



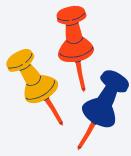
**UNIVERSITY OF FLORIDA
SCHOOL PSYCHOLOGY
PROGRAM**

SCHOOL PSYCHOLOGY TIMES

2022-2023



Newsletter Editor: Ananda Gustafson



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DIRECTOR'S COLUMN

BY DR. JOHN H.
KRANZLER, PH.D

The University of Florida (UF) has approximately 180 approved Centers and Institutes that have been established over the years to enhance the university's teaching and research functions by facilitating interdisciplinary cooperation and providing campus research instrumentation facilities and services.

A Center is defined by a group of faculty, staff, and students who declare a shared technical interest and pursue shared research and outreach. These activities may include cooperative research and scholarship, shared resources, operations, facilities, and personnel. Centers have proven to be an effective means of organizing complex academic activities, particularly interdisciplinary research and outreach. Centers allow faculty and their associates from varied backgrounds and expertise to come together to solve common problems that could not otherwise be addressed. It is the desire of the university that these cooperative and innovative activities succeed and grow. The intent of Centers, as approved organizational units of the university, is to help the faculty, staff, and students succeed in their pursuit of excellence and achievement in research, scholarship or creative works, and outreach.

Establishing a new permanent center at UF is no easy task. Following endorsement of the Dean of the College, a proposal for a new center is first submitted to the Office of the Provost and reviewed for congruence with its strategic direction at UF. Once completed, the Office of Finance conducts a financial analysis to conduct an assessment of sustainability or proposed external funding sources. Following approval, the proposal is then submitted and must be approved by the University Academic Senate, and the Provost and President, in succession. Once approved, the UF Board of Trustees is formally informed. The Office of the Provost then notifies University Advancement, Office of Marketing and Communications, and other units as appropriate.

I am delighted to announce that, under the leadership of Dr. Joni Splett, a new UF center has recently been approved that is closely affiliated with the School Psychology Program (SPP) titled the "University of Florida Prevention and Intervention Network (PIN) for Youth, Families, Schools and Communities." The mission of the PIN center is to promote the healthy development and well-being of youth through prevention and intervention research and engagement with youth, families, schools, and communities. The center's mission will be executed through two initiatives:

1. Research: Advance understanding, research-based practices, and scientific training that promote youths' healthy development and well-being in contexts that connect youth, families, schools, and communities.

2. Engagement: Partnerships with youth, families, schools, and communities for research, training, and service.

The vision of the UF PIN is that stakeholders locally, nationally, and internationally will see UF and the center as a primary, reliable resource for prevention and intervention science as it relates to children and youth's social, physical, mental, and educational well-being. By formally connecting multidisciplinary, translational research in prevention and intervention science already occurring in isolation across the university, UF PIN will have a much broader collective impact on our communities and society than any individual researchers may have on their own. Additionally, partners of UF PIN will see their engagement with the center and the university as beneficial with documented evidence of the center's work translating to practice and improving lives.

To ensure that UF PIN is successful, the College of Education has provided several resources, including the hiring of new personnel. The search for a full-time, non-tenure-track Research Assistant or Associate Professor is just underway. In addition, a national search for an open rank, tenure-track professor who will be a core member of the school psychology program faculty and a central member of UF PIN is nearing completion.

Although the faculty of the UF SPP are already among the most productive scholars nationally, I am confident that UF PIN will create an enormous amount of synergistic collaboration, which is a process describing people who work together and accomplish more than they could alone. Moreover, when scholars of different disciplines work together toward a common goal, they can often solve more complex problem making a more impactful difference in the lives of children and youth, families, schools, and communities.

In addition to the new UF PIN, to get a glimpse of the current state of the SPP and how we've been spending our time to the fullest over the past year, 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 and 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. He is also an Irving and Rose Fien Endowed Professor in Education and an Affiliate Professor of Pediatrics.



Current Grants Funds

- 2019–22: Principal Investigator, Woodcock Institute (\$13,921). Funded.
 - The aim of this study is to examine the hypothesis that the use of an RTI model to identify SLD results in the identification of different students than those identified historical

Recent Publications

- Calderón-Tena, C. O., Styck, K. M., Vega, D., & Kranzler, J. H. (2022). Evaluating cultural and linguistic load of IQ scores for English language learners, *International Journal of School and Educational Psychology*, 10, 46–62.
- Grapin, S. L., & Kranzler, J. H., (Eds.) (in press). *School Psychology: Professional Issues and Practices (2nd Ed.)*.
- 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*. Springer.
- Maki, K. E., Kranzler, J. H., & Wheeler, J. M. (in press). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*.
- Maki, K., E., Kranzler, J. H., & Moody, M. E. (2022). Dual discrepancy/consistency pattern of strengths and weaknesses method of specific learning disability identification: Classification accuracy when combining clinical judgment with assessment data. *Journal of School Psychology*, 92, 33– 48.

Kranzler, J. H., & Anthony, C. J. (2022). *Statistics for the terrified* (7th Ed.). Rowman & Littlefield.

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*. 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.

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.

Recent Conference Presentations & In-Service Workshops

Maki, K. E., Kranzler, J. H., & Moody, M. E. (2022). *Clinical judgment and SLD classification accuracy*. Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Gilbert, K., Benson, N., & Kranzler, J. H. (2022). *What does the digital administration of the WISC-V measure?* Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Christopher Anthony, Ph. D.

Assistant Professor

Dr. Anthony 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.



Current Grants Funds

- 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

Latest Awards & Honors

- B.O. Smith Endowed Research Professorship (2021-2023)
- Special Section Guest Editor – School Psychology Review (1st issue of 2022)

Recent Publications

Anthony, C. J., Lei, P. W., Elliott, S. N., DiPerna, J. C., Cefai, C., Bartolo, P. A., Camilleri, L., O'Riordan, M., Grazzani, I., Cavioni, V., Conte, E., Ornaghi, V., Tatalovic, S., Poulou, M., Martinson, B., Simoes, C., & Colomeischi, A. (*in press*) Measurement Invariance of Children's SEL Competencies: An Examination of the SSIS SEL Brief Scales with a Multi-Informant Sample from Six Countries. *European Journal of Psychological Assessment*.

