- Splett, J. W.**, Brann, K., Smith-Millman, M. K., Raborn, A., Maras, M. A., & Flaspohler, F. (2019, February). *Teacher differences in students' teacher-rated behavioral and emotional risk scores*. Paper presented in symposium (Chair Kristy Brann) Considering disproportionality in social, emotional, and behavioral universal screening practices at the National Association of School Psychologists 2019 Annual Convention. Atlanta, GA.
- Brann, K., **Splett, J. W.**, & Naser, S. C. (2019, February). *Considering disproportionality in social, emotional, and behavioral universal screening practices*. Symposium presented at the National Association of School Psychologists 2019 Annual Convention. Atlanta, GA.
- Bradley, W., **Splett, J. W.**, DiStefano, C., Thibodaux, L. K., Riddle, D., Graham, J., & Abshier, D. (2019, February). *Structural validity and implementation lessons from the BASC-3 BESS*. Symposium presented at the National Association of School Psychologists 2019 Annual Convention. Atlanta, GA.
- Splett, J. W.** (2019, Mar). *Integrating school mental health into PBIS' data, systems, and practices*. Invited webinar presented with the Association of Positive Behavior Supports.
- Splett, J. W.** (2019, Sept). *Universal Mental Health Screening: What, Why, How, and is it Legal?* Invited workshop presentation to the North Florida Rural Mental Health Collaborative.

# Dr. Christopher Anthony

Dr. Anthony's research interests broadly focus on attitudes, behaviors, and skills important for school and life success with a special focus on students' social competence and academic enablers. 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
- Nominee – Journal of School Psychology Reviewer of the Year

## Recent Publications

**Anthony, C. J. & Ogg, J. (in press).** Executive Function, Learning-Related Behaviors, and Science Growth from Kindergarten to Fourth Grade. *Journal of Educational Psychology*

Ogg, J. & **Anthony, C. J. (in press).** Process and Context: Longitudinal Effects of the Interactions between Parental Involvement, Parental Warmth, and SES on Academic Achievement. *Journal of School Psychology*

**Anthony, C. J., & Ogg, J. (2019).** Parent involvement, approaches to learning, and student achievement: Examining longitudinal mediation. *School Psychology, 34*, 376-385. doi: 10.1037/spq0000282

**Anthony, C.J. & DiPerna, J. C. (2019).** Examining the psychometric properties of maximally efficient items from the Social Skills Improvement System – Teacher Rating Scale. *Journal of Psychoeducational Assessment, 37*, 307-319. doi: 10.1177/0734282917743335

Ogg, J. & **Anthony, C. J. (2019).** Parent involvement and children's externalizing behavior: Exploring longitudinal bidirectional effects across gender. *Journal of School Psychology, 73*, 21-40. doi: 10.1016/j.jsp.2019.02.002

**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

**Anthony, C. J., Robert, C. R., Riddle, D. Matthews, K., LaBelle, B. & Styck, K. M. (2019).** *Examining Rater Effects in Behavior Rating Scales and Direct Behavior Ratings.* Presentation at the annual conference of the Florida Association of School Psychologists, St. Augustine FL.

**Anthony, C. J., Elliott, S. N., DiPerna, J. C., & Lei, P. (2019).** *Self-Awareness: Examining the Meaning and Measurement of an Elusive Construct.* Poster presented at the Social and Emotional Learning Exchange, Chicago, IL.

# Dr. Christopher Anthony *continued*

**Anthony, C. J., & DiPerna, J. C.** (2019). *The Academic Competence Evaluation Scales: Past, Present, and Future*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

**Anthony, C. J., & Ogg, J.** (2019). *Parent Involvement, Approaches to Learning, and Achievement: Examining Longitudinal Mediation*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

**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. Katie Maki

Dr. Maki is an Assistant Professor in the School Psychology program. Her research centers on the examination of academic interventions and data-based decision-making within multi-tiered systems of support (MTSS), and the identification of learning disabilities. Specifically, she utilizes an ecological systems framework to (a) examine the effectiveness of specific academic interventions, (b) explore mechanisms impacting academic intervention effectiveness, (c) examine data-based decision rules to target academic interventions to student needs and to determine adequate responsiveness to intervention, and (d) evaluate the methodologies used in learning disabilities identification to ensure all students receive appropriate academic support in schools.



## Awards, Honors, and Appointments

- Early Career Scholar, School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology (February 2019)
- Assessment for Effective Intervention Article of the Year (2018)

## Current Grants

- Woodcock Institute (2019-2020). *Cognitive Profiles of Children and Youth Identified with Specific Learning Disabilities in a Response-to-Intervention Model* (PI with Co-PI John H. Kranzler). Total Award: \$13,921.

## Recent Publications

Benson, N. F., **Maki, K. E.**, Floyd, R. G., Kranzler, J. H., Eckert, T., & Fefer, S. (*in press*). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology*.

**Maki, K. E.** & Adams, S. R. (2019). Specific learning disabilities identification: Do the identification methods and data matter? *Learning Disability Quarterly*. Advanced online version. doi: 10.1177/0731948719826296

Hammerschmidt-Snidarich, S., **Maki, K. E.**, & Adams, S. R. (2019). The differential effectiveness of repeated reading and continuous reading: New conceptualizations of intervention dosage. *Psychology in the Schools*, 56, 635-651. doi: 10.1002/pits.22241

**Maki, K. E.**, & Adams, S. R. (2019). A current landscape of specific learning disability identification: Training, practices, and implications. *Psychology in the Schools*, 56, 18-31.



