

SCHOOL PSYCHOLOGY TIMES

2020-2021



UNIVERSITY OF FLORIDA

SCHOOL PSYCHOLOGY PROGRAM

Newsletter Editor: Kandysee' Leonard, BS.

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DIRECTOR'S COLUMN *by Dr. John Kranzler*

The 2019-2020 academic year was my 30th year as a professor in the School Psychology Program (SPP) at the University of Florida (UF). After 30 years, you would like to think that you've seen it all. When the year began, my biggest concern was completing the extensive self-study required by the American Psychological Association (APA) for re-accreditation. Then came COVID-19. As the pandemic began to spread in the USA, in mid-March UF abruptly moved all classes to an on-line instructional format and the public schools closed.

For a scientist-practitioner school psychology training program such as ours, this presented numerous unprecedented challenges. What were some of the biggest challenges the SPP faced? First, as a traditional brick-and-mortar on-campus program, most of the faculty had little or no experience with teaching on-line and/or video conferencing. Second, the mission of the SPP is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth. This involves training future psychologists to effectively deliver evidence-based professional services (e.g., diagnosis, intervention, and consultation) to children and youth, families, and schools – all of which involve direct interaction with clients in school and clinic settings. Social distancing mandates thus greatly impacted students on practicum or internship. Third, all research being conducted in the schools came to a sudden halt. As a training program in a university with a Carnegie classification of Very High Research Activity (R1) this created unanticipated difficulties for all SPP faculty and students, but especially for junior faculty, who must “publish or perish,” and doctoral students completing dissertations.

Nonetheless, despite these extraordinary challenges, UF and the SPP have remained open and fully operational. During the crisis, the health and safety of students has been UF's highest priority. UF has followed guidelines provided by the Centers for Disease Control (CDC) and Prevention, as well as state health officials, to keep the campus community safe and healthy. UF has safety protocols (e.g., contact tracing, isolation/quarantine) and policies on mask wearing and physical distancing. Moreover, there has been no on-campus transmission of the virus. When the virus has been contracted, contact tracing has determined that it has occurred almost entirely in social settings and at home.

Flexibility and accommodation have been the guiding principles of the SPP throughout the pandemic. Faculty adapted to an on-line format remarkably quickly, with modifications made to assignments and field-based components as needed. Although practicum for the Year 1 Cohort was conducted remotely in the 2020 fall semester, advanced practicum and internships proceeded via a combination of virtual and on-site modalities while following the site's guidelines for test-and-trace, social distancing, and personal protective equipment. As a result, all advanced practicum students and interns have been able to continue in their placements and log requisite numbers of field-based hours.

Grit is passion and perseverance for long-term and meaningful goals – and SPP students demonstrated that they have plenty of it. Despite COVID-19, during the 2019-2020 academic year all SPP students made satisfactory academic progress and 5 EdS and 11 PhD students graduated. I would like to give a special shout out to those in leadership positions in the School Psychology Graduate Student Association (SPGSA) over the past year. The SPGSA has always been active in promoting student morale and engagement in the SPP and profession. This year, however, the SPGSA – especially Co-Presidents Delaney Boss and Katie Matthews in 2019-2020 and Miranda Higham and Mary Elizabeth Moody 2020-present – went above and beyond the call of duty by regularly connecting with other students and encouraging virtual bonding while social distancing, as well as by representing the interests of all students during monthly SPP meetings, in addition to their regular activities.

The good news is that, with vaccine distribution, the end to the pandemic is near. UF has begun to cautiously move the campus back to normal. In Spring 2021, the UF course schedule has the same number of classes with face-to-face meetings as it did the year before, while following CDC guidelines on physical distancing. UF

DIRECTOR'S COLUMN, *continued*

courses are now being taught using HyFlex, which short for Hybrid-Flexible. HyFlex is a course design method and teaching approach designed to accommodate student needs by combining online and classroom-based components. Classes will have significantly less capacity (up to 80% less). Classes will have “hi-flex” technology setups, which entails: (a) face-to-face in-class meetings with maximum number of students allowable in each classroom as per UF/CDC guidelines; and (b) simultaneous streaming of class meetings for other enrolled students. HyFlex thus allows for face-to-face class meetings while handling overflow problems resulting from physical distancing guidelines. In addition, students who are isolated/quarantined can continue to attend classes virtually. Last, UF can pivot to entirely to an on-line format within 24 hours if a surge in cases occurs. HyFlex is a good start to get back to normal, but we will need to continue to adapt and make further changes as needed.

2020 was a difficult year for all of us, given the loss of life and drastic changes to daily routines and ways of life that usually bring us comfort and a feeling of stability brought upon us all by COVID-19; civil unrest, comprising protests and riots, against systemic racism towards African Americans, notably in the form of police violence; and the divisive presidential election, with many elected officials making unsubstantiated claims of voter fraud. At the same time, UF and the SPP have never been stronger. In 2020, UF was ranked as the #6 top public university in the USA, according to US News & World Report. Further, the SPP continues to be highly regarded and is in more demand as a training program than ever, as is reflected in the fact that we received more than twice the number of applications for admission than we have in any previous year. In 2021, I am looking forward to reconnecting on campus with UF faculty, students, and staff and finding ways to re-establish normalcy in the SPP as quickly as possible and build upon our past accomplishments.

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, *Professor & Director*



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 major area of scholarly interest concerns the assessment of human cognitive abilities. Much of his recent research has focused on issues in the interpretation of intelligence tests for the identification of specific learning disabilities.

Awards, Honors, and Appointments

- ❖ 2019-21: Term Professor, University of Florida

Current Grants

- ❖ 2019-20: Principal Investigator. *Cognitive Profiles of Children and Youth Identified with Specific Learning Disabilities in a Response-to-Intervention Model* Woodcock Institute (\$13,921).

Recent Publications

- Calderón, C. O., Styck, K. M., Vega, D., & **Kranzler, J. H.** (in press). Evaluating the cultural and linguistic load of IQ scores for English language learners. *International Journal of School and Educational Psychology*.
- Gilbert, K., **Kranzler, J. H.**, & Benson, N. (in press). An independent examination of the equivalence of the standard and digital administration formats of the Wechsler Intelligence Scales for Children-5th Edition. *Journal of School Psychology*.
- 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.
- Kranzler, J. H.**, Blake, J. J., & Van Norman, E. R. (in press). Developing programs of research in school psychology. In R. G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology*. Routledge.
- Kranzler, J. H.**, Floyd, R. G., Bray, M. A., Demaray, M. K. (in press). Past, present, and future of research in school psychology: The biopsychosocial ecological model as an overarching framework. *School Psychology*.
- Schrack, A. P., Joyce-Beaulieu, D., MacInnes, J. W., **Kranzler, J. H.**, Zaboski, B. A., McNamara, J. P. H. (in press). Intelligence and academic achievement in in-patient adolescents with comorbid anxiety and depression. *Bulletin of the Menninger Clinic*.

Dr. John Kranzler, *continued*

- Benson, N., **Kranzler, J. H.**, & Floyd, R. G. (2020). Exploratory and confirmatory factor analysis of the Universal Nonverbal Intelligence Test-Second Edition: Testing dimensionality and invariance across age, gender, race, and ethnicity. *Assessment*, 27, 996-1006.
- Benson, N. F., Maki, K. E., Floyd, R. G., **Kranzler, J. H.**, Eckert, T. L., & Fefer, S. A. (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology*, 35, 146-157.
- Kranzler, J. H.**, & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment (2nd ed.)*. Rowman & Littlefield.
- Kranzler, J. H.**, Maki, K. E., Benson, N. F., Floyd, R. G., & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities? *Contemporary School Psychology*, 24, 445-456.
- Kranzler, J. H.**, Yaraghchi, M., Matthews, K., & Otero-Valles, L. (2020). Does the response-to-intervention model fundamentally alter the traditional conceptualization of specific learning disability? *Contemporary School Psychology*, 24, 80-88.