Anthony, C. J., Styck, K., Volpe, R. J., & Robert, C. R. (*in press*) In-Direct Behavior Ratings? Using Many-Facet Rasch Measurement and Generalizability Theory to Explore Rater Effects for Direct Behavior Rating – Multi Item Scales. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000518>

Frye, K. E., Boss, D., Anthony, C. J., Hangxiang, D., & Xing, W. (*in press*). What Makes a Standard? Content Analysis of K-12 State SEL Standards Using the CASEL Framework. *School Psychology Review*. Advance online publication. <http://dx.doi.org/10.1080/2372966X.2022.2030193>

- 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>
- Anthony, C. J., Elliott, S. N., Yost, M., Lei, P., DiPerna, J. C., Cefai, C., Camilleri, L., Bartolo, P. A., Grazzani, I., Ornaghi, V. Cavioni, V., Conte, E., Vorkapic, S. T., Poulou, M., Martinson, B., Simoes, C., & Colomeischi, A. (2022) Multi-Informant Validity Evidence for the SSIS SEL Brief Scales across Six European Countries. *Frontiers in Psychology*, 4325. <https://doi.org/10.3389/fpsyg.2022.928189>
- Elliott, S. N., Anthony, C. J., Lei, P., & DiPerna, J. C. (2022). Parents' assessment of K-12 students' social emotional learning competencies: Initial psychometric characteristics of the SSIS SEL Brief Scales. *Family Relations*, 71, 1102-1121. <https://doi.org/10.1111/fare.12615> (Current IF = 1.88)
- Kim, E. K., Anthony, C. J., & Chafouleas, S. M. (2022). Introduction to the special issue on social, emotional, and behavioral assessment within problem-solving models: Reflections on a decade of research. *School Psychology Review*, 51, 1-5. <https://doi.org/10.1080/2372966X.2021.1907221>
- Anthony, C. J., Styck, K. E., Cooke, E., Martel, J. R., & Frye, K. E. (2022). Evaluating the impact of rater effects on behavior rating scale score validity and utility. *School Psychology Review*, 51, 25-39. <https://doi.org/10.1080/2372966X.2020.1827681>
- Anthony, C. J., Brann, K., Elliott, S. N., & Garis, E. J. (2022). Examining the structural validity of the SSIS SEL Brief Scales - Teacher and Student Forms. *Psychology in the Schools*, 59, 260-280. <https://doi.org/10.1002/pits.22607>
- Kranzler, J. H., & Anthony, C. J. (2022). *Statistics for the terrified* (7th ed.). Rowan & Littlefield.
- DiPerna, J.C., Lei, P-W., Anthony, C.J., & Elliott, S.N. (2022). Principled and practical approaches to developing SEL assessments. In M. Brenneman, 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-W., & DiPerna, J.C. (2022). 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.

Recent Conference Presentations & In-Service Workshops

- Anthony, C. J., Frye, K. E., & Boss, D. (2022). Investigating the content alignment of SEL standards and SEL assessments. Poster presented at the annual convention of the National Association of School Psychologists, Boston, MA.
- Anthony, C. J., Styck, K. M., & Volpe, R. J. (2022). Evaluating rater effects in direct behavior rating scales. Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Ogg, J., Anthony, C. J., & Winkelman, E. H. (2022). Examining moderators of bidirectional relationships between achievement and learning behaviors. Poster presented at the annual convention of the National Association of School Psychologists, Boston, MA.

Brann, K., Anthony, C.J., Bishop-Kallmeyer, N., Hartger, L., & Elliott, S.N. (2022). Expanding social-emotional learning assessments to see the whole social-emotional child. Symposium presented at the annual convention of the National Association of School Psychologists, Boston, MA.

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.



Katie Maki, Ph. D.

Assistant Professor

Dr. Maki is an Assistant Professor in the School Psychology program. Her work focuses on the identification of learning needs and development of academic skills for children with learning difficulties and disabilities. Specifically, her 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.



Current Grants Funds

- Lane, H., Cheyney-Collante, Maki, K. E., Gonsalves, V., & Contesse, V. (2022-2026). Project DECODE: Developing Expertise and Collaborative Opportunities for Dyslexia Educators. Source: Office of Special Education Programs, Department of Education, Total amount: \$1,250,000, Co-Principal Investigator.
 - This is a personnel preparation grant that provides support for special education and school psychology students who will work with students with dyslexia.
- Rubenstein, L. M., Maki, K. E., & Ridgley-Smith, L. (2022-2027). Project Brilliance: An Inclusive Approach to Identifying and Supporting Gifted Students with Disabilities. Source: Jacob K. Javits Gifted and Talented Students Education Program, Office of Elementary and Secondary Education, Department of Education, \$2,609,410, Co-Principal Investigator.
 - This project examines identification and support of students who may be twice exceptional.
- 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. Principal Investigator.
 - This project examines relations among math anxiety, math task type, math task modality, and individual student differences (i.e., working memory).

- Kranzler, J. H., & Maki, K. E. (2019–2020). 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. Co-Principal Investigator.
 - This project examines cognitive and achievement profiles of students identified with learning disabilities within a response to intervention model.

Latest Awards & Honors

- Diane E. Haines Teaching Excellence Award, College of Education, University of Florida

Recent Publications

- Barrett, C., Spear, S., Clinkscales, A., Wood, L., & Maki, K. E. (in press). What is cost-effective? A systematic review of cost-effectiveness analyses of school-based programs from 2000–2020. *School Psychology*.
- Maki, K. E., Kranzler, J. H., & Wheeler, J. (2022). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*. Advance online version.
- Hajovsky, D. B., Maki, K. E., Chesnut, S. R., Morsi, C. A., & Burns, M. K. (2022). Predicting specific learning disability status in a RtI identification model: Comparing measures of achievement and cognitive ability. *Learning Disabilities Research & Practice*. Advance online version.
- Maki, K. E., Moody, M. E., Cullins, S. L., & Griffin, T. L. (2022). Examination of modified incremental rehearsal to explore causal mechanisms and increase effectiveness. *Journal of Behavioral Education*. Advance online version.
- Maki, K. E. & Hammerschmidt-Snidarich, S. (2022). Reading fluency intervention dosage: A novel research synthesis. *Journal of School Psychology, 92*, 148–165.
- Maki, K. E., Kranzler, J. H., & Moody, M. E. (2022). Dual Discrepancy/Consistency pattern of strengths and weaknesses method for the identification of specific learning disability: Does clinical judgment improve classification accuracy? *Journal of School Psychology, 92*, 33–48.
- Barrett, C. A., Burns, M. K., Maki, K. E., Clinkscales, A., Hajovsky, D. B., & Spear, S. E. (2022). Language used in school psychological evaluation reports as predictors of SLD identification within a response to intervention model. *School Psychology, 37*(2):107–118. <https://doi.org/10.1037/spq0000485>.
- Maki, K. E., Ittner, A., Pulles, S., Burns, M. K., Helman, H., & McComas, J. J. (2022). Examining the effectiveness of a class-wide reading intervention for third graders. *Contemporary School Psychology, 26*, 359–367. <https://doi.org/10.1007/s40688-020-00343-4>
- Maki, K. E. & Adams, S. R. (2022). Special education evaluation practices and procedures: Implications for referral and eligibility decisions. *Contemporary School Psychology, 26*, 350–358. <https://doi.org/10.1007/s40688-020-00335-4>.