## Recent Conference Presentations

- Maki, K. E.** (2019, June). Effective intervention practices within multi-tiered systems of support. Presented to the Berrien County Regional Education Services Agency, Berrien Springs, MI.
- Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, April). *Reconceptualizing intervention dosage: The confluence of equity, causal mechanisms, and pragmatic issues*. Presented at the Badar-Kauffman Conference in Kent, OH.
- Maki, K. E.** & Zaslofsky, A. F. (2019, April). *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the Badar-Kauffman Conference in Kent, OH.
- Maki, K. E.**, Burns, M. K., McGill R., & Beaujean, A. (2019, February). *SLD Identification: The Problems and What We Can Do Better*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Maki, K. E.** & Hammerschmidt-Snidarich, S. (2019, February). *Reading Fluency Intervention Dosage: A Novel Research Synthesis*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Benson, N. F., Kranzler, J. H., **Maki, K. E.**, & Floyd, R. G. (2019, February). *National Survey of SLD Identification Practices in School Psychology*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Hammerschmidt-Snidarich, S., **Maki, K. E.**, Zaslofsky, A. F., & Varma, S. (2019, February). *Theoretical Mechanisms: Designing Interventions for Increased Effectiveness, Efficiency, and Engagement*. Presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Hammerschmidt-Snidarich, S. & **Maki, K. E.** (2019, January). *Does Reading Beget Reading? Examining Cognitive Mechanisms of Repeated versus Continuous Reading*. Presented at the Council for Exception Children Annual Convention in Indianapolis, IN.

# 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-Bonahue, T.** & DeLouche, A. (under contract). Cognitive-Behavioral Approaches to Counseling Children and Adolescents. In S. Smith (Editor) *Counseling Children and Adolescents, Connecting Theory, Development, and Diversity*, Thousand Oaks, CA: Sage Publications.
- Soutullo, O., Sanders-Smith, S., & **Smith-Bonahue, T.**, (2019). School Psychology Interns' Characterizations of Family-School Partnerships. *Psychology in the Schools*, 56(5), 690-701.
- Smith, S., Cordoba, T., **Smith-Bonahue, T.**, Cordoba, T.E., & Soutullo, O. (2019). Shifting Perspectives: Preservice Teacher Preparation in Family Engagement. *Journal of Early Childhood Teacher Education*. 40(3), 221-237.
- Miller, S., **Smith-Bonahue, T.**, & Kemple, K. (2017). Preschool teachers' responses to challenging behavior: The role of organizational climate in referrals and expulsions. *International Research in Early Childhood Education*, 6(1), 38-57.

## Recent Conference Presentations

- Kenney, E., Matthews, K., Delouche, A., **Smith-Bonahue, T.**, Concepcion, R., Cohn, M., LaBelle, B. & Kemple, K. (February, 2019). *Effects of a dialogic reading intervention on preschoolers' social-emotional learning*. A presentation at the Annual Conference of the National Association of School Psychologists. Atlanta, GA.
- Kenney, E., Cohn, M., Rama, C., Labelle, B., **Smith-Bonahue, T.**, Kemple, K., Concepcion, R., Delouche, A. (February, 2019). *Assessment of young children's emotion knowledge*. A presentation at the Annual Conference of the National Association of School Psychologists. Atlanta, GA.
- Rama, C., & **Smith-Bonahue, T.** (February, 2019). *An intervention to increase play skills in children with autism*. A presentation at the Annual Conference of the National Association of School Psychologists. Atlanta, GA.
- Mathien, T., **Smith-Bonahue, T.**, Cohn, M., Acosta, L., Sanders-Smith, S., Olguin, A., Cordoba, T.E. (February, 2019). *Making Connections: Clinical Training to Prepare Preservice Teachers to Engage with Diverse Families*. A presentation at the Annual Conference of the Association of Teacher Educators. Atlanta, GA.
- Kenney, E., Concepcion, R. **Smith-Bonahue, T.**, Kemple, K., Cohn, M., Rama, C., LaBelle, B. (2018, October). *Strengthening preschoolers' emotion knowledge through dialogic storybook reading*. A presentation at the Annual Conference of the Florida Association of School Psychologists. Orlando, FL.

# Dr. Tina Smith-Bonahue *continued*

- Matthews, K., Delouche, A., Graham, J., **Smith-Bonahue, T.**, Kemple, K., Concepcion, R., & Kenney, E. (2018, October). *Utility and reliability of a social-emotional learning measure in preschoolers*. A presentation at the Annual Conference of the Florida Association of School Psychologists. Orlando, 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.
- 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. 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.



## 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.

## Dr. Nancy Waldron

Dr. Waldron is an Associate Dean and Professor in the School Psychology program within the Department of Educational Psychology. Currently, she teaches graduate courses in academic assessment/intervention and school consultation. Her research interests include the following areas: inclusion of students with disabilities in general education classrooms, academic and behavioral supports for students at-risk for school failure, and teacher/school variables related to the adoption of a response-to-intervention (RtI) model.



