

University of Florida
School Psychology Program

School Psychology Times

2021-2022



Newsletter Editor: Francis Perez

Inside this Issue:

✦ Director's Column	3
✦ Faculty	6
✦ SESPECS Office Staff	22
✦ First Year Cohort	24
✦ Practicum Placements	26
✦ Dissertations	30
✦ Assistantships, Fellowships, & Jobs	31
✦ Student Publications & Conference Presentations	32
✦ School Psychology Graduate Student Association	35
✦ Community Involvement	36
✦ Exploring Gainesville	37
✦ Peer Mentor Love	38
✦ Love for the UF SPP	40
✦ Congratulations	41
✦ Editorial Note	42
✦ It's Great to be a Florida Gator!	43

Director's Column by John H. Kranzler, Ph.D.

As we near the end of a second year of global pandemic, it would be easy to focus on the negative, the pain and suffering of those afflicted with the virus and their family and friends, the drastic changes to daily routines and ways of life that usually bring us comfort and a feeling of stability. Instead, I would like to focus on the positive, how the University of Florida (UF), the College of Education, and the School Psychology Program (SPP) have risen to the challenge. In 2022, UF was ranked as the #5 top public university in the USA, according to US News & World Report. The College of Education was ranked #1 in the nation according to the 2021 Best Online Programs rankings. Overall, the College was ranked #12 among the nation's public education colleges. In addition, two academic programs in the College earned rankings in the Top 5: Special Education was ranked #4 and Counselor Education #5.

Unfortunately, programs in the field of school psychology are no longer ranked across the nation. Several years ago, however, a doctoral student and I gathered data on the research productivity and scholarly impact for all programs ranked in the Top 10 in a study published in 2011 study for either total number of publications or citations. In comparison to other top programs, the SPP fared extremely well, with rankings of #7 for total number of publications per faculty and #3 for number of citations per article. Citations are particularly important, because they are seen as an index of the impact of scholarly productivity. These results clearly show that faculty in the SPP are highly productive researchers whose work is having a substantial impact on the field. Although we did not replicate that effort this year, the SPP faculty have been even more productive than before. Over the past 12 months alone, SPP faculty have published 3 books, 7 chapters, and 23 refereed journal articles, with publications in many of the top journals in the field of school psychology (e.g., *Journal of School Psychology*, *School Psychology Review*) and in other leading journals in the social sciences (e.g., *Child Development*). In addition, according to Google Scholar, the SPP faculty's work was cited 944 times in 2021.

With regard to garnering external funding to support their research programs, SPP faculty are at present either Principal Investigator (PI) or Co-PI on 10 externally funded projects totaling approximately 9 million dollars. Most recently, Dr. Joni Splett procured a grant funded for 5.8 million dollars from the Patient-Centered Outcomes Research Institute (2022-27) for a research project, titled *Patient-Centered Equity Enhancements to Reduce Disproportionate Unmet Mental Health Needs of African American Children*.

SPP faculty were also recognized for their research and teaching accomplishments. I was named an Irving and Rose Fein Professor and Dr. Chris Anthony was awarded the B.O. Smith Endowed Research Professorship for his research on pedagogical issues. He also received the Diane E. Haines Teaching Excellence Award, which is given in recognition of excellence in teaching. Moreover, Dr. Splett was tenured and promoted the rank of Associate Professor.

In addition to scholarly productivity, the SPP continues to be a highly regarded and in high demand as a training program. Last year, the SPP received almost 200 applications for admission, which was by far the largest number of applications than in any previous year, and 15 new students enrolled, one of our largest incoming cohorts ever. This year, the SPP received almost as many applications for admission, our second most ever. According to the American Psychological Association (APA), for 2021 the doctoral program also easily met thresholds for accredited programs in terms of time-to-degree (Median = 5.0 years), attrition (2.38% over past 5 years), student-faculty ratio (< 1.29) and internship placement. All these numbers are indices of a healthy graduate training program.

While the SPP has met most, if not all, of the unprecedented demands presented by the global pandemic, this year we will face some of the typical challenges that by all accredited graduate training programs must face at times, such as administration appointments and retirements. The SPP is pleased that Dr. Tina Smith-Bonahue was appointed Associate Dean for Students Affairs and Graduate Studies in the College of Education this past year. Although we sorely miss Dr. Smith-Bonahue's daily presence in the program, she will be an asset to the College as a whole. The good news is that Dr. Nancy Waldron is returning to the program after serving seven years in that same decanal position and will be refreshed and ready to go after spending the last year on sabbatical.

In addition to appointments, Dr. Diana Joyce-Beaulieu will be retiring at the end of spring semester. Dr. Joyce-Beaulieu is a true Gator. She earned all her degrees — bachelor's, master's, education specialist, and doctorate — here at UF. She graduated with her PhD from the SPP in 2000 and joined the faculty in 2003. A licensed psychologist and nationally certified school psychology, she has served as Coordinator of Practicum for almost 20 years, in addition to her teaching, research, and service responsibilities. Practicum is a particularly important component of any scientist-practitioner program, because science and practice is synthesized throughout all aspects of academic and professional preparation. Dr. Joyce-Beaulieu was instrumental in transforming the SPP's practicum into one of the strengths of the SPP that it is today. In addition to practicum coordination, she has excelled in the classroom and as a mentor. Since 2007, Dr. Joyce-Beaulieu has chaired or co-chaired 22 doctoral dissertations and served as a member on 57 more; and she has chaired on an additional 26 EdS committees and served as a member on 47 more. With regard to scholarly productivity, she has published 4 books, including *Applied Cognitive Behavioral Therapy in Schools*, which was published in 2021 by Oxford University Press, 18 chapters, and 30 articles in peer-reviewed journals, as well as given 148 presentations at professional conferences. Moreover, Dr. Joyce-Beaulieu has garnered external funding to support her scholarly activities on five grants totaling almost one million dollars. She has also served the profession at the state and national levels, most recently in the important role of chair of site review teams for the APA. In 2016, she received the Rosser Educator Excellence Award, which is a College-wide award given to recognize outstanding faculty based on their excellence in the areas of teaching, service, and/or research. In addition to her being a highly productive scholar and consummate mentor, we will miss her conscientiousness,

warmth, and compassion. Congratulations on a wonderful career, and best wishes for the next phase — it has been our pleasure to know you and to work with you!

While Dr. Joyce-Beaulieu will be leaving seemingly impossibly big shoes to fill, I am pleased to announce that Dr. Lee Purvis will be joining the faculty as an Assistant Clinical Professor and Practicum Coordinator in June, 2022. Dr. Purvis received a bachelor's degree from North Carolina Agricultural & Technical State University, a Master of Arts degree and Certificate of Advanced Study from East Carolina University, and a doctoral degree in school psychology here at UF in 2017. He is a licensed psychologist in the states of Louisiana and Florida and a nationally certified school psychologist. More information about Dr. Purvis's background and recent accomplishments can be found below. We are delighted to welcome back Dr. Purvis!

The saying *all good things must come to an end* is a proverb that means nothing lasts forever, that all things and situations are temporary. It may be used to express regret when something that brings you happiness ends, such as the retirement of a colleague and friend, but it may also be taken as an admonition for all of us to enjoy life to fullest each and every day. To get a glimpse of the current state of the SPP and how we've been spending our time to the fullest, 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!



John Kranzler, Ph.D.

Professor & Director

Dr. Kranzler is a Professor and Director of the School Psychology Program at the University of Florida. 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 areas of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.