Recent Conference Presentations & In-Service Workshops

- Maki, K. E. (2022, January). Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification. Presented at the Minnesota School Psychologists Mid-Winter Conference.
- Maki, K. E., Moody, M. E., & Kranzler, J. H., (2022, August). Clinical Judgment and Specific Learning Disability Classification Accuracy. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
- Maki, K. E. & Zaslofsky, A. F. (2022, August). Math Smarter: Matching Intervention to Student Needs. Presented at the American Psychological Association Annual Convention in Minneapolis, MN.
- Maki, K. E., Kranzler, J. H., & Moody, M. E. (2022, February). Clinical Judgment and Specific Learning Disability Identification Classification Accuracy. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
- Harris, B., Fallon, L. M., Van Norman, E. R., & Maki, K. E. (2022, February), Navigating Job Searches for Academic Positions. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
- Puig, L., Maki, K. E., Choi, D., & Moody, M. E. (2022, February). A novel synthesis of single-case design reading intervention effects. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.
- Moody, M. E., Cullins, S., Griffin, T. L., & Maki, K. E. (2022, February). Examining the effects of a virtual modified multiplication fact intervention. Presented at the National Association of School Psychologists Annual Convention in Boston, MA.

Lee Purvis, Ph. D.

Assistant Professor

Dr. Lee Purvis is a Clinical Assistant Professor in the School Psychology program. Dr. Purvis is a licensed psychologist in the states of Louisiana and Florida and a nationally certified school psychologist. Beginning June 1, 2022, Dr. Purvis assumed the position of SPP Practicum Coordinator in addition teaching, research, and service. As a clinical professor, his main interests lie in supervision of graduate students' training and teaching. His therapeutic interests include CBT, Affirmative Psychotherapy, Family Functional Therapy, and Exposure & Response Prevention.



Current Grants Funds

- Purvis, L.N. & Sonsteng-Person, M. Black Lives Matter All the Time: A Photovoice Study on the Black College Experience. Total amount: \$38,500. Co-Principal Investigator.
 - Black undergraduate students from UF will participate in a critical analysis of their daily lives through a PhotoVoice exhibit recognizing their lived experiences at UF which will be showcased to the university. This study will expose non-Black people to the experiences of Black people and serve as a catalyst for equitable and inclusive policy and practice recommendations with actionable steps..

Recent Publications

Parker, J. S., Purvis, L., & Williams, B. (2022). Religious/Spiritual Struggles and Mental Health Among Black Adolescents and Emerging Adults: A Meta-synthesis. *Journal of Black Psychology*, 00957984221136800.

Recent Conference Presentations & In-Service Workshops

Brown, J.M. & Purvis, L. (2023). Gender and Sexually Diverse Students of Color: Supports Amid Discrimination. Presented at the National Association of School Psychologists Annual Convention in Denver, Colorado.

Tina Smith-Bonahue, Ph. D.

Associate Dean and Associate Professor

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.

Assistant 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 Funds

- Office of Elementary and Secondary Education (2023-2027). GatorConnect: Connecting in Gator Nation for the Mental Well-Being of Children, Families, and Schools (PI). Total requested \$4,892,176.
- 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

Latest Awards & Honors

- Irving & Rose Rien Endowed Professor (August 2022–2024)

Recent Publications

- Parker, J. S., Purvis, L., & Williams, B. (2022). Religious/Spiritual Struggles and Mental Health Among Black Adolescents and Emerging Adults: A Meta-synthesis. *Journal of Black Psychology*, 00957984221136800.
- Splett, J. W., Brann, K., Trainor, K. M., & Shen, Z. (in press). Examining utility and impact of social, emotional, and behavioral screening to identify and address needs. *School Psychology*.
- Shen, Z., Curran, C., You, Y., Splett, J. W., & Zhang, G. (2022). Intraclass correlations for evaluating the effects of teacher empowerment programs on student educational outcomes. *Educational Evaluation and Policy Analysis*. Advance online publication. <https://doi.org/10.3102/01623737221111400>
- Weist, M. D., Splett, J. W., Halliday, C., Gage, N., Seaman, M., Perkins, K., Perales, K., Miller, E., Collins, D., & DiStefano, C. (2022). A randomized controlled trial on the Interconnected Systems Framework for school mental health and Positive Behavioral Interventions and Supports. *Journal of School Psychology*, 94, 46–65.
- Gaias, L., Jones, J., Exner-Cortens, D., Splett, J., & Walker, W. (2022). Embedding equity into school mental health theory: Introduction to Part 2 of the special issue series. *Psychology in the School*, 59(12), 2383–2386.
- Exner-Cortens, D., Gaias, L., Splett, J. W., Jones, J., & Walker, W. (2022) Embedding equity into school mental health theory, research, and practice: An introduction to the special issue series. *Psychology in the Schools*, 59(10), 1941–1947. <https://doi.org/10.1002/pits.22679>

Splett., J. W., Perales, K., Miller, E., Hartley, S. N., Wandersman, A. & Weist, M. D. (2022). Understanding implementation challenges in the Interconnected Systems Framework: A case study in organizational readiness. *Journal of Community Psychology*, 50(7), 3101-3121. <https://doi.org/10.1002/jcop.22818>

Recent Conference Presentations & In-Service Workshops

Perales, K., Eklund, K., Kilgus, S., von der Embse, N., Splett, J. W., Romer, N., & Brann, K. (2022, March). Emerging trends in universal mental health screening presented at the Association of Positive Behavioral Supports 2022 Annual Conference.

Splett, J. W., (2022, December). Aligning funding with best practices for multi-tiered school mental health. Invited presentation to Northeast Florida Educational Consortium's Meeting of Mental Health Leadership.

Splett, J. W. & Johnson, M. (2023, January). Referral pathways in a Comprehensive School Mental Health System. Invited virtual webinar to California Department of Education's Project CalWell State Management Team.

Nancy Waldron, Ph. D.