# *Interview with* **Dr. Katie Maki**

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

I was a special education teacher in a resource classroom working with students with a variety of disabilities including, Specific Learning Disabilities. Many of my students exhibited significant behavior difficulties as well, which made me question or wonder about the special education identification process and made me want to pursue further education. I worked closely with my school psychologist at the time which got me excited about pursuing a degree in school psychology.

## **What led you to the University of Florida?**

The University of Florida has always had a strong training program in school psychology and the emphasis on scientist-practitioner training is important to me. Moreover, students' interest in participating in and conducting research is very exciting as a new faculty member.

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

I plan to continue both of my related lines of research, academic interventions within multitiered systems of support and Specific Learning Disabilities identification. I am beginning to establish a couple of new partnerships with local schools to further my work on academic interventions and to provide support in this area to those schools. I am particularly interested in understanding why interventions are effective through manipulation of different intervention components based on theoretically underpinnings. I am also collaborating with Dr. Kranzler on a couple of projects that are in development which will examine Specific Learning Disabilities identification. It is nice to have a colleague who is interested in similar work with whom I can collaborate.

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

I am probably most excited about working with students. I really enjoy mentoring students, particularly in research content and skill development.

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

Take on as many opportunities as you can. Graduate school can be overwhelming so I don't mean to convey that you should do everything, but I do strongly believe that students should try different things, get involved in different research projects, and be willing to step outside their comfort zones. Doing so will help students to figure out what it is that they are most passionate about and will result in better skill development.



# 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.

### **Heather Dampier, Administrative Support Assistant I**

Heather is an Administrative Support Assistant I. Some of her responsibilities include: Registration, Grades, Event Coordination, Conference Room Scheduling, Text Book Adoptions, Asset Management and General Office Duties. She was born and raised here in Gainesville, Florida. Heather came to the SESPECS office in February 2019, after working for UF in Financial Aid for 12 years. She loves spending time with her husband and 2 kids, the outdoors and helping others achieve their goals.





# 2019 FIRST YEAR COHORT UF



**Top Row, from left to right:**

Ayanna Troutman, Rebecca Colombo, Jasmine Beaulieu, Miranda Higham, Leighann Puig, LeAnna Kehl

**Bottom Row, from left to right:**

Caleb Blikstad, Jessica Wheeler, Siera Cullins, Betty Garris, Bridget Treverton, Manuel Marichal



# Meet the First Year Cohort

Hi! My name is **Jasmine Beaulieu** and I am so glad to be a Gator! I was born in Connecticut but moved to North Port, FL when I was 5. I graduated this past May from the University of South Florida where I majored in Psychology and minored in Applied Behavior Analysis. Now, I am enjoying my time in at UF on the Ed.S. track. Outside of school I enjoy watching and coaching gymnastics, going to cohort game nights, and experiencing new things!

Hi, my name is **Rebecca Colombo**, and I am a first year PhD student in the program. I come from a faraway land known as Arizona, and I attended the University of Arizona for undergrad. In addition to my research interest in ecological aspects of students' challenges/development, I am also interested in cats and happen to own one (her name is Muna). I'm excited to be here for the program, but I could do without the humidity. I look forward to continuing to get to know you all in the future!

My name is **Brigid Treverton** and I am a first year Ed.S. student. I am from Buffalo, New York and graduated with my B.S. in Psychology from Niagara University. I love reading and spending time with family and friends.

My name is **Siera Cullins** and I am a first year Ed.S. student. I did my undergrad at Sonoma State University in California and graduated with a B.A. in Psychology with a minor in Early Childhood Studies. I love the UF SPP because of the amount I am learning, the atmosphere, and the support I have received. Outside of school, I like to stay active and be outdoors so, since my move to Gainesville, I have done a lot of exploring around.

My name is **Leighann Puig** and I am a Florida native. I grew up in Tampa and completed my bachelor's degree in Exceptional Student Education at St. Petersburg College. I was a special education teacher for three years before becoming a Gator. I enjoy bowling, craft beer, and my dog, Sushi. During school breaks, I love to travel and learn about other cultures.

Hello everyone, I am **Caleb Blikstad** and I am a first year Ed.S. student. I was born in Florida and have always wanted to go to UF since I was young, so I am excited to continue my studies here at the University of Florida. I enjoy cooking (and eating), playing and watching sports, biking, pretty much anything outdoors and exploring new places.

Hello! My name is **Elizabeth Garis**, although I go by Betty, and I am a UF alumni who graduated in Fall of 2018 with a major in Psychology and minors in Educational Studies and Disabilities in Society. I am a first-year doctoral student and am thrilled to be a two-time-gator in the University of Florida's School Psychology Program. I grew up in New Jersey and love to come back to see my family and go on hikes when I have a chance! When I am not studying, I am either reading, watching a movie, or spending time with my friends in the cohort. I am excited to be a member of this program and to see where it takes me in the future!



# Meet the First Year Cohort

## continued

My name is **LeAnna Kehl**, and I am a first-year doctoral student. I am from Des Plaines, IL which is a suburb right outside of Chicago. I received my Masters in Clinical Child and School Psychology, and I'm very excited to continue my education. I love to read, watch Netflix, hang out with friends, and I drink a lot of coffee!