Recent Conference Presentations

- Benson, N. F., Floyd, R. G., **Kranzler, J. H.**, Tipton, R. J., & Lewis, E. K. (2020, February). *Do interventions based on intelligence tests improve academic outcomes?* Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Floyd, R. G., Benson, N. F., **Kranzler, J. H.**, Maki, K. E., Eckert, T. L., & Fefer, S. A. (2020, February). *A national Survey of intelligence test interpretation in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Gilbert, K., **Kranzler, J. H.**, Benson, N., Matthews, K., & Boss, D. (2020, February). *Effect of WISC-V type of administration on test performance*. Poster presented at the annual convention of the American Psychological Association, Baltimore, MD.
- Kranzler, J. H.**, Yaraghchi, M., Matthews, K., & Otero-Valles, L. (2020, February). *Does the RTI Model alter the traditional conceptualization of SLD?* Poster presented at the annual convention of the American Psychological Association, Baltimore, MD.

Dr. Christopher Anthony,

Assistant Professor

Dr. Anthony's research interests broadly focus on positive student competencies that are important for students' school and life success with a special focus on students' social emotional learning and academic enablers. His interests focus on understanding how these factors mediate and moderate the impact of outside influences on students' school success and creating more developmentally informed, technically adequate, and practically useful assessment tools to measure these important variables.



Awards, Honors, and Appointments

- ❖ Nominee – Journal of School Psychology Reviewer of the Year

Current Grants

- ❖ DiPerna, J. C., Lei, P., & **Anthony, C. J.** (2020-2023). *ACES-2: Development and Validation of the Revised Academic Competence Evaluation Scales*. U.S. Department of Education, Institute of Education Sciences (Measurement Goal), \$1,399,785 (\$158,987 subcontract to University of Florida). Co-Principal Investigator

Recent Publications

- Elliott, S.N., Lei, P., **Anthony, C.J.**, & DiPerna, J.C. (*in press*). Screening the whole social-emotional child: Integrating emotional behavior concerns to expand the utility of the SSIS SEL Brief Scales. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1857659>
- Anthony, C. J.**, Styck, K. E., Cooke, E., Martel, J. R., & Frye, K. E. (*in press*). Evaluating the impact of rater effects on behavior rating scale score validity and utility. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1827681>.
- Anthony, C. J.**, Elliott, S. N., DiPerna, J. C., & Lei, P. (*in press*) Initial development and validation of the SSIS SEL Brief Scales – Teacher Form. *Journal of Psychoeducational Assessment*. Advance online publication. <https://doi.org/10.1177/0734282920953240>
- Styck, K., **Anthony, C. J.**, Sandilos, L., & DiPerna, J. C. (*in press*). Examining rater effects on the Classroom Assessment Scoring System. *Child Development*. Advance online publication. <https://doi.org/10.1111/cdev.13460>.
- Anthony, C. J.**, & Ogg, J. (2020). Executive function, learning-related behaviors, and science growth from kindergarten to fourth grade. *Journal of Educational Psychology*. 112, 1563-1581. <https://doi.org/10.1037/edu0000447>.
- Anthony, C. J.**, Elliott, S. N., DiPerna, J. C., & Lei, P. (2020). Multirater assessment of young children's social and emotional learning via the SSIS SEL Brief Scales – Preschool Forms. *Early Childhood Research Quarterly*, 53, 625-627. <https://doi.org/10.1016/j.ecresq.2020.07.006>.

Dr. Christopher Anthony, *continued*

- Anthony, C. J.,** Elliott, S. N., DiPerna, J. C., & Lei, P. (2020). The SSIS SEL Brief Scales – Student Form: Initial development and validation. *School Psychology, 35*, 277-283.
<https://doi.org/10.1037/spq0000390>.
- Ogg, J. & **Anthony, C. J.** (2020). Process and context: Longitudinal effects of the interactions between parental involvement, parental warmth, and SES on academic achievement. *Journal of School Psychology, 78*, 96-114. <https://doi.org/10.1016/j.jsp.2019.11.004>.
- Elliott, S. N., **Anthony, C. J.**, DiPerna, J.C., & Lei, P. (2020). SSIS SEL Brief Scales User Guide and Technical Manual. Scottsdale, AZ: SAIL Collaborative.
- Elliott, S. N., **Anthony, C. J.**, DiPerna, J.C., & Lei, P. (2020). SSIS SEL Brief + Mental Health Scales User Guide and Technical Manual. Scottsdale, AZ: SAIL Collaborative.

Recent Conference Presentations

- Ogg, J., & **Anthony, C. J.**, Malecki, C., Demaray, M., Kelly, K., Menter, K., Rodriguez-Harris, D., Riffle, L. (2020). *The association between offensive language use and school climate*. Poster session to be presented at the virtual APA national convention.
- Anthony, C. J.**, & Ogg, J. (2020). *Executive function, learning-related behaviors, and science from kindergarten to fourth grade*. Poster session to be presented at the virtual APA national convention.
- Ogg, J., **Anthony, C. J.**, & Wendel, M. (2020). *Student-teacher relationships and externalizing behaviors: bidirectional associations*. Poster session to be presented at the virtual APA national convention.
- Matthews, K. E., Smith-Bonahue, T. & **Anthony, C. J.** (2020). *Emotion knowledge and preschoolers: Validating the Affect Knowledge Test*. Paper session presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Styck, K. M., **Anthony, C. J.**, Riddle, D. B., & LaBelle, B. L. (2020). *Rating the raters: Examining rater effects on behavior rating scales*. Paper session presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Anthony, C. J.**, Styck, K. M., & Matthews, K. (2020). *Evaluating Rater Effects in Direct Behavior Rating Scales*. Paper session presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Yi, E. H., Styck, K. M., & **Anthony, C. J.** (2020). *Equating ORF passages using the Rasch Poisson counts model*. Paper session to be presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Anthony, C. J.**, Elliott, S. N., DiPerna, J. C., & Lei, P (2020). *Development of the SSIS-SEL Brief Teacher and Student Forms*. Paper session to be presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Dr. Diana Joyce-Beaulieu

Scholar/Psychologist/Practica Coordinator

Dr. Joyce-Beaulieu's research interests and publications include applications of intensive school-based mental health intervention and cognitive-behavioral therapy to address student social-emotional needs. She has authored three books on this topic and also served as co-principal investigator on a professional development grant investigating Response-to-Intervention (RtI) and Multi-tiered Systems of Support (MTSS) methods of school-based intervention delivery for child/adolescent social-emotional and mental health needs.



Awards, Honors, and Appointments

- ❖ College of Education Faculty Policy Council Chair 2020-2021

Recent Publications

Books:

Joyce-Beaulieu, D., & Zabolski, B. (in press). *Applied cognitive behavioral therapy in schools*. NY: Oxford University Press.

Joyce-Beaulieu, D., & Sulkowski, M. (2020). *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit* (2nd ed.). NY: Springer Publishing.

Book Chapters:

Joyce-Beaulieu, D., & Zabolski, B. (2021). Raising the emotional well-being 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.

Journal Articles:

McKune, S. L., Acosta, D., Diaz, N., Brittain, K., **Joyce-Beaulieu, D.**, Maurelli, A. T., & Nelson, E. J. (2020, preprint Med RxIV). Psychosocial health of school-aged children during the initial COVID-19 safer-at-home school mandates in Florida: A cross-sectional study. BMJ Yale doi: <https://doi.org/10.1101/2020.11.20.20235812>.