School Director and Professor

Dr. Waldron is a Professor of School Psychology at the University of Florida. For the past 8 years, she served as Associate Dean for Student Affairs and Graduate Education in the College of Education. She returned 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.



Interview with New Faculty: Welcome Dr. Purvis!

What drew you to the field of School Psychology?

"Originally, I hoped to be a dentist when I first started college but I majored in psychology since I enjoyed the content and learned that I could take courses required for dental school as electives. The more I immersed myself in my major studies, the more I became interested in the counseling aspect of psychology but I decided to continue my quest in becoming a dentist. It wasn't until I attended a summer program at UNC-Chapel Hill that simulated the first semester of dental school where I started to question if this was the career for me. I took courses like histology and immunology but none of the courses resonated with my interests. After that experience, I started looking into graduate programs and stumbled upon school psychology. I liked the idea of filling a critical job shortage and helping a population who resembled my niece with epilepsy and cognitive delays. So, I applied to dental schools and one graduate program close to my hometown concurrently. I interviewed with both programs and ultimately decided to pursue a career in school psychology and I continue to be happy with this decision."

What led you to the University of Florida?

"Well, I've actually been led to the University of Florida twice, once as a student and another a faculty member. During my specialist-level internship, I realized I wanted more experience in counseling and conducting FBAs as well as more flexibility in my career options so I started pursuing doctoral programs. UF became my number one choice since it's located in an area with great weather, not too far from family, and I liked the variety in their practicum settings. My only hesitancy was moving out-of-state since I never lived anywhere other than North Carolina at the time. I made the decision to attend UF and still believe it was the best decision of my life."

After completing my postdoctoral fellowship at UF Springhill Medical Psychology, I accepted a faculty position in Louisiana to be closer to my immediate family who live in New Orleans. I enjoyed my professional experience and knowledge gained at the institution but I wanted to look for a similar job in an area closer to major cities. Also, I was concerned I reached my plateau there and wanted to look for a bigger institution. Then I stumbled across an ad for a faculty position at UF. First, I was shocked to learn my former professor, Dr. Diana Joyce-Beaulieu, was retiring. Then, after the shock subsided,

I continued reading the job description, and there was nothing listed that I didn't want to do and I already had experience teaching school psychology graduating and supervising cases through my clinic so I decided to apply."

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

"I intend to engage in grant writing and presentations as a faculty member here at UF. In the Fall of 2022, I submitted a grant examining the lived experiences of Black undergraduate students and it was accepted. Also, I will be presenting at NASP findings on research I've conducted with my colleague from San Diego State University examining gender and sexually diverse high school students of color. Over my tenure at UF, I intend to write more grants and give more presentations targeted at enhancing understanding of and interventions with marginalized youth."

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

"I'm most excited to work with students from the institution that trained me. In addition to teaching, I'm looking forward to the service portion of my job which I conceptualize as helping students achieve their full potential. I intend to do this through offering advice to students, sharing my experiences (e.g. job market, licensing process, and the school psychology field) as it pertains to their professional growth, and providing support through supervision of their clinical cases.)"

What advice do you have for incoming and current students?

"The main piece of advice I have for incoming and current students is to not let stress become so overwhelming you start to shut down or engage in irrational, negative self-thoughts. I recommend identifying where the stress is coming from (e.g., low self-worth, multiple assignments due at one time, difficult interactions with site supervisor) so you can build an action plan to make the stress become more manageable. "

Thank you, Dr.Purvis! We're excited for the great things you'll accomplish.

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:

Heather Dampier

Administrative Support Assistant II

Heather is an Administrative Support Assistant II. Some of her responsibilities include: Registration, Grades, Event Coordination, Conference Room Scheduling, Text Book Adoptions, Asset Management, General Office Duties, Doctoral Admissions Processes, and GIMS Updates. 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: Graduate Programs Support, Department Travel & Reimbursements, Department Purchasing, Course Scheduling, Grades/Change of Grade Processing and various other duties. She has been with UF for 24 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.



Michell York

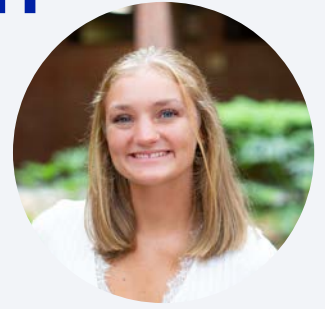
Administrative Specialist I

Michell is the Special Education, School Psychology, and Early Childhood Studies Office Manager. Some of her responsibilities include: SESPECS HR & Payroll, Tuition Waivers, Letters of Appointment, and GA Evaluations. She has been with the university for 27 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

Hello! My name is **Hannah Brady** and I am a first year cohort member of the UF SPP. I am a double gator and I have tons of school pride. I am obsessed with trying new things, especially coffee shops and I am also super involved in performing arts.



My name is **Blanca Chavez** and I am a first-year student on the EdS track. I am from Wauchula, Florida located in rural central Florida. I graduated from UF with my bachelors in elementary education and master's in special education. For the last seven years, I taught in my hometown. My goal as a school psychologist is to advocate for data-based decision making and evidence-based practices to ensure all students can learn.



Hi! My name is **Ananda Gustafson**, and I am a first year Ed.S student. I earned my bachelor's degree in psychology from the University of Florida, so I'm excited to be a double gator! In my free time, I love to travel, cook, and listen to music.



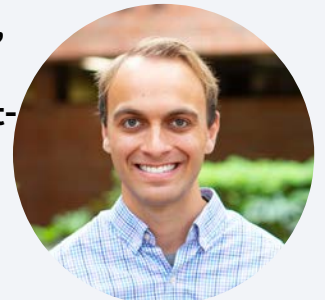
My name is **Sasha Hatfield** and I'm a first year EdS student from New York, NY. I have a B.A. in Economics from Boston College and an M.S. in Education from Saint Joseph's University. Prior to coming to UF I taught elementary school for four years. In the future I hope to work both in schools and private practice. In my free time I love being outside, reading, singing, and playing piano.



Hi! My name is **Brandi Hilliard**. I am a first year PhD student from Germantown, Maryland. I graduated with a B.S. in Psychology from the illustrious North Carolina Agricultural and Technical State University. My primary research interests relate to improving educational equity and educational outcomes for Black students. In the future, I would like to return to a Historically Black College or University to provide services and conduct research on Black students' experiences in the K-12 and college setting.