Hello! My name is **Manuel Marichal**, and I am excited to be in my first year in the School Psychology doctoral program. Prior to returning to school, I had the opportunity to work in schools in various capacities in New York City and Gainesville. I have taught, managed special education cases, managed testing data, and served as an ESOL paraprofessional. All of these experiences in tandem with my own ethnic background (Puerto Rican) inspired my passion of promoting educational outcomes for culturally and linguistically diverse students and families. I look forward to contributing to that effort within our program.

Hello, my name is **Miranda Higham** and I am a first-year student in the PhD School Psychology Program. I am originally from South Dakota, but I spent the last two years in the St. Louis, MO area completing my Master's degree in Clinical Child Psychology. I have always had a passion for working with children and I ultimately decided to study school psychology because I felt it was the best avenue to reach diverse populations to help children grow academically, socially, emotionally, and behaviorally.

Hi! My name is **Jessica Wheeler** and I am a first year Ed.S. student. I am originally from Tallahassee and I received a major in Psychology and a minor in Child Development from Florida State University. I am still a 'nole at heart but I am enjoying living in Gainesville and studying at UF. My favorite things to do around town involve the many bike trails (Gainesville - Hawthorne trail is my favorite), breweries, and local restaurants.

Hi! My name is **Ayanna Troutman** and I am a first-year Ed.S. student. I graduated in May from Spelman College with my Bachelor's in Psychology. I'm enjoying being apart of the Gator community and the UF SPP! I am also the test librarian and creator of this newsletter. I love reading, working out, and bingeing Netflix series. 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:**

Mary Elizabeth Moody, Agenia Delouche, Leighann Puig, Jessica Vezzoli, Katherine Matthews

### **Bottom Row, from left to right:**

Delaney Boss, Liliana Acosta, Lauren Dreisch

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 spot- lighted 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



**LeAnna Kehl:** I am currently placed at practicum in Alachua County. Specifically, I work with one of the school psychologists, and I go to the schools she works at twice a week. We conduct assessments at these schools, provide reports of finds, provide information from our assessments during IEP and EPT meetings, and more.



**Jasmine Beaulieu:-** My practicum site is P.K. Yonge Developmental Research School in Gainesville. My experience thus far has been working directly with students, teachers, and other school personnel in order to assist in administering academic assessments/screeners, student behavior modification through the use of functional behavior assessments and providing student academic and behavioral accommodation recommendations. I have even had the ability to submit my first official psychoeducational report!



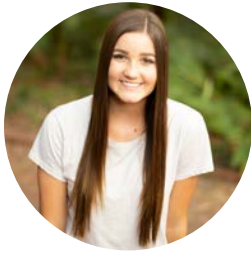
**Caleb Blikstad:** My current practicum site is FT. McCoy School in Marion County. My experiences include assisting my supervisor with administering various psychoeducational assessments, gathering data for staffing meetings, participating in IEP meetings, and consulting with middle and elementary school counselors, ESE specialists, and teachers. Due to the unique challenges associated with rural schools, I have been able to participate in counseling with a broad range of grades.



**Jessica Wheeler:** I am currently placed in Alachua County Pre-K ESE for practicum. Each week I observe and participate in the administration of the Batelle Developmental Inventory – 2nd edition. On a typical day there are three assessment administrations and two eligibility staffing meetings. We usually have children between 2 and 5 years old coming in for evaluation. The assessments are given using a team method, so there is a school psychologist, a speech language pathologist, and a child find specialist working together to interview the parents and evaluate the child. It is a very interesting process to examine and be a part of. I look forward to my practicum day every week!



## First Year Cohort **continued**



**Siera Cullins:** I am currently placed in Putnam County at Melrose Elementary School, but I also go to E.H. Miller and Moseley Elementary school. I sit in on IEP and staffing meetings and assist with evaluations and testing. I also do observations and help with interventions and MTSS.



**Betty Garris:** I am currently in my first year of practicum at P.K. Yonge Developmental Research School in Gainesville. While at practicum, I work with my supervisors and other school psychology students to assist teachers with classroom management and intervention implementation, as well as give academic achievement assessments and write reports. It has been a wonderful, informative experience for me in my professional development.

## Second Year Cohort



**Lily Acosta:** I am fortunate enough to be placed with Dr. Julie Ellis at Fundamental Therapy Solutions and Healthy Learning Academy Charter School (HLA). At Fundamental, I administer academic assessments and the Autism Diagnostic Observation Schedule (ADOS), conduct biweekly reading interventions, and receive training to be certified in Parent-Child Interaction Therapy (PCIT). At HLA, I complete student observations, academic assessments, as well as provide counseling services to students and consultation services to teachers. This practicum placement has strengthened not only my skill set and experience, but also my confidence in my own abilities!



**Mary Elizabeth Moody:** I am placed at P.K. Yonge for my 2nd year of practicum. Within my placement, I have been able to conduct and observe multiple assessments, lead individual counseling sessions, and co-presented data during a placement meeting. Being at a site with a school psychology team allows collaboration, along with the ability to provide mentorship to the 1st years who are also placed at PK. This has been an amazing opportunity before I begin advanced practicum for Year 3 to gain confidence in what I have learned in the classroom throughout my time at UF.