McKune, S. L., Acosta, D., Diaz, N., Brittain, K., **Joyce-Beaulieu, D.**, Maurelli, A. T., & Nelson, E. J. (in press). Psychosocial health of school-aged children during the initial COVID-19 safer-at-home school mandates in Florida: A cross-sectional study. BMC Public Health.

Dr. Diana Joyce-Beaulieu, *continued*

Schrack, A., **Joyce-Beaulieu, D.**, MacInnes, J. W., Kranzler, J., Zaboski, B. A. & McNamara, J. P. H. (2020). Intelligence and academic achievement in inpatient adolescents with comorbid anxiety and depression. *The Bulletin of the Menninger Clinic*.

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.

Recent Conference Presentations

Joyce-Beaulieu, D., & Vezzoli, J. (November, 2020). Helping Students Adapt & Thrive During COVID-19. Presented Parent's Webinar, PK Yonge Developmental Research Laboratory School, Gainesville, FL.

Joyce-Beaulieu, D. (2020, August 10-11). *Helping Students Adapt & Thrive During COVID-19*. Presented In-Service, PK Yonge Developmental Laboratory Research School, Faculty Professional Development, Gainesville, FL.

Zhang, H., Quan, J., Robert, C. & **Joyce-Beaulieu, D.** (2020, Apr 17 - 21) *Development of School Climate Survey-Short Form* [Poster Session]. AERA Annual Meeting San Francisco, CA
<http://tinyurl.com/rz8tb6j>

Joyce-Beaulieu, D., & Saunders, K. (February, 2020). Counseling Applications across MTSS Tiers of Service. Presented at the Lee County School Psychologists and Social Workers District In-Service Workshop, Ft. Myers, FL.

Cornett, S., Driesch, L., Vezzoli, J., & **Joyce-Beaulieu, D.** (November, 2019). *School-based screening and prevention for eating disorders*. Presented at the Florida Association of School Psychologists Annual Conference, St. Augustine, FL.

Joyce-Beaulieu, D., Saunders, K., Roberts, C., & Goff, T. (November, 2019). *Counseling for anxiety and depression*. CEU Workshop presented at the Florida Association of School Psychologists Annual Conference, St. Augustine, FL.

Zaboski, B. A., **Joyce-Beaulieu, D.**, Kranzler, J. H., McNamara, J. P., Gayle, C., & MacInnes, J. (November, 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.

Dr. Tina Smith-Bonahue,

Associate Professor



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.

Current Grants

- ❖ Co-Principal Investigator. Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology. US Department of Education: Office of Special Education and Rehabilitative Services, \$797,924 over 4 years.

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.

Dr. Tina Smith-Bonahue, *continued*

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. Hayne Colón, *Associate Scholar and Director of Assessment and Accreditation*

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., & Leite, M. (2020, March). *The ingredients are key: Tools and processes to facilitate continuous improvement*. Preconference workshop presented at the 4th Annual University of Florida Assessment Conference, Gainesville, FL. (invited)

Smith-Bonahue, T., **Colón, E.**, & Cohn, M. (2020, April). *Using Diverse Data Sources to Evaluate Pedagogy and Clinical Practice in an Educator Preparation Program*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Brophy, T., Miller, D., Wolpert, A., and **Colón, E.** (2020, February). *Transforming General Education to Ensure Meaning Making*. Paper presented at the annual meeting of the Association of American Colleges and Universities, Jacksonville, FL.

Dr. Katie Maki, Assistant Professor

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, I use 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

- ❖ Named Associate Editor to *Assessment for Effective Intervention*

Current Grants

- ❖ Cognitive Profiles of Children and Youth Identified with Specific Learning Disabilities in a Response-to-Intervention Model (John Kranzler PI), Texas Woman's University: The aim of this study is to examine the hypothesis that the use of a Response to Intervention model to identify SLD results in the identification of different students than those identified historically.

Recent Publications

- Maki, K. E.,** Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (in press). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology*.
- Maki, K. E.,** McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (in press). Assessing the impact of cumulative data presentation on specific learning disabilities identification decisions. *Journal of Psychoeducational Assessment*.
- Adams, S. R. & **Maki, K. E.** (in press). Examining the differential effectiveness and efficiency of alternative multiplication drill interventions with third-grade students. *Journal of Applied School Psychology*.
- Maki, K. E.,** Hajovsky, D. B., Morsi, C. A., Burns, M. K. (2020, Advanced online version). An examination of the relationships between SLD identification and growth rate, achievement, cognitive ability, and student demographics. *School Psychology*.
- Maki, K. E.** & Adams, S. R. (2020, Advanced online version). Special education evaluation practices and procedures: Implications for referral and eligibility decisions. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-020-00335-4>

Dr. Katie Maki, *continued*

- Burns, M. K., Barrett, C. A., **Maki, K. E.**, & Hajovsky, D. B. (2020, Advanced online version). Recommendations in school psychological evaluation reports for academic deficits: Frequency, types, and consistency with student data. *Contemporary School Psychology*.
- Maki, K. E.**, Zaslofsky, A. F., Knight, S., & Ebbesmeyer, A., & Boatman, A. (2020, Advanced online version). Intervening with multiplication fact difficulties: Examining the utility of the Instructional Hierarchy to target interventions. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09388-0>
- Burns, M. K., **Maki, K. E.**, Brann, K., McComas, J. J., & Helman, L. A. (2020). Comparison of reading growth among students with severe reading deficits who received reading intervention to students with disabilities and typically achieving children. *Journal of Learning Disabilities*, 53, 444-453. <https://doi.org/10.1177%2F0022219420918840>
- Maki, K. E.** & Adams, S. R. (2020). Specific Learning Disabilities identification: Do the identification methods and data matter?. *Learning Disability Quarterly*, 43, 63-74. <https://doi.org/10.1177/0731948719826296>
- Sullivan, A. L., Ardoin, S. P., **Maki, K. E.**, Harper, E. A., & Kulkarni, T. (in press). Obtaining your first academic job. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. Routledge.
- Burns, M. K., **Maki, K. E.**, & Aguilar, L. (in press). Being a mentor in research. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. Routledge.

Recent Conference Presentations

- Hammerschmidt-Snidarich, S., **Maki, K. E.**, McEvett, N. Defouw, E., & Coddling, R. (2020, February). *How much matters: Dosage issues in reading, math, and writing*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Maki, K. E.**, Barrett, C. A., Hajovsky, D. B., Burns, M. K., & Romero, M. (2020, February). *Specific learning disabilities: Factors related to identification and recommendations*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Maki, K. E.**, Zaslofsky, A. F., Van Norman, E. R., & Ysseldyke, J. E., (2020, February). *Specific learning disabilities identification. Optimizing the problematic construct with RtI*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Fallon, L. **Maki, K. E.**, Dever, B., Hier, B., & Jimerson, S. (2020, February). *Effectively mentoring student research: Leading a productive lab*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Floyd, R. G., Benson, N. F., Kranzler, J. H., **Maki, K. E.**, Eckert, T. L., & Fefer, S. A. (2020, February). *A national survey of intelligence test interpretation in school psychology*. Presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Ebbesmeyer, A., Knight, S., Boatman, A., Zaslofsky, A. F., & **Maki, K. E.** *Examining the instructional hierarchy for determining appropriate mathematics intervention*. Presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.

Dr. Joni Splett, *Assistant Professor*

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. Her research is intended to identify strategies that help all children, youth, and their families achieve and maintain positive mental health outcomes. On a systems level, my 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 health practices is improved. At the student level, my research focuses on preventing and reducing aggressive behaviors through the development and testing of intervention programs for children, families, and schools.



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.