Latest Awards & Honors

- ✦ 2021-2023: Irving and Rose Fien Endowed Professor in Education, University of Florida

Recent Publications

- Dombrowski, S. C., McGill, R. J., Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (2021). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*. DOI:10.1080/2372966X.2021.1960126.
- Gilbert, K., Kranzler, J. H., & Benson, N. (2021). 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, 85*, 113-124.
- Grapin, S. L., & Kranzler, J. H. (in press). Introduction to school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (2nd Ed.). Springer.
- Kranzler, J. H., & Anthony, C. J. (in press). *Statistics for the terrified* (7th Ed.). Rowman & Littlefield
- Kranzler, J. H., & Benson, N. F. (in press). Assessment in school psychology. In T. L. Good & M. M. McCaslin (Eds.), *The Routledge encyclopedia of education: Educational psychology*. Taylor & Francis.
- Kranzler, J. H., Blake, J. J., & Van Norman, E. R. (2021). Developing programs of research in school psychology. In R.G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology* (pp. 261-278). Routledge.
- Kranzler, J. H., & Floyd, R. G. (in press). Intellectual assessment of children and youth. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (2nd Ed.). Springer.

- Kranzler, J. H., & Floyd, R. G. (in press). Utility of intelligence tests for the determination of eligibility for special education and related services. In G. L. Canivez (Ed.), *Assessing psychometric fitness of intelligence tests: Toward empirically supported interpretation practices*. Rowman & Littlefield.
- Maki, K., E., Kranzler, J. H., & Moody, M. E. (in press). Dual discrepancy/consistency pattern of strengths and weaknesses model for the identification of specific learning disability: Does clinical judgment improve its classification accuracy? *Journal of School Psychology*.
- Schrack, A. P., Joyce-Beaulieu, D., MacInnes, J. W., Kranzler, J. H., Zaboski, B. A., McNamara, J. P. H. (2021). Intelligence and academic achievement in in-patient adolescents with comorbid anxiety and depression. *Bulletin of the Menninger Clinic*, 85, 23-41.

Christopher Anthony, Ph.D.

Assistant Professor

Dr. Anthony's is an Assistant Professor of School Psychology at the University of Florida. His 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, fair, and practically useful assessment tools to measure these important variables.



Latest Awards & Honors

- ✦ 2021-2023: B.O. Smith Endowed Research Professorship
- ✦ 2021: Diane E. Haines Teaching Excellence Award

Current Grants Funded

- ✦ 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

- Anthony, C. J., Brann, K., Elliott, S. N., & Garis, E. J. (in press). Examining the structural validity of the SSIS SEL Brief Scales – Teacher and Student Forms. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22607>
- 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>
- DiPerna, J.C., Lei, P-W., Anthony, C.J., & Elliott, S.N. (in press). Principled and practical approaches to developing SEL assessments. In M. Brennenman, J. Burrus, & S. Rikoon (Eds.), *Assessing Competencies for Social and Emotional Learning: Conceptualization, Development, and Applications (Chapter 6)*. New York: Routledge.

- Elliott, S.N., Anthony, C.J., Lei, P., & DiPerna, J.C. (in press). Multi-informant formative and summative assessments of SEL skill development. In M. Brenneman, J. Burrus, & S. Rikoon (Eds.), *Assessing Competencies for Social and Emotional Learning: Conceptualization, Development, and Applications (Chapter 12)*. New York: Routledge
- Elliott, S. N., Anthony, C. J., Lei, P., & DiPerna, J. C. (in press). Parents' assessment of K-12 students' social emotional learning competencies: Initial psychometric characteristics of the SSIS SEL Brief Scales. *Family Relations*. <https://doi.org/10.1111/fare.12615>
- Elliott, S.N., Lei, P., Anthony, C.J., & DiPerna, J.C. (in press). Screening the whole social-emotional child: Expanding a brief SEL assessment to include emotional behavior concerns. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1857659>
- Kim, E. K., Anthony, C. J., & Chafouleas, S. M. (in press). Introduction to the special issue on social, emotional, and behavioral assessment within problem-solving models: Reflections on a decade of research. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2021.1907221>
- Kranzler, J. H., & Anthony, C. J. (in press). *Statistics for the terrified* (7th ed.). Rowan & Littlefield.
- Ogg, J., & Anthony, C. J., Malecki, C., Demaray, M., Kelly, K., Menter, K., Rodriguez-Harris, D., Riffle, L. (2021) Evaluating bidirectional effects of inappropriate language use and school climate. *Journal of School Psychology, 89*, 72-90. <https://doi.org/10.1016/j.jsp.2021.09.005>
- Styck, K., Anthony, C. J., Sandilos, L., & DiPerna, J. C. (2021). Examining rater effects on the Classroom Assessment Scoring System. *Child Development, 92*, 976-993. <https://doi.org/10.1111/cdev.13460>

Recent Conference Presentations & In-Service Workshops

- Boss, D., Frye, K., & Anthony, C. J. (2021). *What makes a standard: Content analysis of state SEL standards*. Paper session presented at the virtual annual meeting of the National Association of School Psychologists.
- Rodriguez-Harris, D., Kelly, K., Menter, K., Riffle, L., Ogg, J., Anthony, C., Malecki, C., & Demaray, M. (2021). *Inappropriate Language and relationships at school: A cross-lagged panel analysis*. Poster presented at the virtual annual meeting of the National Association of School Psychologists.
- Styck, K. M., Anthony, C. J., & Frye, K. (2021). *The impact of raters on teacher behavior rating scale scores*. Paper session presented at the virtual annual meeting of the National Association of School Psychologists.
- Yi, E. H., Styck, K. M., & Anthony, C. J. (2021). *Using Rasch Measurement Theory to identify poorly performing ORF passages*. Paper session presented at the virtual annual meeting of the National Association of School Psychologists.

Elayne Colón, Ph.D.

Associate Scholar

Dr. Colón is an Associate Scholar in the School of Special Education, School Psychology, and Early Childhood Studies and serves as the Director of Assessment and Accreditation for the University of Florida's College of Education. With a background in school psychology, her scholarly interests include assessing quality educator preparation, measuring the impact of candidates and completers on P-12 student learning, and examining issues related to accountability and accreditation in higher education.



Diana Joyce-Beaulieu, Ph.D.

Scholar, Psychologist, & Practica Coordinator

Dr. Joyce-Beaulieu is a Scholar, Psychologist, and Practica Coordinator for the School Psychology Program at the University of Florida. Her 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 five 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.



Recent Publications

Acosta, D., Fujii, Y., Joyce-Beaulieu, D., Jacobs, K. D., Maurelli, A. T., Nelson, E., & McKune, S. L. (2021). Psychosocial Health of K-12 Students Engaged in Emergency Remote Education and In-Person Schooling: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, doi: 10.3390/ijerph18168564

Joyce-Beaulieu, D., & Zabolski, B. (2021). *Applied cognitive behavioral therapy in schools*. NY: Oxford University Press.

Joyce-Beaulieu, D., & Zabolski, B. (2021). 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.

McKune, S. L., Acosta, D., Diaz, N., Brittain, K., Joyce-Beaulieu, D., Maurelli, A. T., & Nelson, E. J. (2020, preprint from Med RxIV). Psychosocial health of school-aged children during the initial COVID-19 safer-at-home school mandates in Florida: A cross-sectional study. *British Medical Journal Yale*. doi: 0.1101/2020.11.20.20235812

McKune, S. L., Acosta, D., Diaz, N., Brittain, K., Joyce-Beaulieu, D., Maurelli, A. T., & Nelson, E. J. (2021). 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*. doi:10.1186/s12889-021-10540-2

Schrack, A., Joyce-Beaulieu, D., MacInnes, J. W., Kranzler, J., Zaboski, B. A. & McNamara, J. P. H. (2021). Intelligence and academic achievement in inpatient adolescents with comorbid anxiety and depression. *The Bulletin of the Menninger Clinic*, 85(1), 23-41.