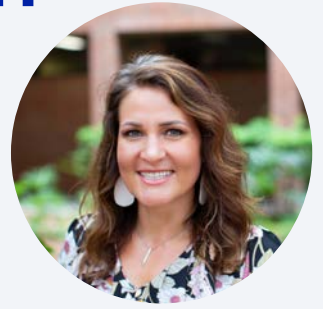


My name is **Tim Horn**, and I am a first-year Ph.D. student from Bridgeport, Ohio. I earned a BS in psychology from The Ohio State University and worked as a research coordinator in a pediatric neuropsychology lab post-graduation. I am taking steps to have a career in academia but hope to keep options open to be a practitioner. I love my cat, Luna, watching college football, and feeling the nice Florida sun on days it's cold and dreary in the north!



Meet the First Year Cohort

Abigail Howe is a first-year PhD student from Tampa, Florida. She earned her Masters of Science in Education from Southern Illinois University and has been a Board Certified Behavior Analyst since 2013. She is interested in learning more about assessment and evidence-based treatments. Abigail is a registered yoga teacher-200 and loves to spend as much time outdoors being active with yoga, hiking, biking, or walking on the beach.



Hi! My name is **Kathlyn Kale-Mokake**, and I'm a first year Ed.S student. I was born in Buea, Cameroon, but moved to the beautiful state of Georgia when I was young. I graduated in December with my B.S. in Psychology from Kennesaw State University. In my free time, I love to read, go to concerts, and watch reality TV.



My name is **Jorge Oquendo**. I am a first year EdS student originally from San Juan, Puerto Rico. I received my bachelor's in neuroscience and psychology from Ohio State University and have worked for the last three years as a Registered Behavior Technician. I enjoy going on adventures with my dog, birdwatching, and listening to show tunes on repeat.



Hi everyone! My name is **Brianna Quigley**, and I am a first year EdS student. I am from West Palm Beach, Florida. I went to UF for my undergraduate degrees in psychology and criminology, and I am so excited to be here again as a double gator. In my free time, I enjoy traveling.



My name is **Garrett Stevens**. Before coming to UF, I was a Spanish/ESL teacher in Pennsylvania for three years and a MS Music teacher in Florida for one year. My favorite activities include walking on the beach and playing music! I am really looking forward to my future career as a school psychologist, and I am so happy that I get to complete my studies at the University of Florida!



Hello everyone! My name is **Shanyn Thompson**, and I am a first-year Ph.D student. I just finished my undergrad at UF in the spring, and I'm excited that I can continue with UF and be a double gator. I love to be outdoors, go to gator games, and any type of board sport!



Practicum Spotlight: First Year

"I am currently doing my practicum in Suwannee County. It is an interesting practicum site because there is only one school psychologist for the whole county, so much of the time is spent in consultation and assessment."

- Hannah Brady

"I am currently placed in Putnam County for my practicum. The day is filled with assessments (mostly achievement or observations) for ESE evaluation, IEP meetings, and consulting with other school staff about certain students or about the MTSS process."

- Blanca Chavez

"I am currently doing my practicum at P.K. Yonge. I have the opportunity to conduct classroom observations, FBA observations, attend Student Success Team meetings, and observe gifted assessments. There are also opportunities to collaborate with the second year students at the site."

- Ananda Gustafson

"I am currently at P.K. Yonge for practicum. At P.K. I've conducted classroom observations, and teacher interviews, and observed gifted screening assessments. I've also been able to attend various types of meetings such as IEP meetings and Student Success Team meetings."

- Sasha Hatfield

"This year I am in Alachua County. At my specific school, I have been able to observe a variety of assessments. I've been included in IEP meetings, classroom observations, FBA activities, and gifted testing."

- Brandi Hilliard

"P.K. Yonge. We conduct observations for FBAs and get to sit in on gifted evaluations, systems-level mental health meetings, and assist the second years with observations when needed."

- Timothy Horn

"Alachua County-Hidden Oaks Elementary. We are part of the child study team (CST) which helps with assessments for disabilities, assessments for gifted testing, Individualized Education Plan (IEP) coordination, 504 planning, consultation with teachers/staff/parents, conducting behavior support plans and functional behavioral assessments (FBAs)."

- Abigail Howe

"I am currently placed in Alachua County for practicum. Each week I attend many IEP and staff meetings, assist my supervisor in the administration and scoring of psychoeducational assessments, and conduct multiple grade-level observations. I look forward to going to practicum every week because I not only learn from observing my supervisor, but I am able to engage in hands-on experiences as well."

- Kathlyn Kale-Mokake

Practicum Spotlight: First Year

"PK Yonge-mostly complete observations for FBA, clinical case, and for second year students. We've sat in student success meetings and individual student meetings to observe the organizational structure of the school."

- Jorge Oquendo

"I am a practicum student in Alachua County at Kimball Wiles Elementary School. I observe my supervisor administering a variety of assessments. Furthermore, I have had the opportunity to sit in on EPT and IEP meetings."

- Brianna Quigley

"I am currently at Putnam County at Browning Pearce Elementary School for practicum."

- Garrett Stevens

"Alachua County- High Springs Community School. I've been able to sit in on gifted testing, do classroom observations, attend a variety of meetings, and score assessments."

- Shanyn Thompson



Practicum Spotlight: Second Year Cohort



"My current practicum placement is at P. K. Yonge Developmental Research School under the supervision of Heather Roessler. This semester, I have had the opportunity to provide counseling, administer psychoeducational and social-emotional assessments, collaborate with teachers, and attend various meetings."
-Francis Perez



"I am currently placed at PK Yonge for practicum this year. At PK Yonge, I have conducted academic assessments and written reports, I have been involved in weekly counseling, and have attended different meetings with my supervisor."
- Hannah Miller

Advanced Practicum Spotlight



"I'm currently placed with Dr. Evans in Columbia County School District for advanced practicum. I am a part of the Behavior Services Team (BST), where we provide consultation with teachers and school personnel for students with behavior difficulties. We provide classwide strategies as well as targeted strategies in both general education as well as special education classes."
-Emily Winkelman



"I am currently placed at Springhill for advanced practicum. Springhill is within the Division of Psychology at UF Health. There are a large number of opportunities for supervision and co-therapy at Springhill and students at this site can gain experience in a variety of populations and practices (e.g., inpatient, outpatient therapy, testing, IOP for OCD, PCIT, etc.). I currently focus primarily on therapy for OCD and anxiety disorders and conduct early childhood evaluations with a focus ASD."
-Jessica Wheeler



"I am completing my advanced practicum at UF Health Springhill (Psychiatry). At this placement, I am involved in individual, group, and family therapy, assessment, and in-patient treatment."