Under Review

- ❖ National Institutes of Health, National Institute of Mental Health, RFA-MH-20-401 (pending, 2021-2024). *Improving Implementation of School-Wide Mental Health Screening to Reduce Unmet Need in Low Resource Schools* (PI with Co-PI Colleen A. Halliday, Co-I Nicholas Gage, Key Personnel Diane LaMaster, Consultants Aaron Lyon and Erin Chaparro). Total requested \$685,568.
- ❖ 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., Boone, W., **Splett, J. W.**, Clemons, C., & Bidwell, S. (2020) Development of the School Mental Health Self-Efficacy Teacher Survey (SMH-SETS) using Rasch Analysis. *Journal of Psychoeducational Assessment*, Advance online publication. DOI: 10.1177/0734282920947504 (IF = 1.256).
- Mastrorio, C. R.g, Trainor, K. M.g, & **Splett, J. W.**, (2020). Teacher school mental health literacy survey: A validation study. *UF Journal of Undergraduate Research*, 21(2). doi: 10.32473/ufjur.v21i2.108493 (IF = N/A)
- Splett, J. W.**, Brann, K., Raborn, A.g, Smith-Millman, M. g, Halliday, C., & Weist, M. D. (2020). Between-teacher variance of students' teacher-rated risk for emotional, behavioral, and adaptive functioning. *Journal of School Psychology*, 80, 37-53. <https://doi.org/10.1016/j.jsp.2020.04.001> (IF = 2.981).
- Splett., J. W.**, Perales, K., Al-Khatib, A.g, Raborn, A.g, & Weist, M. D. (2020). Preliminary development and validation of the Interconnected Systems Framework-Implementation Inventory (ISF-II). *School Psychology*, 35 (4), 255-266. <https://psycnet.apa.org/doi/10.1037/spq0000369> (IF = 2.158).
- Smith, S. W., **Splett, J. W.**, Poling, D.g, & Graham, J.g (2020). Cognitive-behavioral prevention and intervention approaches to student emotional and behavioral functioning. In T. Farmer, M. Conroy, E. M. Z. Farmer, & K. Sutherland (Eds.) *Handbook of Research on Emotional and Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York: Routledge
- Splett, J. W.**, Dymnicki, A., Reinke, W. M., Herman, K. C., Trainor, K. M.g, & Robert, C.g (2020). Theories of Prevention Science. In K. K. Kelly, C. Albers, & A. Garbacz (Eds.) *Theoretical Foundations of School Psychology Research and Practice*.
- Romer, N., Von der Embse, N., Eklund, K., Kilgus, S., Perales, K., **Splett, J. W.**, Sudlo, S., & Wheeler, D., (2020). *Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide*. Version 2.0. Retrieved from www.smhcollaborative.org/universalscreening *Authors are listed in alphabetical order starting with Eklund and order is not reflective of relative contribution.
- Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, **Splett, J.W.**, & Weist, M.D. (2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Eugene, Oregon: University of Oregon Press, Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education).

Recent Conference Presentations

- Splett, J. W.**, Kern, L., Trainor, K. M., Baton, E., Cornett, S., Meeker, M., Riddle, D., & George, H. (2020, March). *How do schools use new state funding to improve students' mental health?* Paper accepted for presentation at the 17th International Conference on Positive Behavior Supports. Miami, FL. (Conference cancelled).

Dr. Joni Splett, *continued*

- Smith, S. W., Barber, B. R., Daunic, A. P., **Splett, J. W.**, Poling, D. V., & Worth, M. R.[§] (2020, January). *Improving Self-Regulation for Adolescents with EBD: First-Year Results of I Control*. Poster presented at the U.S. Department of Education, Institute of Education Sciences, 2020 Principal Investigators Meeting. Washington, DC.
- Splett, J. W.** (2020, July). *Measuring and Improving Implementation Quality in the Interconnected Systems Framework*. Invited speaker to the University of Washington's School Mental Health Assessment, Research, and Training (SMART) Center 2020 Speaker Series. Seattle, Washington. (Meeting Rescheduled)
- Splett J. W.**, (2020, June). *How does universal screening work? Lessons learned*. Invited speaker to the School Mental Health webinar series hosted by Texas Department of Education's Region 3 Education Services Center.
- Splett, J. W.** (2020, Mar). *The Interconnected Systems Framework: Interconnecting PBIS and school mental health*. Invited presentation to the Association of Positive Behavior Supports' International Network Pre-Conference Meeting. Gainesville, FL
- Splett, J. W.** (2020, Feb). *Tracking Interventions*. Invited webinar presented with the National Center for School Mental Health's Virtual Learning Series.
- Splett, J. W.** (2020, August). *How to make universal mental health screening work*. Invited virtual presentation to the Northeast Florida Educational Consortium School Reentry Series.
- Splett, J. W.**, (2020, July). *Universal mental health screening*. Invited presentation to the Northeast Florida Educational Consortium's Summer Leadership Conference, Ponte Vedra, FL. Conference cancelled.

Dr. Nancy Waldron, *Associate Dean & Professor*

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.



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:



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.



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.



Michelle York, Administrative Specialist I

Michelle 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.

2020 First Year Cohort



From Left to Right: Leeza Nudelman (Avatar), Breanne Woods (Princess), Taylor Griffin (Salt), Thomas Hnes (Eggplant), Claire Doyle (Taco Bell), Karlie Mariano (Red/White Stripes), Reilly Lord, Emily Haine Winkleman (Megamind), Brad Minotti (Iron Man), Tatianna Zambrano (Bird), Ma Varner (Inflatable), Michelle Adcock (Crayola Crayon)

Flying Blue Bat: Yours Truly, Kandysee' Leonard



MEET the First Year Cohort

Hi everyone! My name is **Michelle Adcock** and I am from Panama City, Florida. I earned my undergraduate degree at Auburn University – now I am on the Ed.S. track in UF's School Psychology Program. My areas of interest include prevention programs, new Tier 1 supports, and counseling services for children who have experienced community-level trauma. In my free time, I enjoy reading, running, riding my bike, and playing clarinet. I look forward to meeting you all in person!

My name is **Claire Doyle** and I am from Jacksonville, FL. I decided to receive a degree in school psychology with the hopes of helping children succeed in school and in life. I also hope to help children who are interested in sports recognize how the skills that are learned in sports are important in life as well!

My name is **Taylor Griffin**, and I am a first-year Ed.S. student from Sarasota, Florida. I graduated with my Bachelors from UF in the Spring of 2020 with my degree in Elementary Education. I am a massive Gator fan, lover of hiking, and all animals. I am excited to continue my personal and professional life here at UF.

Hello, my name is **Thomas**! I attended the University of Georgia for undergrad. I consider myself to be a massive hobbyist and a bit of a nerd. During my free time, I love to play online PC video games! I also love mountain biking, a hobby that I enjoy with my family. I am an avid music listener and attended many concerts when that was still possible.

My name is **Reilly Lord** and I am Ph.D. and I am interested in Parent Child Interaction Therapy (PCIT), School Family Partnerships, and incorporating family services through an MTSS model. My advisor is Dr. Speltz. I am a double gator, originally from Orlando, and love being outside in my free time.

Hi! My name is **Karl** and I am a first-year school psychology student on the Ed.S. track. I graduated from UCF (go knights!) with a BS in psychology and a minor in education in 2019. I am from South Florida so I love going to the beach and also enjoy trying new foods. I'm so excited to be a gator and to be part of such a great program!

My name is **Brad Mnotti**. I am a first year Ph.D. student. I want to study ways to improve mental health and academic outcomes for students with disabilities. I love UF and I also went here for undergrad. I love coffee, Star Wars, and Gators Football!