Recent Conference Presentations & In-Service Workshops

Acosta D., Diaz N., Brittain K., Joyce-Beaulieu D., Maurelli A., Nelson E., & McKune S. (2021, February). *Psychosocial health of school-age children during the initial COVID-19 Safer-At-Home, mandates in Florida: A cross-sectional study* [Poster Presentation]. PPHP 2021, Gainesville, FL.

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

Joyce-Beaulieu, D. (2021). *CBT for the Related Services Counselor: Professional Development Workshop*. Region 13 Education Service Center, Austin School District, Austin, Texas

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

Katie Maki, Ph.D.

Assistant Professor

Dr. Maki is an Assistant Professor of School Psychology at the University of Florida. “My work centers on two interconnected lines of research through examination of: (a) methodologies used to identify children with learning difficulties and disabilities and (b) academic interventions and data-driven decision making to ensure all children receive appropriate academic support in schools. In my first line of research, I examine psychometric and theoretical issues underlying methods used to identify children with learning disabilities (LD). Much of my work in this area focuses on how school psychologists use and apply assessment data and diagnostic criteria to identify students with LD. In my second line of research, I seek to maximize intervention effectiveness and efficiency to close academic achievement gaps between students experiencing difficulties and their typically-achieving peers. To do so, my work explores and manipulates intervention components and examines data-driven decision-making processes to understand causal mechanisms underlying intervention effectiveness.”



Current Grants Funded

- ✦ Maki, K. E., Antonenko, P., Valle, D., McNamara, J. P., & Guastello, A., (2021-2023). Understanding Math Anxiety: Examining Emotional Arousal, Visual Attention, and Cognition in Math Assessment. Source: University of Florida Research Opportunity Seed Fund, Total amount: \$85,000.
 - The purpose of this project is to examine the affective and cognitive relations among math anxiety (MA), math performance (MP), math task type (timed with visual stimulus, timed without visual stimulus, unknown timing), and math test modality (i.e., computer-based, paper-based).
- ✦ Maki, K. E. & Zaslofsky, A. F. (2021-2022). Math Anxiety in Elementary Students: Examining the Role of Timing, Task Complexity, Task Difficulty, and Strategy Use. Source: Society for the Study of School Psychology. Total amount: \$10,201.
 - This project examines the extent to which task timing and task type affect MA and MP using a within-group design with students in upper elementary school.

- ★ Kranzler, J. H., & Maki, K. E. (2019-2021). Cognitive profiles of children and youth identified with Specific Learning Disabilities in a response-to-intervention model. Source: Woodcock Institute. Total amount: \$13,921.26.
 - 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

- Adams, S. R.* & Maki, K. E. (2021). Examining the differential effectiveness and efficiency of alternative multiplication drill interventions with third-grade students. *Journal of Applied School Psychology*, 37, 352-376. <https://doi.org/10.1080/15377903.2020.1848956>
- Barrett, C. A., Burns, M. K., Maki, K. E., Clinkscales, A., & Hajovsky, D. B. (in press). Language used in school psychological evaluation reports as predictors of SLD identification within a response to intervention model. *School Psychology*.
- Maki, K. E., Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (2021). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology*. Advance online version.
- Maki, K., E., Kranzler, J. H., & Moody, M. E. (in press). Dual discrepancy/consistency pattern of strengths and weaknesses model for the identification of specific learning disability: Does clinical judgment improve its classification accuracy? *Journal of School Psychology*.
- Maki, K. E., McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). Assessing the impact of cumulative data presentation on specific learning disabilities identification decisions. *Journal of Psychoeducational Assessment*, 3, 372-380.
- Maki, K. E., Zaslofsky, A. F., Knight, S., & Ebbesmeyer, A., & Boatman, A. (2021). Intervening with multiplication fact difficulties: Examining the utility of the Instructional Hierarchy to target interventions. *Journal of Behavioral Education*, 30, 534-558. <https://doi.org/10.1007/s10864-020-09388-0>.

Recent Conference Presentations & In-Service Workshops

- Maki, K. E., McGill, R., Conoyer, S., & Fefer, S. (2021, February). *The impact of data presentation on SLD identification decision making*. Presented at the National Association of School Psychologists Annual Convention.
- Newell, K., Zaslofsky, A. F., & Maki, K. E. (2021, February). *Difficult data-based decisions: Finetuning intervention match in reading*. Presented at the National Association of School Psychologists Annual Convention.

Lee Purvis, Ph.D.

Clinical Assistant Professor

Dr. Lee Purvis is a Clinical Assistant Professor in School Psychology. Dr. Purvis is a licensed psychologist in the states of Louisiana and Florida and a nationally certified school psychologist. He earned a Bachelor of Arts degree in Psychology from North Carolina Agricultural & Technical State University in 2009 and a Master of Arts degree and Certificate of Advanced Study from East Carolina University in 2013. Dr. Purvis earned his Doctor of Philosophy degree in School Psychology here at UF in 2017. He completed a pre-doctoral internship at P. K. Yonge Developmental Research School and a post-doctoral fellowship in the Division of Medical Psychology and Department of Psychiatry at UF, where he worked in out-patient, in-patient, and hospital settings with children and adults experiencing OCD, phobias, other clinical anxiety disorders, mood disorders, gender dysphoria, PTSD, and borderline personality disorder. Following completion of his fellowship, Dr. Purvis was hired as an Assistant Professor in the Specialist in School Psychology Graduate Program at Louisiana State University – Shreveport (LSUS). He has taught courses in psychopathology, psychopharmacology, and tests and measurement, as well as supervised practicum. In the summer of 2021, Dr. Purvis became Director of the Community Counseling & Psychology Clinic at LSUS, which is a training center for undergraduate and graduate students' delivery of assessment, consultation, and counseling services to the community. Beginning on June 1, 2022, Dr. Purvis will assume the position of SPP Practicum Coordinator in addition teaching, research, and service.



Grants Funded

- ★ Purvis, L. (2021). "Community Counseling & Psychology Clinic Technology Grant." LSUS Faculty Technology Grant. \$6735 funded.
- ★ Purvis, L. (2020). Research Presentation at the National Association of School Psychologists 2020 Annual Convention. LSUS Faculty Research and Development Grant. \$1500 funded.
- ★ Purvis, L. (2019). "Psychological Assessment & Intervention Services." LSUS Faculty Research and Development Grant. \$5000 funded.
- ★ Purvis, L. (2019). Research Presentation at the International School Psychology Association 2019 Conference. LSUS Faculty Research and Development Grant. \$1500 funded.
- ★ Purvis, L. (2019). "Psychology Clinic Site Visit." Campus Federal Teaching Enhancement Fund \$300 funded.

Recent Publications

Purvis, L. N., Zaboski, B. A. & Joyce-Beaulieu, D. (2021). Core CBT components: Part 1. In D. Joyce-Beaulieu & B. A. Zaboski (Eds.), *Applied cognitive behavioral therapy in schools* (pp. 155-179). Oxford University Press.

Recent Conference Presentations & In-Service Workshops

Melchi, A., Williams, B. & Purvis, L. (2021, February). *The interception of bias and the opportunity gap*. Poster Presentation at the Trainers of School Psychology Conference, Virtual.

Purvis, L. (2019, July). *Algebra Outcomes within an MTSS Model*. Paper presentation at the International School Psychology Association 2019 Conference, Basel, Switzerland.

Purvis, L. (2019, November). *Therapeutic interventions for persons experiencing gender dysphoria*. Presentation at the Louisiana School Psychology Association 39th Annual Conference, Lafayette, Louisiana.

Purvis, L. (2020, February). *Improving academic outcomes in Algebra I through enhanced curricular supports*. Paper presentation at the National Association of School Psychologists Annual Convention, Baltimore, Maryland.

Purvis, L. (2020, November). *Affirmative psychotherapy for trans- and gender-nonconforming youth*. Presentation at the Louisiana School Psychology Association 40th Annual Conference, Virtual.