-Breanne Woods



"I am currently completing my advanced practicum at UF Health Springhill where I provide therapy and assessment services for children, adolescents, and families. The therapy services I provide include parent-child interaction therapy (PCIT), cognitive-behavioral therapy, and parent management training. Often, I incorporate other modalities as well, such as acceptance and commitment therapy and dialectical behavioral therapy (DBT). Additionally, I have participated in group therapy focusing on DBT and mindfulness with Dr. Carol Lewis. Regarding assessment, most of my cases through the Center of Autism and Neurodevelopment involve concerns relating to ADHD and autism. I also provide psychoeducational and neuropsychological assessment, particularly for children and adolescents with concerns related to anxiety, attention, learning, and depression."

-Manuel Marichal

Internship Spotlight



"I am currently a School-related Psychological Assessments and Clinical Interventions Psychology Intern at the Psychology Services Center of Nova Southeastern University in Fort Lauderdale, FL. I provide therapy and assessment services to children, adolescents, and adults. I also help teach and supervise doctoral students." - Lauren Dreisch



"For my internship, I am currently placed at Oakland Unified School District in Oakland, California! I am at one elementary school and one high school, so I have the opportunity to see the need across age groups and how the need manifests differently or similarly based on age. The school psych team here have a variety of responsibilities including assessment for Special Education services, intervention (small group academic, individual academic, small group counseling, and individual counseling), consultation with school staff, leading Coordination of Services Team meetings, and participating in Student Success Team meetings."- Mia Varner

Ph.D. Dissertation Spotlight

Lauren Dreisch



Dissertation Title:

Examining the Potential of Executive Functioning and Social Skills Interventions for Youth with Emotional and Behavioral Problems

Dissertation Chair:

Joni Williams Splett, Ph.D

Manuel Marichal



Dissertation Title:

Cuentame tu historia: How the Life Histories of Hispanic School Psychologists Shape their Work Experiences with Hispanic Students.

Dissertation Chair:

Tina Smith-Bonahue, Ph.D



Assistantships, Fellowships, and Jobs

"I currently work at GatorWell as a Graduate Outreach Educator."

- **Hannah Brady**

"As a previous teacher and graduate from UF's ProTeach Dual certification program, I work under Dr. MacSuga-Gage overseeing and providing support to 10 preservice teachers in their graduate year of ProTeach."

- **Blanca Chavez**

"I currently have a graduate teaching assistantship, teaching Human Growth and Development. It's been great getting to work with undergraduates and gain experience teaching at a college level."

- **Sasha Hatfield**

"I am a Graduate Research Assistant under Dr. Joni Splett where I help on a series of research projects exploring emotional and behavioral needs among youth in schools."

- **Brandi Hilliard**

"I am a Graduate Research Assistant under Dr. Christopher Anthony where I help on a series of research projects examining the cognitive processes underlying rating scale anchor usage for commonly used socioemotional behavior rating scales."

- **Timothy Horn**

"I am a Graduate Research Assistant under Dr. Christopher Anthony. We are working to analyze the data behind the use of the Social Skills Improvement System (SSIS) Brief: Social Emotional Learning (SEL) and translating it to other languages for use in other countries."

- **Abigail Howe**

"I am a graduate assistant for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. CEEDAR provides technical assistance to states and institutes of higher education across the country to reform their educator preparation programs to effectively recruit, prepare, and retain teachers and leaders to best support students with disabilities. As a graduate assistant, I support the members of the CEEDAR leadership team, provide technical assistance to states, and collaborate with teams to provide helpful resources that are available on the CEEDAR website."

- **Kathlyn Kale-Mokake**

"This year, I have an assistantship under Dr. Smith and am working on an efficacy study of an intervention, I Control, that is for middle school students with EBD."

- **Hannah Miller**

"I work as a data collector at the Anita Zucker Center. We collect teacher and classroom behavioral data in elementary schools in Alachua and nearby counties. The center is currently monitoring the effectiveness of an evidence-based social-emotional intervention."

- **Jorge Oquendo**

"I currently have the following fellowship: Graduate School Funding Award. My fellowship has allowed me to teach and conduct research. In the past, I taught an undergraduate course, EDF2085: Teaching Diverse Populations. Currently, I am completing research related to the lived experiences of 1) Latinx families in Head Start programs; and 2) Latinx ESOL paraprofessionals."

- **Manuel Marichal**

"I am a graduate research assistant in the Office of Educational Research. Through this assistantship, I post weekly and monthly newsletters with new funding opportunities and special announcements to support faculty grant proposals. I also conduct targeted searches to aid proposal development, identify potential funding sources for faculty projects, and generate reports of proposal submissions and funded research grants for the College of Education."

- **Francis Perez**

"I am a Graduate Research Assistant under Dr. Maki for her Javits Grant on identifying and supporting gifted students with disabilities."

- **Brianna Quigley**

"CEEDAR Center: I get to travel, work on research, and consult/work with really knowledgeable folks about education!"

- **Garrett Stevens**

"I have a graduate assistantship under Dr. Maki."

- **Shanyn Thompson**

"I will soon start working as a math tutor at my elementary school site in the after-school program. This side job will help me become more involved in the school community and allow me to get to know more students and staff at the school!"

- **Mia Varner**

"I have an assistantship with Dr. Anthony performing research and developing a new version of the Academic Competence Evaluation Scales. We're also compiling psychometric data to review commonly recommended social emotional learning (SEL) assessments."

- **Emily Winkelman**

"I have an assistantship in which I both teach and conduct research. I have been the lead instructor of several courses, including Exceptional People in Schools and Society (EEX3093), Social Perspectives of Disabilities (EEX3097), and Behavior Management Strategies (EEX3616)."