**Amanda Fernandez:** I am placed in Marion county for practicum. My days consist of consulting with school counselors and teachers, assessments, and observations. I also do some counseling at my site.

# Advanced Practicum & Internship Placements Spotlight

## *Advanced Practicum*



**Agenia Delouche:** My advanced practicum placement is at UF Health Psychology at Springhill. I have many amazing training opportunities there that have added depth to my experiences, such as engaging in outpatient therapy, neuropsychological testing, inpatient therapy at a psychiatric hospital, and PCIT training!



**Katie Trainor:** I am in my second year of practicum with Dr. Garret Evans, a private practitioner at Haile Market Therapy and Behavioral Health who contracts to provide therapy and behavioral services in Columbia County School District. I provide therapy to students who receive ESE services and consult with teachers and parents on behavioral issues.

## *Internship Placements*



**Rhea Phillip:** I am currently placed in Broward County Public Schools for my internship. I've had a great experience so far and I've been able to work with a wide range of needs. In my internship year, I complete rotations in counseling, Pre-K, secondary schools, and alternative settings, as well as additional experiences in crisis, low-incidence cases, etc., With the guidance of my supervisor and intern coordinator, I am able to have a well-rounded experience this year!



**Christina Monachino:** I am a pre-doctoral intern at the Boys Town Center for Behavioral Health in Omaha, NE. I primarily conduct individual and group therapy services for adolescents in the residential family home program on the Boys Town campus as well as adults in the Omaha and surrounding community.



**Christina Bruehert:** I am currently on internship with Cobb County School District in Georgia. I have two supervisors and altogether I help them cover 4 schools; three elementary schools and one middle school. CCSD psychologists primarily do testing and consultation with teachers, but we also have opportunities to run small groups if we'd like. So far, I have done a lot of testing, I've taken on a few cases from start to finish, and I have also started a counseling group for third graders experiencing anxiety. I am really enjoying my time here and I'm looking forward to learning more and becoming more independent as the year progresses.

# Ph.D. Dissertation Spotlight

## *Brittany LaBelle*

**Title:** *Evaluating the Clinical Utility of the MAYSI-2 Among African-American Male Juvenile Offenders*

**Dissertation Chairs:** Dr. Diana Joyce-Beaulieu and Dr. Joseph Gagnon



## *Christina Monachino*

**Title:** *Profiles, Transition Patterns, and Characteristics of Peer Victimization Across the Middle School Transition*

**Dissertation Chairs:** Dr. Joni Splett and Dr. Tina Smith-Bonahue



## *Katie Trainor*

**Title:** *Relationships of School- and Individual-Level Implementation Determinants in School Mental Health*

**Disseration Chairs:** Dr. Tina Smith-Bonahue and Dr. Joni Splett



## *Christopher Robert*

**Title:** *Differences in Perceptions of School Climate across Grade-level and Gender*

**Dissertation Chair:** Dr. Diana Joyce-Beaulieu



# 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 graduate fellowship working under Dr. Splett as a part of her research team. Currently, my predominant role is to be involved with a new study titled Project RISE. So far, I have been helping with data collection in Jacksonville, FL at various middle schools. This is the first year for data collection on the project so that is the major focus for this semester. Additionally, I am involved in weekly team meetings and any other tasks that need completed (e.g., examining data for missing participants). - **Miranda Higham, 1st year Ph.D. Student**

I am a Research Assistant on the iControl project. iControl is an executive function skill intervention for middle school students with emotional and behavioral disorders designed to foster self-regulation and improve social and emotional outcomes. I attend weekly meetings, coordinate and assist in pre and post data collection, act as a liaison for control and treatment teachers, manage the projects Instagram account, etc.  
- **Lauren Dreisch, 2nd year Ph.D. Student**

I have the McKnight Doctoral Fellowship which allows me to also have a teaching assistantship. I am currently an instructor for an undergraduate course titled "Teaching Diverse Populations." have a Teaching Assistantship where I teach Human Growth and Development to an undergraduate class. - **Agenia Delouche, 3rd year Ph.D. Student**

I am a member for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). The CEEDAR Center is a technical assistance center funded by the Office of Special Education Programs (OSEP), and aims to help states and institutions of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems. Within this role, I provide technical assistance to states including California and Utah by providing guidance to a variety of education stakeholders on educator preparation as it relates to students with special needs and diverse learners. - **Monique Cohl, 4th 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. Dr. Smith-Bonahue, Agenia, Manny, and myself also started a new study investigating how Head Start can meet the needs of recent immigrant families and their children. I also help Dr. Mathien with the current program revision in Early Childhood Studies. - **Lily Acosta, 2nd year Ph.D. Student**

I am a research assistant for Project SELF. This year is my second year of appointment and I am helping synthesize the data that has been collected the past three years. We are putting together publications and working on disseminating knowledge around the efficacy of this social-emotional curriculum for Kindergarteners and 1st graders at risk for EBD. I also am an instructor for the Human Growth and Development undergraduate course. - **Delaney Boss, 3rd 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.*