Purvis, L. (2021, April). *Therapeutic interventions for school counselors and other mental health professionals*. Workshop provided to the Hawaiian Island Psychological Association, Virtual.

Tina Smith-Bonahue, Ph.D.

Associate Professor & Associate Dean

Dr. Smith-Bonahue is an Associate Professor in the School of Special Education, School Psychology and Early Childhood Studies and Associate Dean for Student Affairs and Graduate Education. She has taught courses in direct interventions in school psychology, and assessment and evaluation in the Unified PROTEACH Early Childhood program. Her primary research interests include aggression and challenging behaviors in early childhood, intervention for challenging behaviors, and teacher beliefs regarding children with special needs.



Joni Williams Splett, Ph.D.

Associate Professor

Dr. Splett is an Associate Professor of School Psychology at the University of Florida. “My 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

- ✦ Patient-Centered Outcomes Research Institute (2022-27). *Patient-Centered Equity Enhancements to Reduce Disproportionate Unmet Mental Health Needs of African American Children* (PI with Co-PI Colleen Halliday). Total requested \$5,845,316.
- ✦ U.S. Department of Education, Office of Special Education and Rehabilitative Services, (2021- 2026). *Florida Connect: Interconnecting school mental health and Positive Behavioral Interventions and Supports to improve middle school students' academic, social, emotional, and behavioral outcomes*. Co-PI with PI Heather George. Total awarded \$1,508,003. Subaward \$224,940.
- ✦ U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (2021-2025). *Improving social, emotional, behavioral, and academic functioning of elementary school students through the Interconnected Systems Framework* (Co-I with PI Brandon Schultz, Co-PI Mark D. Weist, and Co-Is Christy Walcott, Colleen Halliday, Alexander Schoemann, and Orgul Ozturk). Total awarded \$3,799,760. Subaward \$184,283.
- ✦ U.S. Department of Education, Office of Special Education Programs CFDA#84.325D (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.

Recent Publications

- Brann, K., Boone, W., Splett, J. W., Clemons, C., & Bidwell, S. (2021) Development of the School Mental Health Self-Efficacy Teacher Survey (SMH-SETS) using Rasch Analysis. *Journal of Psychoeducational Assessment*, 39(2) 197-211. DOI: 10.1177/0734282920947504
- Brann, K. W., Naser, S., Splett, J. W., & Brown, C. (2021). A mixed method analysis of the implementation process of universal screening in a tiered mental health system. *Psychology in the Schools*, 58, 2089-2113.
- Monachino, C., Splett, J. W., Shen, Z., Cornett, S., Halliday, C., & Weist, M. D. (2021). Patterns and pathways of peer victimization across the transition to middle school. *School Psychology Review*, 50, 420-440. DOI: 10.1080/2372966X.2021.1904792

Recent Conference Presentations & In-Service Workshops

- Brann, K., Splett, J. W., Graham, J., & Trainor, K. (2021, September). *A mixed methods comparison of universal screening and school referral*. Paper presented at the Annual Conference on Advancing School Mental Health (Virtual).
- Smith, S. W., Barber, B. R., Worth, M. R., Poling, D. V., Peterson, A., Ma, J., Graham, J. W., Dreisch, L., Splett, J. W., & Daunic, A. P. (2021, April). *Fostering Self-Regulation Skills of Adolescents with Significant Behavior Problems: Effects of the I Control Curriculum*. Paper presented at the Annual Meeting of the American Educational Research Association (Virtual).
- Splett, J. W. (2021, January). *MATCH-ADTC for School Psychologists: An easy to use, evidence-based approach for treating psychosocial problems in schools*. Invited virtual presentation to Florida's Institute for Small and Rural School Districts' Winter Institute.
- Splett, J. W., (2021, February). *How to Make Universal Screening in Schools Work*. Invited speaker to the Behavioral Alliance of South Carolina's Live Webinar Series.
- Splett., J. W., (2021, June). *What Makes for a Successful [fill in the blank] Proposal?* Invited virtual seminar to University of Florida's College of Education's Office of Educational Research summer series.
- Splett, J. W., (2021, July). *History of Expanded School Mental Health and Future Directions of the Interconnected Systems Framework*. Virtual webinar recorded with the National Center for Leadership in Intensive Interventions.
- Splett, J. W., Perales, K., & Barrett, S. (invited). *Effective teaming structures and processes*. Virtual webinar presented to state and local education agency awardees of the School Climate Transformation Grants via the Center on PBIS.

Wester, T., Splett, J. W., Bohenkamp, J. (2021, March). *School MH curriculum 'Always and Now' Learning Series Module 4: Screening*. Virtual session hosted by the Mental Health Technology Transfer Center Network.

Worth, M. R., Graham, J. W., Smith, S. W., Barber, B. R., Dreisch, L. E., Ma, J., Peterson, A., Poling, D. V., Splett, J. W., & Daunic, A. P. (2021, March). *Do Special Education Teachers Provide Explicit Social-Emotional Skill Instruction? Describing the Counterfactual*. Paper presented at the 99th Annual Meeting of the Council for Exceptional Children (Virtual).

Nancy Waldron, Ph.D.

Professor

Dr. Waldron is a Professor of School Psychology at the University of Florida. For the past 7 years, she served as Associate Dean for Student Affairs and Graduate Education in the College of Education. She will return to the faculty in Fall 2022 after having spent the past year on research leave. She has taught 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.



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

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



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. 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 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 UF 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.



Meet the First Year Cohort

“My name is **Zoë Alfonso**, and I am a first-year school psychology graduate student on the Educational Specialist degree track. I graduated from Florida State University with a B.S. in Psychology and a minor in Child Development. I am especially interested in multicultural research, social emotional learning programs, and family relationships within education. In the future I would like to open a private practice of my own specializing in early childhood development and counseling/therapy services.”



“Hello! My name is **Kira Alqueza**, and I’m a PhD student working with Dr. Joni Splett. I spent the past three years as a research coordinator studying adolescent suicide and, as a result, am passionate about implementing effective school-based suicide prevention programs. In my free time, I love thrifting, feeding the neighborhood cats, and hanging out with the rest of the first-year cohort!”

“Hi! I’m **Kamrinne Brooks**, a first year EdS student in the UF SPP. I earned my BS in Psychology with an emphasis in Experimental Psychology and a minor in Cognitive Sciences from UCF. My interests include educational statistics and integrating machine learning with school psychology research. In my free time I enjoy traveling with my family.”



“Hello, my name is **Marie Dougé**, a first year PhD student. I am originally from Texas and attended the University of Houston for my undergraduate. I earned my bachelors degree in Human Development and Family Studies with a generalist teaching certification. My interests are academic interventions and I plan to work in academia when I graduate.”



“I am from Delray Beach, FL and went to the University of Miami for undergrad. I am mainly interested in assessment and my goal is to have my own private practice down the road. I am enjoying all that this program has to offer and am very happy with my decision to attend UF.”

-Allison Greene



“Hello! My name is **Jessica Kidd** and I am a first-year Ed.S. student. I grew up in Illinois and graduated from Xavier University with a B.S. in psychology. For the past two years, I worked as a service coordinator where I connected clients to psychological services based on their mental health needs. Outside of school, I enjoy watching sports, traveling, and going to the beach.”

“Hi, my name is **Katie Kozlowski** and I am a first year Ed.S. student in the UF SPP. I am passionate about helping children succeed and would like to contribute to autism and disability research. In the future, I would like to open and own a clinic specializing in comprehensive psychological evaluation of children and behavior analytic services for children.”



“Hello! My name is **Katherine Martinez**! I am from Miami, Florida and attended Loyola University Chicago for my undergraduate degree where I obtained my B.S. in Psychology. I am passionate about helping others, the rights of LGBTQ students, and pasta.”