Hi I am **Leeza**, I have my masters degree in Applied Behavior Analysis and have 5 years of clinical experience working with severe problem behavior at Kennedy Krieger Institute in Maryland. In the long run, I may pursue academia, but my main goals are working in a hospital setting with children. Some fun facts: my first language was Russian, I love traveling, my happy place is the beach, and I have an Airedale Terrier named Zara!

Hello, my name is **Ma**! I went to UF for undergrad and I just couldn't stay away! When I'm not studying or living through a pandemic I enjoy running, going to yoga classes with friends, and going to concerts. My only and biggest flex is that I drained my bank account in Spain for spring break and returned home right before the world shut down.

Hi, I'm **Emily**! I'm a first year Ph.D. student from West Palm Beach, FL. Before grad school, I studied Psychology at Sanford University and worked for Lindamood-Bell Learning Processes as a clinician, tester, and office assistant. I'm interested in working in schools and possibly working in academia in the future. I'm excited to explore research possibilities this year and find what areas of school psychology interest me the most!

MEET the First Year Cohort, *continued*

Hello – My name is **Breanne Woods**, and I am a first year here in the UF SPP. I earned my BS in Psychology from the University of Florida in 2014 and my MS in Clinical Psychology from Auburn University (Montgomery) in 2019. I was a Teach For America 2014 corps member and taught primary elementary for 6 years! My interests include social emotional learning, early identification and intervention for minority students, and factors influencing student success (assessment, parental involvement, teacher preparedness).

Hello, my name is **Tatianna Zambrano** and I am a 1st year Ph.D. candidate at UF. I am from Tuscaloosa, AL where I attended the University of Alabama for my BS in Psychology. My research interests include the development of individuals with ASD, mental health of middle school students, and sibling relations with individuals with ASD. In my free time I enjoy cooking, painting, and spending time with my dog.

An article written about Tatianna from The University of Alabama. https://news.ua.edu/2020/05/a-life-inspired-by-a-special-brother/?fbclid=HwAR2FKgzBehAG0WIM-6_6TQT6RwwX6uis_XyoPyABWwZw2_bewm1ZZQFc

School Psychology Graduate

What Is It?

Student Association

(SPGSA)



The School Psychology Graduate Student Association (SPGSA) is a student-run organization designed to represent and serve the interests of graduate students in the School Psychology program. Our officers organize and host events to promote a cohesive and collaborative environment. SPGSA hosts a number of activities and events, such as special topic presentations related to School Psychology to outside departments and student social activities. During School Psychology Awareness Week, SPGSA organizes events to give thanks to our faculty members for their time and mentorship.

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, *First Year Cohort*

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, & 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, Licensed School Psychologist or licensed 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.



Tatianna Zambrano: I am in practicum at Putnam County School District. My supervisor is Penny Surrency. Putnam is a rural community near Gainesville. I have attended multiple planning meetings for student support and intervention needs.



Michelle Adcock: I am currently placed in Putnam County elementary schools with Ms. Meghan Ambrose. I have observed psychoeducational assessments, eligibility/staffing meetings for special education placements, and school meetings.



Taylor Griffin: 1st year practicum student in Alachua County under Michelle Crosby. Currently I am mainly consulting and observing EPT and IEP meetings with families and faculty.



Ma Varner: I'm currently placed at PK Yonge! I work with my peer mentor Ayanna on a counseling case. It's really great to have hands-on experience and implement what I'm learning!

Practicum Spotlight, *First Year Cohort continued*



Thomas Hnes: I am currently placed in Putnam County for my practicum experience. With the help of Dr. Lance Smith, I have been able to attend many Individualized Educational Plan (IEP) meetings via Zoom. These experiences have helped me to understand the daily tasks of a school psychologist.



Breanne Woods: I am currently placed in Alachua County at the ACPS Department of Psychological Services with Tracey Bryant, EdS. With Tracey, I work with the PreK evaluation team to assess PreK students and match them with services to meet their developmental and educational needs.



Bradley Mnotti: I am currently placed at P.K. Yonge Developmental Research School. I attend weekly Student and Families Support (SFS) and School Psychology/Special Education Programs leadership meetings and assist on a counseling therapy case.

Practicum Spotlight, *Second Year Cohort*



Brigid Treverton: I am currently placed in my practicum site in Marion County. I attend PST, MDT, and IEP meetings with my supervisor, conduct observations, observe and administer assessments, and conduct counseling sessions.



Jessica Wheeler: I am currently placed at P.K. Yonge for practicum. This is my first year here and it has been a great experience! I really appreciate the safety protocols they have in place at the site as well as the amount of resources available to practicum students. This semester, I have been able to provide counseling, administer assessments, and provide consultation to teachers. It has been a nice opportunity to interact and work with students from varying age ranges since it is a K-12 school. P.K. Yonge also has ample opportunities to sit-in on systems-level meetings which has been a unique experience.

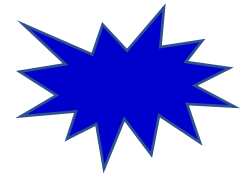


Caleb Blikstad: I am currently at P.K. Yonge developmental research school for practicum. I have done a lot at this school including testing children for the gifted program, conducting counseling sessions, giving various psychoeducational assessment batteries, collaborating with teachers, problem solving with the SP team, and attending various meetings. I really like how detail oriented the school is to ensure that all their students have many opportunities to respond to evidence based practices. I have gained valuable experiences working here and really enjoy that I can consult with other cohort members!



Manuel Marichal: I am currently at Marion County in a school called Sunrise Elementary. This year, I support students through consultation and counseling predominantly. The school has a large Hispanic population which has been a phenomenal experience for me as a Hispanic school psychology student. I am able to support and meaningfully connect with families from similar backgrounds as my own.

Advanced Practicum Spotlight



Katherine (Katie) Frye: I am at UF Health Psychology at Springhill for advanced practicum. I do a mixture of assessment and therapy activities. I work closely with the UF Center for Autism and Neurodevelopment (CAN) conducting comprehensive autism diagnostic evaluations as well as neuropsychological evaluations with Dr. Romero. I primarily see children and adolescents presenting with anxiety, depression, OCD, and ADHD for therapy. I am also receiving training in Parent-Child Interaction Therapy (PCIT) which intervenes with children presenting with behavioral concerns.



Lauren Dreisch: Advanced practicum at UF Health Springhill Psychology Clinic; I provide outpatient individual and family therapy services, inpatient therapy services, and help conduct comprehensive evaluations/assessments.



Agenia Delouche: My advanced practicum placement is at UF Health Division of 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, brief behavioral consultation, inpatient therapy at a psychiatric hospital, and Parent-Child Interaction Therapy.



Delaney Boss: I am currently completing practicum hours at UF Health Springhill Division of Psychology. There are an array of activities and opportunities at this site. I spend several sessions throughout the week conducting individual or group therapy for the treatment of a variety disorders such as depression, anxiety, trauma, disruptive behavior, and OCD. I also am on the neuropsychological testing team where we conduct evaluations, mostly for possible Autism Spectrum Disorder.



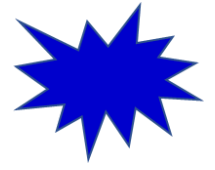
Miranda Hgham: I am currently placed at UF Health Springhill for my advanced practicum. At this location, I am able to provide a wide range of services, such as therapy services (e.g., outpatient, inpatient, group therapy, individual therapy) for any age group and any disorder (e.g., externalizing or internalizing). Additionally, I am able to conduct assessments for children who are coming to the clinic for a diagnosis. Finally, this practicum site provides me with a lot of opportunity for supervision from various types of professionals (e.g., interns, postdoctoral students, psychologists, psychiatrists). I am enjoying my time at Springhill and love the interdisciplinary nature of the clinic between the psychologists and the medical doctors.