- **Breanne Woods**



Student Publications

- Anthony, C. J., Elliott, S. N., Yost, M., Lei, P., DiPerna, J. C., Cefai, C., Camilleri, L., Bartolo, P. A., Grazzani, I., Ornaghi, V. Cavioni, V., Conte, E., Vorkapic, S. T., Poulou, M., Martinsone, B., Simoes, C., & Colomeischi, A. (2022) Multi-Informant Validity Evidence for the SSIS SEL Brief Scales across Six European Countries. *Frontiers in Psychology*, 4325. <https://doi.org/10.3389/fpsyg.2022.928189>
- Anthony, C. J., Styck, K. E., Cooke, E., Martel, J. R., & Frye, K. E. (2022). Evaluating the impact of rater effects on behavior rating scale score validity and utility. *School Psychology Review*, 51, 25-39. <https://doi.org/10.1080/2372966X.2020.1827681>
- Frye, K. E., Boss, D., Anthony, C. J., Hangxiang, D., & Xing, W. (*in press*). What Makes a Standard? Content Analysis of K-12 State SEL Standards Using the CASEL Framework. *School Psychology Review*. Advance online publication. <http://dx.doi.org/10.1080/2372966X.2022.2030193>
- Maki, K. E., Moody, M. E., Cullins, S. L., & Griffin, T. L. (2022). Examination of modified incremental rehearsal to explore causal mechanisms and increase effectiveness. *Journal of Behavioral Education*. Advance online version.
- Maki, K. E., Kranzler, J. H., & Wheeler, J. M. (2022). Ethical Dilemmas in School Psychology: Which Dilemmas Are Most Prevalent Today and How Well Prepared Are School Psychologists to Face Them?. *School Psychology Review*, 1-12.

Presentations

- Dreich, 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.

Mier-Chairez, J., Jimenez-Reynolds, A., Zambrano, T., Marichal., M. (2022, September 11). La Escrupulosidad: La fe, la cultura y más allá. Poster presented at the Conferencia de Trastorno Obsesivo Compulsivo, International OCD Foundation. Virtual Conference.

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., 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.

Wheeler, J., Zambrano, T., & Mariano, K., Gayle, C. (2022, November 4) Brief Intensive OCD Treatment: Support, Implementation, & Considerations [Conference Session] IOCDF Online OCD Conference, Virtual.

"Last year I attended NASP in person and the Online IOCDF Conference. I did not present at NASP but thoroughly enjoyed going with other cohort members, attending sessions, and exploring Boston! For the Online IOCDF Conference I participated in a presentation with Tatianna Zambrano and Karlie Mariano along with the director of the Florida OCD Autism and Anxiety Treatment (FLOAAT) Center, Dr. Gayle. The presentation focused on the delivery of brief intensive OCD therapy." -Jessica Wheeler

"In summer 2022, I had the privilege of attending AACTE Washington Week with Holmes' Scholars in Washington, DC. At this annual meeting, I had the amazing opportunity to connect with other Holmes' Scholars from all over the U.S., participate in workshops, and spend a day on the Hill talking with several of Florida's state leaders to advocate for critical issues in education."- Breanne Woods



Future Conference Presentations

Marichal, M. (2023, February 23-26). Unveiling the work of Hispanic school psychologists with Hispanic youth. Paper to be presented at the National Association of School Psychologists Annual Convention, Denver, CO.

Miller, H. (Accepted). Supporting Students with a Chronic Illness: The School Psychologist's Role. Poster will be presented at the National Association of School Psychologist's Annual Convention in Denver, CO.

Wheeler, J., Maki, K., & Kranzler, J. (2023, February 7-10) Ethical dilemmas in school psychology: which dilemmas are most prevalent today and how well prepared are school psychologists to face them? [Poster Session] National Association of School Psychologists (NASP) National Conference, Denver, CO.

"I will be presenting with other students in the program on the psychometric properties of commonly recommended social emotional learning assessments as part of Dr. Anthony's research team. I will also be presenting with other students in the program about the perspectives of students who were enrolled in a pilot undergraduate school psychology course." -Emily Winkelman

"I will be attending and presenting at the NASP 2023 Annual Convention in Denver, CO!"
-Breanne Woods



School Psychology Graduate Student Association (SPGSA)

What is 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 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



Emily Winkelman
Co-President



Tatianna Zambrano
Co-President



Taylor Griffin
Treasurer



Katherine Martinez
Secretary



Audrey Milam
Professional Organizations
Liaison



Zoë Alfonso
Public Relations Chair



Hannah Miller
Event Chair



Breanne Woods
Diversity, Equity, &
Inclusion Liaison



Michayla Yost
Alumni Chair



Timothy Horn
First-Year Liaison

Gators in the Community

"I do color guard with an organization in Tampa. It keeps me in contact with my friends and helps me continue my passion for the arts."

- Hannah Brady

"I am the first-year liaison for SPGSA which means that I advocate for the entire first-year cohort during SPGSA meetings! It is a wonderful feeling to have a space and voice for our collective graduate school experiences."

- Timothy Horn

"I just started volunteering at The Florida OCD Autism and Anxiety Treatment (FLOAAT) Center. I'm excited to be a part of the team and the great work they do providing assessment and treatment for children and families in the community!"

- Abigail Howe

"I currently serve as the Diversity, Equity, and Inclusion Liaison for the School Psychology Graduate Student Association (SPGSA). In this role, I advocate for the diverse needs of the students of UF SPP as well as the UF and Gainesville communities. I also serve as the Public Relations Coordinator for the Association of Black Psychologists (ABPsi Gator Chapter). In this role, I oversee community outreach, social media marketing, and recruitment of new members."

- Breanne Woods

Congratulations!

"I will be traveling to Utah and California for the CEDAR Center!"

- Garrett Stevens

"I am excited to share that in Fall 2022, I submitted an article for publication, was accepted as a presenter at the NASP 2023 Annual Convention, and received my M.Ed. in School Psychology! I am also a chartering member of the Association of Black Psychologists student circle (ABPsi Gator Chapter) here at UF!"

- Breanne Woods

Congratulations to our recent graduates: Leighann Puig, M.Ed., Breanne Woods, M.Ed., and Alayna Otero-Valles, Ph.D!

WELL DONE!



Exploring Gainesville



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.



Depot Park

There are lots of events happening at Depot Park. From concerts to food trucks, there's almost always something happening. Located in downtown Gainesville and amidst great food spots, local breweries, museums, galleries and shops!

Peer Mentor Love

"My peer mentor Emma has been such a huge help for me this semester. She always gives me the best advice and helps me see the bigger picture when grad school starts to get difficult. Not only is she a great resource for academics, but she is also an awesome friend. I love getting to go out and try a new coffee shop with her every week."

- Hannah Brady

"Zoe Alfonso has been so helpful in navigating the first year in the program. Throughout the summer she provided guidance on how to sign up for classes, when I would find out about my practicum, and overall what to expect the first year. She has given tips and feedback on big assignments and how to navigate practicum in Putnam County. Any questions I have, I can text her and she is always willing to help. Thanks Zoe!

- Blanca Chavez

"My peer mentor, Francis Perez, has been a great help from the first day of orientation. I'd like to thank her for always providing guidance, feedback, and overall support through this first year of graduate school. She's a great person to talk to and is always there to offer advice. Thank you, Francis!"