“Hi everyone! I’m **Audrey Milam**! I am a first-year PhD student in the program working with Dr. Maki. I graduated from UF with my bachelor’s degrees in psychology and education in May 2021. I became interested in the field of school psychology in one of my education classes (EDF2085), where my instructor was a school psychology graduate student. Ever since taking that course, I knew school psychology was definitely my dream career field and UF was my ideal program. I am looking forward to the training I will receive here and getting to know everyone in the program over the next few years! Thank you!”



“My name is **Hannah Miller** and I am a first year Ed.S. student! I am originally from New Jersey and graduated from DePaul University in Chicago. I am really passionate about school psychology and am interested in working with chronically ill students in the future! I am so excited to be a part of the UF SPP.”



“My name is **Emma Morris**, and I am first-year Ed.S. student from Dallas, Texas. I attended the University of Texas at Austin for my undergraduate degree. I am interested in working in a middle or high school as a school psychologist with a focus on counseling and mental health.”



“Hi! My name is **Francis Perez**, and I am an Ed.S. student from Sebring, Florida. I attended Florida State University for my undergraduate studies, where I earned a Bachelor of Science in Psychology with a Minor in Social Welfare. As a future school psychologist, I aspire to promote mental and academic wellbeing for students of all ages. I am particularly interested in working with English language learners and providing bilingual services to youth and their families.”



“Hello! My name is **Amanda Yarberry**, and I am a first year EdS student. I’m from Florida and was raised in Jacksonville. I received my bachelor’s and master’s from UF, and I am so excited to return to UF and earn my EdS in School Psychology. I enjoy baking, reading, painting, and I love to travel. I look forward to the rest of my journey at UF!”



“My name is **Michayla Yost**, and I am from Ormond Beach, Florida. I went to UF for undergrad, and I am so excited to be here again as a double gator! My interests include social-emotional learning, cultural differences in development, and social justice in education. I plan to become a licensed psychologist after earning my doctorate and work with young children to support their social and psychological development.”



“My name is **Amanda Zayas-Scott**, I am a 1st year on the EdS track. I moved here from St. Louis with my pet snake, Jumanji (he likes it here). My favorite part of first-year has been getting to know the amazing women in the 1st year cohort who have made me feel so supported and at home.”



Practicum Spotlight: First Year Cohort

“I am a practicum student in Putnam County where I am learning the daily activities of a school psychologist who practices in the county. I interact with students as well as their teachers and families to find the best ways to help them succeed in school, develop healthy relationships, and cope with hardship.”

-Zoë Alfonso

“I’m currently placed in Alachua County Public Schools for practicum. The majority of my time is spent conducting classroom observations, attending IEP/EPT meetings, and planning behavioral interventions.”

-Kira Alqueza

“I am currently at PK Yonge. At my practicum site I mostly do observations and I have administered the KBIT (gifted testing) many times. I also attend some meetings and discuss my findings from observations with teachers.”

-Marie Dougé

“I am currently placed at PK Yonge for practicum. I do a lot of data collection through classroom observations and then put together one-page summaries in order to give an overview of the student’s behavior. I also helped administer the K-BIT to various 3rd and 4th grade students.”

-Allison Greene

“On a given day [in Alachua County], I help my practicum advisor conduct classroom observations, observe EPT meetings and assessments, and conduct case reviews.”

-Katie Kozlowski

“I am currently placed in Marion County Public Schools. My site supervisor is a recent graduate from the program and provides me with a ton of relevant experiences and opportunities. I am able to see two different schools in the district and observe a lot of the key pieces of the Response-to-Intervention (RTI) process. This fall semester I was able to conduct a functional behavior assessment and observe several types of psychoeducational assessment.”

-Audrey Milam

“I am placed in Levy County and am at Williston Middle High School. At practicum I conduct classroom observations and observe meetings such as Threat Assessment and 504/IEP meetings.”

-Hannah Miller

“My practicum site is at P.K. Yonge, in Gainesville, Florida. It has been a great experience so far! I have gotten the opportunity to administer K-BITs, conduct classroom observations, attend IEP meetings with my supervisor, and work on file reviews.”

-Emma Morris

“I am currently in Marion County for practicum. I shadow my site supervisor, attending meetings, observing students & assessments.”

-Amanda Yarberry

Practicum Spotlight: **Second Year Cohort**



“My current practicum placement is in the Marion County Public Schools under the supervision of Lisa Stringfellow. My responsibilities include administering academic assessments such as the Woodcock-Johnson Tests of Achievement IV. I also assist with the collection of MTSS data by conducting classroom observations. Finally, I am responsible for hosting and recording counseling sessions with a specific student.”

-Kandysee' Leonard



“I am currently placed at Fearnside Family Service Center with Tracey Bryant. This particular site is an early childhood site where families bring in their child to be assessed for developmental delays and other disabilities such as Autism. I work with a multidisciplinary team including the school psychologist, speech/language pathologist, the ESE specialist, a FDLRS representative, as well as occupational and physical therapists when needed. The main duties consist of assessment, report writing, and IEP meetings.”

-Karlie Mariano



“I am at PK Yonge where I complete assessments, counseling, and intervention supports.”

-Tatianna Zambrano

Advanced Practicum Spotlight



“I am currently at UF Springhill’s Psychology clinic for advanced practicum. At Springhill, I provide individual and co-therapy to children, adolescents, and young adults experiencing symptoms of generalized and social anxiety, obsessive-compulsive disorder (OCD), and depression. I also work with children and adolescents with disruptive behaviors and provide parent management training to their parents/guardians. I practice cognitive-behavioral therapy (CBT), CBT with exposure and response prevention (ERP), and mindfulness to help reduce patient’s symptoms, monitoring their progress to ensure I’m providing the most effective treatment. Aspects of Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT) are also incorporated into my therapy sessions.”

-Elizabeth (Betty) Garis, 3rd Year Ph.D. Student



“The Florida Consortium for Child and Adolescent Behavioral Health. I am proud to be part of a team of UF school psych grad students that provide therapeutic and behavioral consultative supports to a neighboring school district in Florida. This year, I get to work with elementary and middle experiencing a range of internalizing and externalizing concerns. I also have opportunities to collaborate with parents and educators throughout this process to implement and progress monitor supports.”

-Joe Graham, 5th Year Ph.D. Student



“I am placed at the Florida OCD Autism and Anxiety Treatment (FLOAAT) Center for advanced practicum. I am supervised by a graduate of our program, Dr. Cindi Gayle. I primarily conduct therapy sessions as well as comprehensive evaluations including the use of the ADOS-2. The therapy sessions are conducted with a broad age range (as this was my preference to test out which populations I want to work with in the future!) spanning from elementary age to adult. The evaluations are typically conducted with children from 18 months to young adulthood with a few adult evaluations for Autism. I have the opportunity to work in a private practice that specializes in areas I am interested in which is an incredible learning experience!”

-Jessica Wheeler, 3rd Year Ph.D. Student



“I am currently at UF Health Psychology – Springhill as an advanced practicum student. I participate in group therapy sessions, see patients with a wide array of diagnoses, and conduct neuropsychological assessments. It is great being at Springhill because I can craft my own experiences while developing my clinical skillset. It is also a great environment to collaborate with knowledgeable students and faculty on challenging, but exciting cases!”

-Ayanna Troutman, 3rd Year Ph.D. Student

Internship Placement Spotlight



“I am currently completing my pre-doctoral internship at the Mailman Center for Child Development at the University of Miami Miller School of Medicine Department of Pediatrics. I am the intern for the School-Based Integrated Primary Care Track and glad to be back at my alma mater! My track is part of the School Health Initiative—a grant funded program that has implemented school health clinics in nine under-resourced schools in Miami-Dade County. Thus, students have equitable access to integrated mental health services right in their school context. I currently do therapy and consultation-liaison services with middle and high schools students at the schools, and I am also completing rotations for our pediatric diabetes clinic as well as a universal parenting program that provides free workshops to caregivers in the community. I will also be completing an assessment rotation and will have opportunities to choose other electives as well, so I'm very happy about the comprehensive and diverse training experiences I am receiving while on internship!”