# Student Conference Presentations

- Boss, D. L. & Delouche, A. (2019, July). *Making gains: Exercising a strengths-based approach*. Paper presented at annual conference, International School Psychology Association, Basel, Switzerland.
- Delouche, A. & Boss, D. L. (2019, July) *From the inside out: Developing intercultural sensitivity*. Paper presented at annual conference, International School Psychology Association, Basel, Switzerland.
- Joyce-Beaulieu, D., Robert, C. R., Dixon, A., & Sulkowski, M. L. (2019, February). *Easy application of CBT for internalizing disorders: Anxiety and Depression*. Presented at the National Association of School Psychologists, Atlanta, GA.
- Joyce-Beaulieu, D., Sulkowski, M. L., & Robert, C. R. (2019, February). *CBT for severe externalizing: School shooting threat counseling case*. Presented at the National Association of School Psychologists, Atlanta, GA.
- Muller, G., Robert, C. R., & Joyce-Beaulieu, D. (2019, February). *Expanding school psychology's professional identity at public universities*. Presented at the National Association of School Psychologists, Atlanta, GA.
- Robert, C. R., Zhang, H., & Joyce-Beaulieu, D. (2019, February). *Systematic universal screening to improve school climate*. Presented at the National Association of School Psychologists, Atlanta, GA.
- Smith-Bonahue, T, Delouche, A., & Moody, M.E. (2020, February). *Using Dialogical Reading to Teach Early Math Concepts to Preschoolers*. Paper presented at the National Association of School Psychologist, Baltimore, Maryland.
- Graham, J. W., LaBelle, B. L., deLeon, A., M., Matthews, K. E., & Joyce-Beaulieu, D. (2019, February). *Tools and tips for school-based assessment and intervention of anxiety*. Presented at the National Association of School Psychologists, Atlanta, GA.
- Kenney, E., Matthews, K., Delouche, A., & Smith-Bonahue, T. (2019). Effects of a Dialogic Reading Intervention On Preschoolers Social-Emotional Learning. Paper presentation at the NASP 2019 Annual Convention. Acosta, L., & Fernandez, A. (2019, November). *Identifying and Addressing Depression in School-Aged Children*. Conference Session Presented at the Florida Association of School Psychologists, St. Augustine, FL.
- Mathien, T., Cohn, M., & Acosta, L. (2019, October). *Preparing Early Childhood Preservice Teachers to Engage with Diverse Families*. Conference Session Presented at Division of Early Childhood in Dallas, TX.
- Splett, J. W., Smith, S. S., Lynne, S. D., Monachino, C., Dongo, M., Graham, J., Trainor, K., Thibodaux, L. K. (2019, February). *School professional referral of relational aggression in middle school: Can school professionals refer peer-nominated students?* Poster session presented at the National Association of School Psychologists Conference, Atlanta, GA.
- Splett, J.W., Trainor, K., Riddle, D., & Graham, J. (2019, November) *Universal screening and teacher training to identify youth with internalizing behavior problems*. Paper presented at the 24th Annual Conference on Advancing School Mental Health. Austin, TX.
- Kenney, E., Cohn, M., Rama, C., LaBelle, B., Smith-Bonahue, T., Kemple, K., & Concepcion, R. (2019, February). *Assessment of young children's emotion knowledge*. Presented at National Association of School Psychologists, Atlanta, GA.
- Mathien, T., Smith-Bonahue, T., Cohn, M., Sanders-Smith, S., & Olguin, A. (2019, February). *Making connections: Clinical training to prepare preservice teacher to engage with diverse families*. Presented at Association of Teacher Educators, Atlanta, GA.

- Kranzler, J., Gilbert, K., Robert, C., Floyd, R., & Benson, N. (2019). Further examination of a critical assumption underlying the Dual-Discrepancy/Consistency approach to Specific Learning Disability identification. *School Psychology Review*, 48(3), 207-221
- Kranzler, J. H., Yaraghi, M., Matthews, K., & Otero-Valles, L. (2019). Does the response-to-intervention model fundamentally alter the traditional conceptualization of specific learning disability? *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-019-00256-x>
- Riddle, D.B., Trainor, K.M., & Splett, J.W. (2019). School-wide strategies to meet students' mental health needs. *Behavior Today (CCBD Newsletter)*
- LaBelle, B. (2019). Positive outcomes of a social emotional learning program to promote student resiliency and address mental health. *Contemporary School Psychology*, DOI: 10.1007/s40688-019-00263-y
- Splett, J.W., Dymnicki, A., Reinke, W.M., Herman, K.C., Trainor, K.M., & Robert, C.R. (in preparation). Theories of prevention science. In K.K. Kelly, C. Albers, & S.A. Garbacz (Eds.), *Theoretical Foundations of School Psychology Research and Practice*. New York, NY: Routledge
- Smith, S. W., Splett, J. W., Poling, D., & Graham, J. (in press). Cognitive-behavioral approaches to manage student emotional and behavioral problems. In T. Farmer, E. Talbot, K. Sutherland, & M. Conroy (Eds.) *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*.
- 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.
- Delouche, A. (September, 2019). Reflections of a First-Time Graduate Teaching Assistant. *NASP Communiqué*.
- Sailor, W., Sindelar, P., Skrtic, T., Corbett, L., Olmstead, C., Cohn, M. (in press). Innovation Configuration: A Conceptual Map of Requisite Disposition, Knowledge, and Skills to Prepare Educators to Implement and Sustain a Multi-Tiered System of Support.
- Mathien, T., Smith-Bonahue, T., Cohn, M., & Acosta, L.. (in preparation). Powerful Partnerships: Scaffolding Family-Centered Collaboration Amongst Teacher Candidates.
- Smith-Bonahue, Colón, E., Cohn, M., & Hanson, A. (in preparation). Using Diverse Data Sources to Evaluate Pedagogy and Clinical Practice in Educator Preparation Program.