- Ananda Gustafson

"Thank you to Kira and Jess for being fantastic peer mentors! You have both been so supportive, from helping me with the WJ to giving advice about classes. I'm extremely thankful for you all."

- Sasha Hatfield

"Audrey, you have truly exceeded my expectations as a mentor. Your willingness to share your experiences and insight with me has been beyond helpful. I adore your passion for this field and am extremely confident that you will be the best School Psychologist. Whenever I feel overwhelmed with this transition, your mentorship always pushes me forward. Thank you for your unconditional support and guidance!"

- Brandi Hilliard

"I cannot thank Allie Greene enough for being there for me through every step of my first year. It has been so important for me to hear that I am on the right track with classes and practicum, and Allie has been there each time. Thanks so much for being you and am so glad you are my peer mentor!"

- Timothy Horn

"Marie Douge has been an exceptional peer mentor and I cannot thank her enough! She has provided guidance, feedback, and lots of support throughout the process of starting as a first year PhD student. I was really excited to hear that I will get to continue working with her while she is in the program!"

- Abigail Howe

"I'm so grateful to have been paired with Katie Kozlowski as my peer mentor. Katie has been extremely helpful in my beginning journey as a first-year graduate student in the program. She's a great person to talk to, and I can't imagine moving through this year without having her support. Thank you Katie!"

- **Kathlyn Kale-Mokake**

"Coincidentally, my peer mentor, Katherine, also works at the Anita Zucker Center. She has been an amazing source of support for school and work related issues. Katherine has made it easy for me to open up to her and with that has fostered a strong sense of trust. I appreciate you!"

- **Jorge Oquendo**

"Thank you so much to Hannah Miller for being an amazing peer mentor. She goes above and beyond to answer all of my questions. I really appreciate her guidance and support throughout my first semester in the program."

- **Brianna Quigley**

"Dear Amanda: You are truly a wonderful person, and I am so happy that you are my mentor! Your advice is always very helpful and applicable. You have been a great resource and friend, and I know you'll go on to do great things! Love, Garrett"

- **Garrett Stevens**

"Thank you so much Michayla for being so helpful and supportive during my first year here! It's been great working with you and hearing all of your insight on the program."

- **Shanyn Thompson**



THANK YOU!

We Love the UF School Psychology Program

"I love the UF SPP because of all of the supportive faculty, opportunities to be involved in research, practicum experiences, and amazing cohort members!"

- **Hannah Miller**

"UF SPP is great not only for the people, but also the quality of instruction and myriad opportunities available to us!"

- **Mia Varner**

"The UF SPP has the most amazing faculty and students. There is a wealth of experience and knowledge at our disposal, and it truly an honor to work with such wonderful people."

- **Garrett Stevens**

"I love how everyone in UF SPP is so supportive of one another. When I interviewed, I felt a strong sense of community among students and faculty, and I continue to feel that sense of community and support each day!"

- **Sasha Hatfield**

"I chose the UF SPP because it had a welcoming environment. The students and staff are always there to support you."

- **Blanca Chavez**

"I love the UF SPP because of the community that we have here. The people I have met here have become some of my best friends. Everyone is so friendly and encouraging."

- **Hannah Brady**

"I chose UF SPP because of the environment created within the college. Both staff and students seemed so friendly, supportive, and like they wanted me to succeed. Since entering the program, that has proven true. I'm excited to continue my education here!"

- **Shanyn Thompson**

"I love the UF SPP because of the immense number of opportunities and support from faculty, staff, and peers. Prospective students should choose UF because of the supportive environment, and the practicum experiences gained from the start of the program."

- **Kathlyn Kale-Mokake**

"I chose to come to the SPP here because I got a sense of an authentic, supportive community from students, staff, and faculty. I am sincerely happy with the decision to come to UF because of the constant support!"

- **Timothy Horn**

"Before entering UF's SPP, I felt a sense of community and support from faculty and students. After my first semester, I'm happy to confirm that those feelings are very much present throughout the program. Additionally, unlike many other programs, UF's program offers a mentorship system which I think is extremely helpful when transitioning into graduate school."

- Brandi Hilliard

"I love the UF SPP because I have support from both faculty and peers to pursue my ideas, big and small. I have found lifelong friends and mentors that want me to succeed and want to walk with me every step of the way, no matter how hard it gets. I look forward to whatever my career holds because of the preparation I have received so far in our program!"

- Emily Winkelman

"I chose to come to UF SPP because of the focus on research, sense of community within the program, and the support of professors and staff. As a non-traditional student coming in with a master's degree, they have been great in working with me to transfer credits and provide the resources I need to be successful in the program to meet my career goals."

- Abigail Howe

"I love the supportive community from not only my cohort, but also other cohorts, the faculty and the staff."

- Brianna Quigley

"I love that the faculty have received us with open arms and are more than willing to help us succeed. The program is challenging but assignments are not meant to make you struggle or fail. Our faculty's genuine interest in our well-being sets this program apart."

- Jorge Oquendo

"Being a student of UF SPP has presented me with several opportunities to grow professionally through interactions and collaboration with students and faculty."

- Breanne Woods

"I love UF SPP because it is a wonderfully close-knit, diverse community! Everyone comes into the program with their unique experiences and strengths which sets the stage for meaningful and rich discussions inside the classroom and beyond! These interactions foster a community culture that is warm, inviting, and fun!"

- Manuel Marichal



Message from the Editor

Hi! My name is **Ananda Gustafson**, 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 and raised in Miami, Florida and moved to Gainesville for my undergraduate years. I earned a Bachelor of Science in Psychology with a Minor in Sociology at the University of Florida, where I was involved in a Social-Cognition lab.



Over the last semester, the University of Florida School Psychology Program has increased my desire to learn and prepare myself to be the best school psychologist I can be. The program has offered me a supportive environment of friends and faculty that continue to encourage me and provide me with valuable opportunities and continuous growth. I know through attending this program, I will be prepared to have a successful career as a school psychologist.

Please feel free to reach out to me with any questions at a.gustafson@ufl.edu.

Go Gators!

IT'S GREAT TO BE A FLORIDA GATOR!





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School of Special Education,
School Psychology and
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UNIVERSITY *of* FLORIDA

CONTACT US

COLLEGE OF EDUCATION

PO BOX 117050

GAINESVILLE, FL 32611-7044

(352) 273-4575

[HTTPS://EDUCATION.UFL.EDU/SCHOOL-PSYCHOLOGY](https://education.ufl.edu/school-psychology)