-Agenia Delouche, 5th Year Ph.D. Student

Ph.D. Dissertation Spotlight

Agenia Delouche

Dissertation Title:

“Re-Imagining Schools as Home: Exploring School Belonging and Ethnic Identity Development for Haitian Students”

Topic:

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

Chair:

Dr. Tina Smith-Bonahue



Lauren Dreisch

Dissertation Title:

“Examining the Potential of Executive Function and Social Skills Interventions for Youth with Emotional and Behavioral Problems”

Chair:

Dr. Joni Williams Splett



Joe Graham

Dissertation Title:

“Being Well: An Examination of Subjective Teacher Wellbeing and Unintentional Bias”

Topic:

This paper intends to explore the relationships and influences between individual protective factors, perceived stress, and unintentional biases in middle school teachers.



Assistantships, Fellowships, & Jobs

“I am currently working on the BEST in CLASS project in the Anita Zucker Center for Excellence in Early Childhood with Dr. Maureen Conroy. I am a data collector for this project and have been participating in direct observations in schools who are receiving behavioral interventions.”

-Zoë Alfonso, 1st Year Ed.S. 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 Exceptional People: School & Society.”

-Agenia Delouche, 5th Year Ph.D. Student

“I was awarded the Graduate School Funding Award, so I have a Research Assistantship. I help my advisor on her research projects and attend weekly meetings.”

-Marie Dougé, 1st Year Ph.D. Student

“I am currently a Registered Behavior Technician at Behavioral Learning Systems where I work with kids with autism spectrum disorders and teach them functional living and communication skills.”

-Katie Kozlowski, 1st Year Ed.S. Student

“Currently, I hold an assistantship sponsored by the School of Special Education, School Psychology, and Early Childhood Studies. Through this assistantship, I serve as a teaching assistant within the College of Education and work alongside the Director of SESPECS, Dr. Erica McCray, to assist her with research and other department related duties.”

-Kandysec' Leonard, 2nd Year Ph.D. Student

“I currently work at the FLOAAT Center with Dr. Cindi Gayle. I am an administrative assistant and Care Team Member where I help with office duties and have also been provided the opportunity to gain assessment experience in a private practice. This has been a great way to gain experience in a private practice, which was something I had never considered before but now love! Dr. Gayle's growing practice allows opportunities for me to grow as a professional, work with a motivated and dedicated team, and learn from such a knowledgeable mentor.”

-Karlie Mariano, 2nd Year Ed.S. Student

“I currently work with Dr. Maki in research and teaching assistant roles. I have been able to assist Dr. Maki and Reilly Lord with the first run of an online undergraduate course that introduces students to the field of school psychology. This teaching assistantship has been super informative and a great preparation for teaching in more independent roles in the future. For research, I am a part of Dr. Maki's research lab. I participated in collecting data for a project focused on math anxiety. In this project, we were able to go into local schools and work with students in person to develop an understanding of how they feel about math. This was a great experience in learning about how data collection can go in schools. Lots of flexibility in scheduling and testing is necessary for the teachers, students, and data collectors! It was an incredible opportunity to learn the researcher's role in a public school.”

-Audrey Milam, 1st Year Ph.D. Student

“In the Spring of 2022, I will be a GA for the Disability and Society minor. I am excited to collaborate with students, undergraduate TAs, and instructors to help promote a positive learning experience for students. I will also be working as a strategy tutor for student-athletes on campus next semester.”

-Emma Morris, 1st Year Ed.S. Student

“I am the lead graduate research assistant for the Homeplace Research Collective (HRC) under Dr. Travis Smith, a professor in the Student Personnel in Higher Education (SPHE) program. The HRC serves as a community of resistance to systems of oppression and is composed of Black graduate students, faculty, and staff. I help lead our research meetings, grant proposals, and presentations. It’s been a great experience to connect with other diverse, interdisciplinary scholars.”

-Ayanna Troutman, 3rd Year Ph.D. Student

“I am currently a TA for an early childhood development course: EDF 3122 — The Young Child. It’s a great course that is taken by a cohort of undergraduates in the BAE in Early Childhood Education program.”

-Jessica Wheeler, 3rd Year Ph.D. Student

“I have a fellowship and work part time for Dr. Gayle where I complete administration assistance and administer assessments. I will be receiving ADOS-2 training soon to begin ASD testing.”

-Tatianna Zambrano, 2nd Year Ph.D. Student

Student Publications

Alqueza, K. L., Pagliaccio, D., Durham, K., Srinivasan, A., Stewart, J. G., & Auerbach, R. P. (2021). Suicidal thoughts and behaviors among adolescent psychiatric inpatients. *Archives of suicide research*, 1-14.

Anthony, C. J., Brann, K. L., Elliott, S. N., & Garis, E. J. (2021). Examining the structural validity of the SSIS SEL brief scales—Teacher and student forms. *Psychology in the Schools*.

Funkhouser, C. J., Kaiser, A. J., Alqueza, K. L., Carrillo, V. L., Hoffman, L. M., Nabb, C. B., Auerbach, R. P., & Shankman, S. A. (2021). Depression risk factors and affect dynamics: An experience sampling study. *Journal of psychiatric research*, 135, 68-75.

Parker, J. S., Castillo, J. M, Hanson, P., Troutman, A. (In Press). School psychologists’ perspectives and experiences regarding learning to be culturally responsive. *School Psychology Training and Pedagogy*.

Vega, D., Tanaka, M., Villalobos, C., Wolf, J., & Troutman, A. (In Press). School psychologist and school counselor collaboration to support the college and career readiness of immigrant and refugee youth. In E.M. Hines & L. Owen (Eds.), *Equity-Based Career Development and Postsecondary Transitions*. Information Age Publishing.

Student Conference Presentations

Brann, K., Splett, J.W., Graham, J.W., Trainor, K. (2021, October). *A Mixed Methods Comparison of Universal Screening and School Referral*. A presentation at the 2021 annual conference on Advancing School Mental Health. Virtual.

Gayle C., Mariaskin, A., Mier-Chairez, J., & Wheeler, J. (2021, October) *Diversity, equity, and inclusion: providing effective treatment for all*[Conference Session] IOCDF Online OCD Conference, Virtual. <https://web.cvent.com/event/7a62b476-7d41-4453-8ff4-478a9c57ac02/summary>

Delouche, A. (2021). *Students' Dispositions Regarding Race and Privilege Amid a Racial Reckoning and a Global Pandemic*. Poster presented at the American Psychological Association Convention, Virtual Meeting.

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

Marichal, M., Delouche, A., Smith-Bonahue, T. & McCray, E. (2021). *Paras Poderosos: Exploring the Role of Latinx ESOL Paraprofessionals*. Paper presented at the National Association of School Psychologists Annual Conference, Virtual Meeting.

Moody, M.E., Delouche, A., Wheeler, J., & Smith-Bonahue, T. (2021, March). *Helping Teachers and Families "Find the Math" in Storybooks*. Mini-Skills Session presented at the National Association of School Psychologists Annual Conference, Virtual.

Troutman, A., Blackburn, J., Alao, T., Lane, D., Brewster, S., & Smith, T.C. (2021, April). *The homeplace research collective: A critical conversation on the experiences of Black graduate student researchers engaged in anti-oppression work* [Presentation]. Black Doctoral Network (Virtual).

Worth, M.R., Graham, J.W., Smith, S.W., Barber, B.R., Dreisch, L.E., Ma, J., Peterson, A., Poling, D.V., Splett, J.W., & Daunic, A.P. (2021, March). *Do Special Education Teachers Provide Explicit Social-Emotional Skill Instruction? Describing the Counterfactual*. A presentation at the 99th annual meeting of the Council for Exceptional Children, Baltimore, MD. Virtual.