Advanced Practicum Spotlight, continued



LeAnna Kehl: Springhill, advanced practicum; Currently I engage in conducting assessments on the Neuropsychology team, where we mostly focus on ASD assessments. I also have individual counseling cases, where I mostly use CBT. I am also working on a PCIT case, and a Brief Behavioral Consultation (BBC) case.

Internship Placements' Spotlight



Kathryn Trainor: I am currently completing my pre-doctoral internship year at the VAMHCS/UMSOM Psychology Internship Consortium in Baltimore, Maryland. I am on the school mental health track and my primary placement is as a school mental health clinician at Pre-K through 8th grade school for 3 days a week. My position includes conducting teletherapy for individuals and groups, providing consultations to teachers and staff, attending team meetings, and delivering whole school mental health promotion and prevention activities. I also complete one day a week at an assessment clinic and work with the National Center for School Mental Health on research and policy issues in the field.



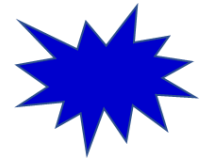
Monique Cohn: I am currently completing an APA-accredited pre-doctoral internship at Centerstone Consortium in Sarasota, FL. Centerstone is one of the nation's largest non-profit behavioral health organizations with locations spanning across 5 states. The site in Sarasota, FL serves over 16,000 clients annually. My major rotation is in general assessment. Currently, the clinic is using a clinic-based telehealth model due to the COVID-19 pandemic. I provide comprehensive psychological assessments to clients 6-21 years old to aid in differential diagnosis as well as treatment planning. I also conduct my own intakes and feedback sessions. Furthermore, one minor rotation includes providing psychological services to mostly school-aged clients via telehealth. Another minor rotation includes assisting

with program development for Centerstone to provide comprehensive, person/ family-centered integrated service delivery while reducing barriers of access, especially those who are underserved and low-income. Under the grant project, I am assisting with screening, assessment, and diagnosing all clients that receive outpatient services at Centerstone.



Brittany LaBelle: I am currently completing my APA accredited pre-doctoral internship at Bexar County Juvenile Probation Department, in San Antonio, Texas. At my internship site, my work is within the juvenile detention center and I conduct individual, group and family therapy for juvenile offenders and their families. I also complete court ordered forensic evaluations that evaluate a youth's fitness to proceed, lack of responsibility, as well as specialty court and placement evaluations. My internship is focused on multisystem collaboration with probation officers, detention officers, staff psychologists as well as lawyers and judges.

Ph.D. Dissertations' Spotlight



Katie Frye: Population-level trends in children's social skills and variability in ratings by teachers and parents



Agenia Delouche

Dissertation title: "Re-Imagining Schools As Home: Cultivating School Belonging And Ethnic Identity Development For Haitian Students,"

A qualitative study that explores how Haitian students experience school belonging and ethnic identity development in a school at which they are not in the ethnic majority. Through a socio-ecological lens, this study also aims to explore the implementation of practices by school personnel that facilitate or hinder school belonging and ethnic identity development for Haitian students.



Delaney Boss

Dissertation title: Examining How Gender Influences the Effectiveness of a Social-Emotional Curriculum for Kindergartners and First Graders At-Risk for an Emotional or Behavioral Disorder

Chair: Dr. Tina Smith-Bonahue



Kathryn Trainor

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

Dissertation Chair: Joni Splett, Ph.D.



Monique Cohn

Dissertation Title: *Examining pre-service teachers' sense of self-efficacy in engaging with diverse families*

Ph.D. Dissertations' Spotlight, continued



Brittany LaBelle

Dissertation title: "Evaluating the Utility of the MAYSI-2 Among African American Male Juvenile Offenders."

Dissertation Chairs: Dr. Diana Joyce-Beaulieu, Co-Chair: Dr. Joseph Gagnon.

My dissertation study investigates racial disparities in mental health screening tools within juvenile facilities that may create barriers to adequate services. African American (AA) youth with mental illnesses are less likely than Caucasian youth to be detected on screeners as needing treatment. This raises the question of whether screeners are accurately detecting mental illnesses in AA youth. As such, my study is focused on assessing the utility of one of the most widely used screeners in juvenile facilities, the Massachusetts Youth Screening Instrument-Second Version (MAYSI-2). My dissertation results demonstrated that several MAYSI-2 subscales do not accurately identify African American committed male youth who have mental disorders. Therefore, the screener is not an appropriate tool to use for African American youth in juvenile facilities.

Assistantships & Fellowships

I have a graduate assistantship working with Dr. Herman Knopf in the Anita Zucker Center that includes a project investigating access to child care in the state of Florida. – *Brigid Treverton, 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 the undergraduate course, Child Development for Inclusive Education, and I am co-teaching the first-year School Psychology Seminar in Diversity along with Dr. Smith-Bonahue in our program. In the Spring of 2021, I will have the opportunity to teach another undergraduate course as well—Exceptional People: School & Society. – *Agencia Delouche, 4th year Ph.D student*

I am a research assistant for Project SELF. This year is my third year of appointment. 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. – *Delaney Boss, 4th year, Ph.D student*

I also teach Human Growth and Development across the Lifespan through the College of Education. This opportunity has given me more appreciation for what our professors do to ensure that we navigate courses with success. I have learned a lot more in-depth knowledge of some of the developmental milestones that occur along the lifespan. I have also gained some really valuable knowledge of how to Zoom more effectively, which I know will be a helpful asset in my own practice. – *Caleb Blikstad, 2nd year Ed.S student*

I have a graduate fellowship working under Dr. Joni Splett as a part of her research team. This year has looked a little different than a typical year, as we are not able to meet with people in person or go to schools to collect data. Therefore, my predominant role currently has been to help coordinate virtual interviews with school districts in Florida to discuss their Mental Health Plans. Over the previous year, our lab worked to code these mental health plans for the 2018–2019 and 2019–2020 school years. Now, our role is to qualitatively gather data about the use of universal mental health screeners in schools and the benefits/barriers these may present in schools. For this project, I have partaken in the coding over the last year, coordinating and scheduling interviews, helping to create the interview and email protocols, and conducting the interviews. This has been my major focus for this semester. Additionally, I am involved in weekly team meetings and any other tasks that need completed. – *Miranda Hgham, 2nd year Ph.D student*

I have a fellowship through which I teach a course entitled EDF2085 Teaching Diverse Populations. Further, I have a couple research projects that I am on that focus on immigrant populations in schools as well as ESOL paraprofessionals and the importance of their role in servicing ESOL students. – *Manuel Marichal, 2nd year Ph.D student*

I currently have an assistantship with the Unified Early Childhood ProTeach Program. As a graduate assistant, I supervise preservice teachers who are in their internship semester. My duties include weekly group supervision with my 5 supervisees, lesson plan feedback, teaching observations and debrief sessions, and research data collection. I also have been awarded the following fellowships: Board of Education Summer Fellowship, Diversity Enhancement Fellowship with the Office of Graduate Diversity Initiatives, and the Grinter Fellowship. – *Breanne Woods, 1st year Ph.D student*

Student Publications

- Anthony, C. J., Styck, K. M., Martel, J., Cooke, E., & **Frye, K. E.** (2020). Evaluating the impact of rater effects on behavior rating scale score validity and utility. *School Psychology Review*. Advance online publication.
- Boss, D.** (2020). Postsecondary outlooks for students with EBD. *Rethinking Behavior* (provisionally accepted).
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- Joyce-Beaulieu, D., Zabolski, B. & **Dixon, A. R.** (2021). CBT applications in schools. In D. Joyce-Beaulieu & B. A. Zabolski (Eds.), *Applied cognitive behavioral therapy in schools* (pp. 1-38). Oxford University Press.
- Muller, G. M.**, Zabolski, B. A., & Joyce-Beaulieu, D. (2021). Integrating technology into school-based interventions. In D. Joyce-Beaulieu & B. A. Zabolski (Eds.), *Applied cognitive behavioral therapy in schools* (pp. 155-179). Oxford University Press.