# GATORS IN THE *Community*

I really enjoy playing intramurals in my free time. It is a great way to meet others on campus and incorporate physical activity into my week. - **Delaney Boss**

The Board of Education summer program, for diverse students going to their first year as PhD students. This program provided me the opportunity to acclimate myself to UF, helped me meet people who are similar and also dissimilar to myself, provided me with resources outside of my program. I activity into my week. - **LeAnna Kehl**

I am teaching a class at a local middle school on Legislative Theater through a non-profit organization called We the People Theater Arts Initiative which works to promote positive youth development through the arts. Next semester, we hope to scale up the program and take it to Eastside High School. In addition, I was in a community theater production of Beauty and the Beast this semester where I played the role of Lefou! It was an awesome experience. - **Manuel Marichal**

I am involved with Youth and Adult Education at my church, St. Augustine's Catholic Church and Campus Ministry and have been a member of SPGSA since my first year, serving as Professional Organizations Liaison from 2017-2018 and Co-President from 2018-2019. - **Katie Trainor**

I am the Co-President of the School Psychology Graduate Student Association (SPGSA). We try to connect students in the program with social support, professional resources, professional networking, and serve as the liaison to program faculty. - **Katherine Matthews**

I am a member of the Graduate Assistants Union which is a vital organization that collectively bargains for graduate assistants to ensure a safe and fair workplace for all. - **Leighann Puig**

# 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!

*Daylight Donuts*

*Maple Street Biscuit Co.*

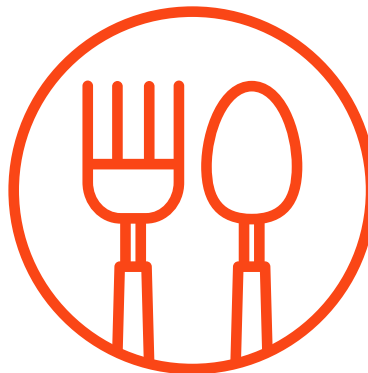
*Mi Apa*

*The Top*

*Reggae Shack Cafe*

*Dragonfly Sushi & Sake Co.*

*Kabab House*



*La Tienda*

*The Stop*

*Bolay*

*Big Top Brewing*

*Sababa*

*Emiliano's Cafe*

*Satchel's Pizza*



# 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:*

My peer mentor, **Joe Graham**, has been a great friend and tremendous recourse to me these past few years. I met Joe when I was a senior at the University of Florida, and he was a Teaching Assistant in Dr. Splett's undergraduate research class. Since then we have worked together on the I Control project and he has given me graduate school guidance along the way. Thank you for all your help Joe! - **Lauren Dreisch**

**Jess Vezzoli** is my peer mentor and I don't know what I would do without her! She has made my transition to grad school so much smoother than I would have thought. Not only do we talk about assignments and things within the program, but she also listens to me vent about my life which I am really appreciative of. Navigating grad school would probably be a lot harder if I didn't have Jess by my side! - **Jasmine Beaulieu**

My peer mentor, **Lauren**, has been an amazing resource and friend to me. She helps me with any program-related questions I have, but I really appreciate that she also reaches out to just grab dinner sometimes. She has definitely contributed to making my first semester in the program so great. - **Rebecca Colombo**

My peer mentor is **Sara Cornett** and she has greatly helped me this school year! We are on the same research team for Project RISE, so I see her every week. She has readily helped me any time I have questions and she is honestly a great role model. She works incredibly hard and takes on any tasks that are given to her. This has impacted me because it has helped me understand the expectations I should have for myself as I move forward in this program. Sara has also become a good friend to me, and I feel comfortable asking her anything. She is positive in her words and exemplifies the importance of being kind, both to others and herself. This in turn creates a culture of positivity and kindness to all that are around her. - **Miranda Higham**

My peer mentor, **Lily**, is very helpful! I appreciate her perspectives and also our shared interest in promoting outcomes for culturally and linguistically diverse families. I am happy to be working with her on the aforementioned Head Start program under Tina Smith-Bonahue. - **Manuel Marichal**

My peer mentor is **Amanda Fernandez**. She is a great peer mentor because she meets up with me to see if there is anything that I need. She also answers any questions I have regarding the programs and frequently checks in to make sure that I understand what is expected. She has been so helpful throughout the semester! - **Caleb Blikstad**

# *Peer Mentor* **LOVE** **continued**

**Devyn** has been a great peer mentor and I feel so lucky to have her. She has helped me so much during my first semester and is always there if I need anything. - **Sierra Cullins**

My peer mentor is **Teresa Goff**, a second-year PhD student in the program. Teresa has made the transition from undergraduate to graduate school studies smoother than I could have hoped for. She is incredibly intelligent, dependable, and always willing to go out of her way to assist me in any way that she can. I consider myself incredibly lucky to have her as a mentor. - **Betty Garris**