Future Student Conference Presentations

- Blackburn, J., Troutman, A., Williams, C., John, K., & Smith, T.C. (2021, October). *Exploring the barriers and facilitators of successful academic integration of Black graduate students engaged in anti-oppression work* [Presentation]. Black Doctoral Network (Virtual).
- Dreisch, L. E., Worth, M. R., & Smith, S. W. (2022, January). *Explicit and Skill-Based Social-Emotional Learning Instruction for Students with Emotional and Behavioral Disorders*. A presentation at the 100th annual meeting of the Council for Exceptional Children, Orlando, FL.
- Graham, J.W., Ma, J., Megan, M.R., Smith, S.W., & Daunic, A.P. (Accepted, 2022, April). *Confirmatory Factor Analysis on the BRIEF-2 Form for Middle School Students with EBDs*. A presentation at the Annual Meeting of the American Educational Research Association. San Diego, CA. Hybrid.
- Marichal, M., Delouche, A., McCray, E., & Smith-Bonahue, T. (2022). *Empowering Latinx ESOL Paraprofessionals: Unveiling their Cultural Capital in US Secondary Schools*. To be presented at the American Educational Research Association Annual Meeting, San Diego, California.
- Samuels, J., Freeman, A., Mullen, D., Williams, C., John, K., & Troutman, A. (2021, November). *Unfiltered: We want to be more than just okay* [Interactive symposium]. Black Doctoral Network (Virtual).
- Smith, T.C., Lane, D., Troutman, A., Blackburn, J. (2022, March). *Da block: Creating a research community for Black graduate students* [Workshop]. American College Personnel Association Annual Conference (ACPA), St. Louis MO.
- Smith, T.C., Troutman, A., Clark, B., Lee-Johnson, J., Mobley, S., Commodore, F., Dixon, K., Jones, S. (2022, March). *Right here, right now: Achieving mission-driven institutional sustainability within HBCUs* [Pre-convention workshop]. American College Personnel Association Annual Conference (ACPA), St. Louis MO.
- Troutman, A., Alao, T., & Brown, T. (2021, October). *The hues of us: Exploring Black girls' experiences with colorism* [Paper presentation]. Black Girlhood in Education Research Collective Conference (Virtual).
- Troutman, A., Smith, T.C., Lane, D., Alao, T., Williams, C., Blackburn, J., John, K. (2022, April). *Deep in the swamp: The experiences of Black graduate students* [Paper presentation]. American Educational Research Association. (AERA), San Diego, CA.
- Troutman, A., Lane, D., Kimble, E., & Abdelrahman, M. (2022, February). *HBCUs matter: Strategies for recruiting Black school psychologists* [Practitioner conversation]. National Association of School Psychologists (NASP), Boston, MA.

School Psychology Graduate Student Association (SPGSA)

What is it?

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 for students within the program and alumni. Members of the SPGSA represent students during program faculty meetings, facilitating ongoing communication between faculty and students. SPGSA hosts a number of activities and events, such as special topic presentations related to School Psychology to outside departments and student social activities. In addition, the SPGSA organizes community outreach activities, and we hope to expand these services in future years.

During National School Psychology Week (NSPW), the SPGSA organizes events to give thanks to our faculty members for their time and mentorship. NSPW also includes educating our community about what school psychologists do through campus events and virtual platforms. Our goal is to help welcome new students, as well as show appreciation for graduates of our program, supervisors, and faculty.

SPGSA Officers



Jessica Wheeler
Co-President



Betty Garis
Co-President



Brigid Treverton
Secretary



Rebecca Colombo
Treasurer



Manuel Marichal
Community
Engagement Liaison



Emily Winkelman
Professional
Organization Liaison



Breanne Woods
Public Relations
Chair



Reilly Lord
Alumni Chair



Taylor Griffin
Social Chair



Katherine Martinez
First-Year Liaison

Gators in the Community

“The School Psychology Graduate Student Association (SPGSA) is UF’s student organization for current school psychology student. The wonderful Jessica Wheeler and I are co-presidents of the organization this year. The SPGSA consists of an outstanding team that is selected via an election of the students in the school psychology program. The SPGSA is intended to help facilitate positive relationships among the cohorts, connect school psychology students with volunteer opportunities to help the local community, provide information on professional development, and much more. We also act as a liaison between the students and faculty of the program. It’s a ton of fun, and I’m grateful to be involved in the SPGSA 😊”

-Betty Garis

“I’ve had the great pleasure to become a part of the Homeplace Research Collective which focuses on the experiences of Black graduate students at UF. Through Homeplace, I connected with a few Black women in School Psychology and began an organization, Diversifying Black Excellence in School Psychology, focused on bringing more Black scholars into the field of School Psychology.”

-Kandysee’ Leonard

“I am a member of the School Psychology Graduate Student Association. This organization is ran by students in the program and has provided us with many opportunities to connect with other students and provide service to the community. I also work with a teen social skills group, where I work with the group to plan and attend community outings. The incredible part about this is incorporating a variety of interests into group activities and supporting the group in developing friendships with each other.”

-Audrey Milam

“I am one of the Co-Presidents of the School Psychology Graduate Student Association (SPGSA). SPGSA is a student-led organization that organizes community events, outreach opportunities, and socials for current students. I am also a member of the College of Education Student Advisory Council which provides student input on important matters such as curriculum, diversity, and student experience within the College of Education.”

-Jessica Wheeler

“I volunteer at the PACE Center for Girls in Alachua. It is great working with at-risk Black and Brown girls to develop their academic, social, and emotional skills. It also helps me stay connected to the local community and providers.”

-Ayanna Troutman

“I am the secretary for SAGE (Student Alliance of Graduates in Education) where we provide events and activities to support diversity in the College of Education.”

-Tatianna Zambrano

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 locations and events you can explore as a Gator:



Paynes Prairie Preserve State Park

A National Natural Landmark that provides habitat for alligators, bison, wild horses, and close to 300 species of birds. You can enjoy hiking, horseback riding, and bicycling on the eight trails, and even get a panoramic view of the beautiful preserve from a 50-foot-high observation tower. A variety of campsites are also available.



Gator Growl

The largest student-run pep rally in the nation, 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!



Florida Museum of Natural History

Located right on the University of Florida campus, this museum is home to millions of artifacts and specimens. You can learn more about Florida's natural history and cultural heritage through one of the many extraordinary exhibits, including the popular *Butterfly Rainforest* exhibit.

Peer Mentor Love

“My peer mentor Reilly has been a huge influence on my experiences at the university and in the program thus far. She continues to support me both in and out of school, always being there for me to talk to when I need someone to listen. She is always so positive and offers me advice when I need it. Thank you for being so warm and welcoming Reilly!”

-Zoë Alfonso

“My peer mentor is Taylor Griffin, who has been so helpful at getting me acclimated to UF and figuring out how to make the most of my time here. She is always available to discuss my questions related to practicum, classes, and research opportunities. More than that, she is warm, welcoming, and really just the best!”

-Kira Alqueza

“My peer mentor is Tatianna Zambrano. She is always available and has been so helpful, not just with coursework and practicum advice, but also with balancing school and life. Thank you Tatianna!”

-Kamrinne Brooks

“My peer mentor is Bradley Minotti. We try to meet bi-weekly to talk about how I have been and to see if I have any questions. It has been a good experience and Brad has helped answer many of my questions. He has also helped read over some of my assignments as well.”

-Marie Dougé

“My peer mentor is Joe Graham. Joe has always been eager to help and provide support these past few years. He’s a great friend and I’m going to miss him so much next year when were both off on internship!!”