Conference Presentations

- Anthony, C. J., Stick, K., Robert, C., & **Matthews, K.** (2020, February). *Evaluating rater effects in direct behavior rating scales*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
- Clare, A.*, Cornett, S.A., **Trainor, K.M.**, & Splett, J.W. Teacher Perceptions of Screening and Mental Health Practices Survey: A Validation Study. Presented online for the University of Florida's 2020 Undergraduate Research Symposium, March, 2020.
- Colón, E., Smith-Bonahue, T., & **Cohn, M.** (2020, April.). *Using diverse data sources to evaluate pedagogy and clinical practice in an educator preparation program*. Accepted for presentation at American Educational Research Association (AERA) Annual Meeting. *Conference cancelled due to the COVID-19 pandemic
- Daunic, A. P., Corbett, N., Algina, J., Smith, S. W. & **Boss, D.** (2020, April). *Social-emotional learning foundations for k-1 students at risk for emotional and behavioral disorder: Findings from a three-year randomized controlled trial*. Poster presented at AERA Virtual Annual Meeting, San Francisco, CA.
- Delouche, A.** (2020). *Considerations for Assessment of Haitian Students*. Poster presented at the American Association of Colleges for Teacher Education Meeting, Atlanta, GA.
- Gilbert, K., Kranzler, J. H., Benson, N., **Matthews, K.**, & Boss, D. (2020, February). *Effect of WISC-V type of administration on test performance*. Poster session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
- Graham, J., **Dreisch, L.**, & Kirk, E. (2020). *Improving executive functioning and self-regulation for students with EBD*. Presented at the National Association of School Psychologists Conference, Baltimore, MD.
- Kranzler, J. H., Yaragchi, M., **Matthews, K.**, & Otero-Valles, L. (2020, February). *Does the RTI model alter the traditional conceptualization of SLD?* Poster session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
- Mathien, T. Smith-Bonahue, T., **Cohn, M.**, & Acosta, L. (2020, April). *Powerful partnerships: Scaffolding family-centered collaboration amongst teacher candidates*. Accepted for presentation at American Educational Research Association (AERA) Annual Meeting. *Conference cancelled due to the COVID-19 pandemic
- Matthews, K.** (2020, February). *Development of a school psychology undergraduate course*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD
- Matthews, K.**, Anthony, C. J., & **Boss, D.** (2020, February). *Emotion-knowledge and preschoolers: Validating the Affect Knowledge Test*. Paper session presented at the annual conference of the National Association of School Psychologists, Baltimore, MD.
- Smith-Bonahue, T., **Delouche, A.**, & **Moody, Mary Elizabeth.** (2020). *Using Dialogic Reading to Teach Math Concepts to Preschoolers*. Paper presented at the National Association of School Psychologists Annual Conference, Baltimore, MD.

Splett, J. W., Kern, L., **Trainor, K. M.**, Baton, E., Cornett, S., Meeker, M., Riddle, D., & George, H. P. *How did schools use new state funding to improve students' mental health?* Accepted for presentation at The 17th International Conference on Positive Behavior Support, Miami, FL, March 2020 [cancelled due to COVID-19].

Splett, J.W., **Trainor, K.M.**, Riddle, D.B., & Graham, J.W. *Universal screening and teacher training to identify youth with internalizing behavior problems*. Presented at the Annual Conference on Advancing School Mental Health, Austin, TX, November 2019.

Future Conference Presentations

Delaney Boss: NASP 2021 Annual Conference – Virtual. I have two submissions that are still under review.

Manuel Marichal: I hope to present at both NASP and AERA. Two pieces to my knowledge have been accepted. For NASP, I believe I will present on my ESOL paraprofessional project whereas for AERA I plan to present on the family involvement practices of immigrant families within Head Start.

Marichal, M., Delouche, A., Smith-Bonahue, T. & McCray, E. (2021). *Building Partnerships Responsibly: Considering Culture in Family Engagement Among Latinx Immigrant Families*. Paper to be presented at the American Educational Research Association Annual Meeting, Virtual Meeting.

Gators in the COMMUNITY



I was SPGSA Co-President last year! This year, I am involved with keeping up with my own self-care. Lol. - *Katie Frye*

I am the Vice President of the Education College Council. We recently started a mentorship program within the college of education to provide mentor and mentee opportunities for undergraduate and graduate students. - *Lauren Dreisch*

I am the 2020-2021 Secretary for the School Psychology Graduate Student Association (SPGSA)! It has been so wonderful to be a part of such a hard-working team who really wants to make our program engaging and connected with the community! I have loved being a part of SPGSA this year and I am so excited to see what we accomplish next semester. - *Jessica Wheeler*

I am currently one of the co-presidents of our School Psychology Graduate Student Association (SPGSA). With this organization, my role is to conduct meetings with our executive board to discuss events for the upcoming school year, as well as to communicate between the faculty and students to ensure that voices are being heard and needs are being met for students. Overall, SPGSA works to provide opportunities to students, whether that be through faculty communication, fundraising events, volunteer opportunities, social gatherings, or community outreach. - *Miranda Hgham*

I am in SPGSA where I have the role of Community Engagement Liaison. With the pandemic this year, it has been a difficult position to pilot, but we have done two major events a Back to School fundraiser and a volunteer clean-up. - *Manuel Marichal*

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 US Presidents!



Union Street Farmers 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

La Tienda

Maple Street Biscuit Co.

The Stop

Reggae Shack Café

Dragonfly Sushi & Sake Co.

Kabab House

The Top

Big Top Brewing

Bolay

Mi Apa

Sababa

Emiliano's Café

Satchel's Pizza



Peer Mentor Love

Joe, I am so grateful for everything you have done for me these past few years. You are the best mentor and friend!
- *Lauren Dreisch*

Mary Elizabeth as my peer mentor is always there to assist with any questions I may have about my courses or general stresses of being a graduate student. I greatly appreciate all the help that she has given me and her always being available when a question arises! - *Brigid Treverton*

Leighann Puig has quickly become an invaluable part of my experience at UF. She has been a guide for my transition to UF and graduate school, and she has reassured me as I begin this journey. - *Tatianna Zambrano*

My peer mentor this year, **Manuel Marichal**, has been a tremendous help in navigating my first year in the school psychology program. Manny has helped me with everything from program questions, to recommendations on neat spots to explore in Gainesville. I greatly enjoy his friendship and advice. Thanks for a great mentor experience, Manny! I look forward to the coming years working together. - *Michelle Adcock*

My peer mentor is **Rebecca Colombo**. She is awesome!! She has particularly helped me to navigate through the complicated year that is my first year of graduate school, especially in a pandemic. Thank you for all that you do! - *Taylor Griffin*

My current peer mentor is **Mary Elizabeth Moody**. She took me on as a mentee this year because my previous mentor, Emma Kirk, is currently on internship! **Mary Elizabeth** has been a great source of information and insight. She has another mentee, Brigid Treverton, and we meet as a group every other week and individually in-between. During our meetings we talk about anything from assignments, to practicum cases, to life in general!! It has been quite a transitional year with everything that has been going on and it is nice to be able to talk with a mentor about how they are adjusting and any advice they may have! - *Jessica Wheeler*

My peer mentor has given me valuable insight into some of the cases that I have worked on. She has been really helpful in pointing me in the right direction for the information that I need, especially for counseling. I also am appreciative of how candid she is with her own perspective of the field of school psychology. She has made me more aware of how important self-care is, especially in this field. - *Caleb Blikstad*