**Lily Acosta** is an amazing peer mentor! She has helped make a difficult transition more manageable. She always has an uplifting word or sound advice and I am so grateful to have her support. - **Leighann Puig**

My peer mentor **Mary Elizabeth** has been a great help transitioning into graduate school and is always there to answer my many questions. - **Brigid Treverton**

My peer mentor is **Justin Martel**, and he has been a great mentor in providing me with information about the program and being supportive of anything I want to discuss. He has helped my overall experience be a little easier, with knowing that I have support from someone who has experience. - **LeAnna Kehl**

**Brittany LaBelle** has been an amazing peer mentor and friend. She always knows what to say to calm me down and has helped guide me throughout my graduate studies. She is also passionate about the field and dedicated to making positive change. Thank you for being you, Brittany! - **Amanda Fernandez**

**Amanda Fernandez** has been very supportive throughout my first semester! She's always there to answer any questions I might have. She's an exemplary graduate student and I'm glad she's my peer mentor! - **Ayanna Troutman**

**Ryan Walker-Snellings** has been a great peer mentor to me! Despite being on internship last year she was always willing to answer any questions I had and provide me with resources that were helpful to me. She was amazing when it came time for my own internship applications and was kind enough to help me with those. Even now, that she has graduated she still helps me out with portfolio requirements and any other questions I have. I couldn't have made it through the program without her! - **Christina Bruehert**

Dear **Chris (+ Katie T. and David)**,

Thank you for your continued guidance in not only the program but with practicum and personal life. I am grateful to have you in my life and I appreciate you!! You are setting the bar high for my 4th year and I'm so excited to see your successes. Love Katie! - **Katie Matthews**

# *We love the University of Florida* **School Psychology Program!**



I love UF SPP because of the innumerable opportunities for practicum placement and research prospects. While there are many strong programs out there, I am grateful to have the support of the faculty and staff, without whom I would be completely lost! Although UF is such a large university, the SPP is its own tight-knit community. - **Lily Acosta**

I love UF SPP for the wonderful opportunities that I have been given and the new community I have found myself in. I already cherish the knowledge and memories I have gained from just one semester in this program. Prospective students should choose UF if they want practicum experience from the start and a program full of faculty and students that truly care about them and their success. - **Rebecca Colombo**

I am so happy I chose the UF SPP. The culture here is highly welcoming and motivating. The faculty and staff are so kind and helpful. Our cohort has grown so close and I am so thankful to be a part of this SPP family! - **Jessica Wheeler**

UF SPP has provided me with a great community to develop my clinical and research skills and explore new ways to apply these skills in a variety of settings. - **Katie Trainor**

I love the UF SPP because they do an amazing job fully training and preparing us to be working school psychologists. We are so lucky to have practicum experiences starting during our first year in the program. Because of the UF SPP I came into my internship feeling prepared and knowledgeable about the field and I think my supervisors have been impressed with what I know! - **Christina Bruehert**

I love UF School Psychology because of the multitude of opportunities afforded to us during our time in the program. The diversity of our faculty and students' research/professional interests fosters an environment where you can discover new interests you had never imagine. I also appreciate that we are such a supportive community, instead of one that which is extremely competitive. This allows for the foundational aspect of school psychology; a collaborative environment. - **Mary Elizabeth Moody**

The UF SPP program is a space filled with opportunity to learn and grow, both in the classroom and practical settings. The staff are incredibly supportive and encourage students to pursue their passions. Additionally, the faculty have a wide range of interests, so there is room to explore many potential passions. Prospective students should choose UF and this program because it will provide them with the opportunity to work in diverse settings, with diverse individuals, while growing and learning in a space that is supportive and enriching. Additionally, for prospective PhD students, this program allows its students to specialize in an area related to school psychology which will further set them apart from other students when applying to internship programs. - **Miranda Higham**

I love UF SPP because of the wide range of unique opportunities that our students can seek out and take advantage of! - **Christina Monachino**



# CONGRATULATIONS!

I am helping to develop an undergraduate course called Psychology in the Schools! It's basically an Intro to School Psychology class. I'm also getting married next summer! - **Katie Matthews**

I recently got engaged! - **Amanda Fernandez**

I worked on a manuscript with Dr. Kranzler and colleagues that was recently published in School Psychology Review. I also had presentations and posters accepted to FASP 2019 and NASP 2020 and will be attending both conferences. - **Christopher Robert**

I advanced to doctoral candidacy and two of my proposals were accepted to AERA! - **Monique Cohn**

## *Message from the Editor*

Hi! I'm Ayanna Troutman and I am a first-year School Psychology student, as well as the Newsletter Editor and Test Librarian. I am originally from Knoxville, Tennessee, and I received my Bachelor of Arts from Spelman College where I was heavily involved in research and community service.

I started the University of Florida's School Psychology program directly after graduating from my undergraduate program and I've been enjoying my time here! UF's program stood out to me for several reasons but mainly because of the supportive faculty and vast opportunities presented to students. I appreciate how students can begin practica as soon as we get here to apply all of the things we're learning in the classroom. I know that UF will provide me with all of the skills I need to be a great school psychologist!

Please feel free to email me with any additional questions [a.troutman@ufl.edu](mailto:a.troutman@ufl.edu). Best of luck!



## *Go Gators!*





Gators





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