-Lauren Dreisch

“Teresa was assigned as my peer mentor my first year in the program. While she is not still officially my peer mentor, I work with her at our practicum site (Springhill) and her guidance and humor is always appreciated! I’m grateful that our program provides us with mentors that help us through our experiences and show us that we can trust ourselves, and the skills we have developed throughout the program.”

-Betty Garis

“I am so happy that I got partnered with Tatianna. She has always been there for me throughout the semester. Although it has been smooth sailing so far, I know in the future I will be able to go to her when I hit bumps in the road.”

-Allison Greene

“My peer mentor is Claire Doyle. Claire is literally the most amazing person and is going to be the best School Psychologist. She is constantly helping me learn and grow to be a better student and person. Claire is always willing to help me even with her busy schedule. I am so appreciative to have her in my life and as my mentor. Claire, thank you so much for everything you do!”

-Katie Kozlowski

“Ayanna, you have outdone yourself as a peer mentor. Your willingness to share your experiences and opportunities is awesome! I respect you so much as a mentor, researcher, and professional. I am so grateful for your unconditional support and guidance. You continue to push me to beyond what I could have imagined for myself and I thank you.”

-Kandysee' Leonard

“Jess Wheeler has been my peer mentor since last year and has gone above and beyond her role as my peer mentor. She is someone that I can rely on and always receive honest and valuable feedback from. I admire many of Jess's traits including her motivation and passion and have been able to learn so much from her. I am so thankful to have such a supportive, understanding, and encouraging peer mentor, colleague, and friend.”

-Karlie Mariano

“Michelle Adcock is my peer mentor! Michelle is one of the most encouraging and compassionate people I've ever met. She is always there to give me school advice, professional advice, or just life advice when I need it. Her mentorship has greatly helped me adjust to the graduate school experience and get all of my assignments turned in! She's the best! Forever grateful for the mentorship component in this program.”

-Audrey Milam

“My peer mentor is Mia Varner. Mia is an amazing peer mentor and I am so lucky to learn from her! She gives great advice related to practicum and the school psychology program and has really helped me grow so far in my time at UF. She is always willing to help me and provide me with advice and support and I am so appreciative of her! Thank you for everything you do!”

-Hannah Miller

“My peer mentor is Karlie Mariano. Karlie has been a great peer mentor so far! She answers all of my questions and is always available if I ever need additional help. She has definitely helped make the transition to graduate school a great experience. Thanks Karlie for everything!”

-Emma Morris

“LeAnna, thank you for being so supportive! You've helped and taught me so much throughout the program. You're a great teacher and mentor. Words can't express how grateful I am for your guidance!”

-Ayanna Troutman

“Karlie has been extremely helpful! She is quick to respond, willing to spend her time helping her peer mentors, and is a wonderful resource!”

-Amanda Yarberry

“Leighann Puig has been so inspirational and helpful to me. She has impacted my view of counseling and school consultation through her valuable experiences and guidance.”

-Tatianna Zambrano

We Love the University of Florida School Psychology Program!

“I love UF SPP because of the people! The faculty, staff, and students have all made my transition to grad school an amazing experience. I love learning from these incredible people that bring in a wide variety of interests and experiences. Prospective students can choose UF if they’re looking for the whole package! The classes, research, practicum, and teaching components are all equally weighted with your well-being and experience. UF is a program where everyone looks out for each other and encourages everyone’s success and passions. I am so lucky to work with such inspiring people!”

-Audrey Milam

“I really get the feeling that everyone (peers, professors, etc.) wants to see you succeed and care about you as an individual. UF SPP has high expectations but allows for flexibility and understanding which is greatly appreciated.”

-Amanda Yarberry

“I love our faculty and the dedication of the students to serve others. Our emphasis on research, diversity, and collaboration allows for us to reach both personal goals and goals for the mental health field.”

-Tatianna Zambrano

“I love the UF SPP program for its responsiveness and supportive faculty that are always available when needed. The opportunities I have had thus far have been invaluable and so influential to my future as a professional. Most of all, I love the group of women that I am experiencing graduate school with. My cohort is so supportive and optimistic making this first year adjustment to graduate school so easy. I am excited watch us all grow over the next few years.”

-Zoë Alfonso

“I love UF SPP because everyone is so friendly and welcoming here. I have made great friends since being at UF SPP. The faculty are also so great and inspire me to take initiative in my own learning. In addition, UF has a lot of great job and assistantships opportunities.”

-Emma Morris

“Everyone wants to see you do well and wants to help you in any way that they can.”

-Allison Greene

“I love all of the opportunities that the UF SPP has to offer! In my short time in the program, I have already learned so much and feel that I have a lot of room to grow and will be able to gain really valuable experience during my time here. All of the faculty and professors are amazing, and I love my cohort!”

-Hannah Miller

“UF SPP has provided me with valuable opportunities and challenged me to try things out of my comfort zone. The support I have received from faculty throughout class and practicum shows how much they care about me as a student and want me to succeed as a professional in the field of school psychology.”

-Karlie Mariano

“I love the UF SPP because career preparation starts immediately!”

-Kamrinne Brooks

“The faculty is one of the best things about the program. They try their best to make sure that everyone is able to turn in assignments and are all very friendly. The socials are also a great way to meet 2nd and 3rd years in the program and get their perspective. Being able to start practicum in your first year is also very beneficial and you really get great experience on what the day-to-day duties of a school psychologist is like.”

-Marie Dougé

“I love all the opportunities and experiences I have had within UF SPP and working with my amazing cohort and professors. I have learned so much from my short time here and am so grateful for the support I have received within this program.”

-Katie Kozlowski

CONGRATULATIONS!

“I will be presenting at the Council for Exceptional Children’s Special Education Convention in Orlando in January. Miranda and I are presenting on how districts in the state of Florida choose to adopt or not adopt universal mental health screeners.”

-Tatianna Zambrano

“In February, I’ll be presenting a recruitment and retention initiative for Historically Black Colleges and University (HBCU) students that I started with other school psychology students, including Kandysee Leonard-Fullerton at NASP!”

-Ayanna Troutman

“I am currently working on a project with Janelle Bacotti and Yanelle Soto in Dr. Vollmer’s lab in the psychology department. In this project, we are looking at early language acquisition skills and functional communication. The goal is to build early functional communication skills by providing natural opportunities for learners to request for items using a Speech-Generating Device (SGD) during play. We are also looking at secondary variables that impact a learner’s skill acquisition, like access to alternative sources of reinforcement.”

-Audrey Milam

Message from the Editor

Hi! My name is **Francis Perez**, and I am a first-year school psychology student on the Education Specialist degree track, as well as the School Psychology Test Librarian and the *School Psychology Times* Newsletter Editor. I was born in San Juan, Puerto Rico, and raised in Sebring, Florida. I earned a Bachelor of Science in Psychology with a Minor in Social Welfare at Florida State University, where I was involved in a research project on aggression and prosocial behavior in preschool children and an early literacy intervention and language proficiency study.

Reflecting on my time starting as a newly enrolled graduate student in the School Psychology Program at the University of Florida until now, I have had the utmost pleasure of being able to study the field of school psychology in a tremendously supportive environment amongst peers and faculty that has provided me with valuable opportunities and continuous growth. Undoubtedly, the preparation that I will receive at the University of Florida will equip me for a successful career as a school psychologist to best serve and enhance the lives of children and youth for generations to come.

Please feel free to reach out to me with any questions at francis.perezpla@ufl.edu. **Go Gators!**



IT'S GREAT TO BE A FLORIDA GATOR!



The logo consists of the letters 'UF' in a bold, blue, sans-serif font. A thin vertical orange line is positioned to the right of the letters.

School of Special Education,
School Psychology and
Early Childhood Studies
UNIVERSITY *of* FLORIDA

Contact Us

College of Education

PO Box 117042

Gainesville, FL 32611-7044

(352) 392-0726

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