Peer Mentor Love, continued

Not about my mentor, but about my mentees! I've been continuously impressed by the current 4th year students who are applying to internship and proposing dissertations during this unique year. – *Kathryn Trainor*

Although I no longer have a peer mentor technically, as I am in advanced practicum with the cohort above me, my previous mentor, *Sara Cornett*, has impacted me and my experiences more than she knows. *Sara*, you are one of the most kind and intelligent individuals I have ever met. You have extended a helping hand to me since my start at UF and you have answered all my questions and concerns without any hesitation. You have made my graduate experience better by not only providing mentorship to me but by also providing friendship. Thank you for being such a kind, hard-working, understanding, and overall genuine person. YOU ARE THE BEST <3 – *Miranda Hgham*

H *Ayanna*! Thank you for putting up with me as your mentee!! I always look forward to our Wednesday meetings to vent, discuss classes, and brainstorm for our counseling case. You are such a great role model for me, and you always keep it real. Thanks for all you do for me!! – *Ma Varner*

Lily has been great this year, per usual. She provides timely and thorough advice. – *Manuel Marichal*

I am so grateful for my peer mentor *Siera*! *Siera* has been so helpful during my first semester, answering any questions that I have had about the program. She even reviewed an essay that I wrote, giving me helpful feedback on ways that I could improve my writing! Thanks, *Siera*! – *Thomas Hnes*

Big shoutout to *Manny*! He has been a great peer mentor and has been very supportive throughout my first semester. I've gotten over a couple huge hurdles thanks to his great mentorship and advice! – *Breanne Woods*

My peer mentor is *Caleb*. *Caleb* has been super awesome! He really helped me to get involved in practicum and is always super supportive when I need anything! It has been nice to know that I have someone to ask for advice about the program and other things. – *Bradley Mnotti*



Love for the UF SPP!

I love our welcoming and friendly environment. I have made close connections with both students and faculty members, which has helped me to be successful in my training and in identifying my future career goals. I am also very grateful for the opportunities to work with UF faculty and Springhill – these experiences have taught me so much and prepared me well for internship applications. Our program has many resources and connections that are helpful for students! – *Katherine (Katie) Frye*

I am so honored to be a part of the UF School Psychology program. I have learned so much during my time in this program and always feel supported by the faculty and my supervisors. It's great to be a Florida Gator 😊 – *Lauren Dreisch*

I enjoy the practicum experiences I have gained while at UF as well as the faculty who are always there to help and support their students. – *Bigid Treverton*

Every faculty member and student that I have met in the program has shown me 100% support and dedication. It is incredible to be among such accomplished people and to have the opportunity to work and grow with them – *Tatianna Zambrano*

I love the UF school psychology program because the students bring inclusivity, curiosity, and a strong work ethic to every endeavor. In addition, the program faculty are committed to helping you succeed in classes, in practicum, and in research. Overall, I have been impressed by the multiple circles of support and commitment to innovation in the field that comes from this program – *Michelle Adcock*

UF SPP has provided me with unconditional support, entertainment, and compassion throughout my first semester in the program. All of the faculty and students are kind, personable, and knowledgeable about school psychology and genuinely want each and every person in the program to succeed. – *Taylor Griffin*

I love the UF School Psychology Program because of the culture. We are a relatively small program which allows for unique experiences with the students and faculty! It truly feels like everyone genuinely supports one another and is willing to go out of their way to help each other accomplish their goals. – *Jessica Wheeler*

I think that UF SPP is a great program where students can gain valuable skills that they can apply in the placement that they want to pursue. I love how great our cohort is! – *Caleb Blikstad*



Love for the UF SPP!, continued

Kathryn Trainor: In addition to the graduate training I've received, I have loved the support and community that is the foundation of our program. From mentorship from older students, to cohort camaradery, what keeps me recommending this program to others is the support I've received. It's been nice to communicate with other students during this strange internship year and also to communicate with our faculty, all of whom provide support to help us be successful even during this unique year. – *Kathryn Trainor*

UF SPP provides so many opportunities and students have freedom to choose between these opportunities to best support their career goals. At UF SPP, you are able to gain experience not only working in schools but also working in clinics, if you prefer that type of experience. You are also able to choose a specialization, if you are in the PhD program that will help set you apart from other applicants when you are applying for internships, postdoctoral experiences, or jobs. Finally, there is plenty of opportunity to teach classes or work in a research lab, particularly because UF is an R1 institution. Overall, UF SPP provides more opportunity than any school I previously applied to and a friendly environment within and between cohorts, as well as among faculty. In my opinion, that is why prospective students should choose UF and our program – *Miranda Hgham*

UF SPP rocks because we genuinely feel like a family. There is a lot of care between and across cohorts. Even throughout the pandemic, I have felt relatively connected with my peers, which is comforting. – *Manuel Marichal*

I love UF SPP because I've been able to get a diverse set of experiences. – *LeAnna Kehl*

I love the high-quality field experiences that start immediately once starting the program – *Monique Cohn*

In the UF SPP program, students and staff work together to ensure that everyone succeeds. This creates a non-competitive environment that is conducive to the learning and growth of all students. – *Thomas Hnes*

The UF SPP is a phenomenal program with even greater alumni and professors who provide the mentorship, guidance and support you need to be successful. – *Breanne Woods*

I love UF SPP because we are a top tier school psychology program. There are numerous opportunities for students to get involved in research and practicum. The thing I love the most is the community. They have been super supportive during this unprecedented virtual semester. They have made every effort to ensure that I have been able to participate in practicum and class experiences. – *Bradley Mnotti*

Congratulations!!

I was promoted to candidacy after defending my dissertation proposal! I got through dissertation proposal and APPIC internship applications (and my own wedding) during COVID-19 craziness. - *Katie Frye*

I received a Kappa Alpha Theta Foundation Scholarship this summer and I believe am graduating with my MEd. this semester. - *Lauren Dreisch*

I have been voted as the 1st Year Liaison for the 2020-2021 academic year. I also was accepted into the Holmes Scholars Program - *Tatianna Zambrano*

I was recently accepted into the Holmes Scholar program 😊 - *Manuel Marichal*

AERA 2020 Doctoral Student Research Award - *Monique Cohn*

I have a publication in press about disability community, social support and mental health among college students with disabilities. This was my undergraduate thesis so I'm not sure if you want to share it. It will be published in the APA Rehabilitation Psychology journal. I am very excited about my first published article. - *Bradley Mnotti*



Message from the Editor:

Hi! I'm Kandysee' Leonard and I am a first-year School Psychology Ph.D student, as well as the Newsletter Editor and Test Librarian. I am originally from St. Thomas, United States Virgin Islands and I received my Bachelor of Science in Psychology from Howard University where I was involved in several campus organizations such as Sigma Gamma Rho Sorority Incorporated, Alpha Phi Chapter. In addition to my campus involvement, I also participated in research projects within Howard University's Psychology and Sociology departments.



I started the University of Florida's School Psychology program after serving one year as an AmeriCorps City Year volunteer in Southeast, Washington, DC. and I must admit that my time here so far has been no walk in the park (as you can imagine during a worldwide pandemic). However, my cohort and SPP's faculty and staff have shown me great support! Given the circumstances, I have still managed to have great practica experiences with Dr. Akiko Goen in Alachua County along with my fellow cohort member, Claire Doyle. UF's SPP has provided with so many great tools and resources thus far and I look forward to what lies ahead. There is no doubt in mind that my experiences here at UF will equip me with the skills needed to become a successful and effective school psychologist!

If there are any questions, feel free to email me at kandysee.leonard@ufl.edu. Best of luck!



IT'S GREAT TO BE A FLORIDA GATOR



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