

2023-2024

UNIVERSITY OF FLORIDA
SCHOOL
PSYCHOLOGY
TIMES



EDITOR:
JASMINE
NGUYEN



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DIRECTORS' COLUMN

By co-directors:

Christopher Anthony, Ph. D. & Kathrin Maki, Ph. D.

It is an exciting time in the UF School Psychology Program (SPP)! Students are proposing novel research projects and applying their clinical skills in schools, private practice, and clinical settings. Faculty are securing grant funding to support their innovative research ideas; teaching, supervising, and mentoring students; and leading programs and departments within the College of Education. The Ph.D. program was recently reaccredited by the American Psychological Association for an additional 10 years (the maximum number of years), and Ed.S. program was approved by the National Association of School Psychologists for 7 years (the maximum number of years).



UF SPP faculty and students have been incredibly productive over the last year, continuing as one of the most research productive programs in the country. The faculty are PI or co-PI on 11 externally funded projects (approximately \$23 million). In addition to research grant funding, the SPP faculty secured and began implementing two Ed.S. training grants – GatorConnect and Project DECODE, which provide training in mental health service provision and dyslexia assessment and intervention, respectively, along with funding for Ed.S. students. The SPP faculty published 3 books, 2 book chapters, and 26 refereed journal articles and were cited over 1,200 times over the last year.



The faculty have been recognized for such accomplishments. In the summer of 2023, Dr. Chris Anthony was tenured and promoted to Associate Professor. Dr. Katie Maki received the UF Excellence Award for Assistant Professors, which recognizes excellence in research for junior faculty. Both Drs. Maki and Anthony were appointed as Associate Editors of the Journal of School Psychology. Dr. Joni Splett was named the Irving and Rose Fein Endowed Professor and was awarded the UF Research Foundation Professorship.

Clearly, it's great to be a Florida Gator!

DIRECTORS' COLUMN (CONT.)

Yet, we probably can't proceed much further without mentioning the obvious to those of you familiar with our program and annual newsletter. Dr. John Kranzler has directed the UF School Psychology Program for 20 of the last 33 years (and therefore written many of the program newsletters). Dr. Kranzler started in the UF School Psychology Program in the fall of 1990 (when, as we like to joke, Dr. Anthony was in preschool and Dr. Maki was in kindergarten) and helped shape the program into the rigorous scientist-practitioner training program it is today. Although we unfortunately don't have the space to outline all of Dr. Kranzler's accomplishments over the last 33 years, there are some we want to highlight. Critically for the school psychology program, Dr. Kranzler helped lead the charge in obtaining initial APA accreditation for the Ph.D. program, which is fundamental for supporting doctoral training, student recruitment, and graduates' future experiences. Moreover, during his time at UF, Dr. Kranzler has written 8 books, 2 edited books, 18 book chapters, and 82 refereed journal articles, highlighting the impact of his research over the course of his career. Indeed, he has been cited nearly 7,000 times! The impact of Dr. Kranzler's research has been recognized at UF and nationally through awards such as the UF Research Foundation Professor, which is awarded to faculty with distinguished research records, Article of the Year from School Psychology Quarterly and School Psychology Review, and the Award for Excellence in Research from Mensa.

Although Dr. Kranzler's retirement leaves a big gap after all he has accomplished for the program in his career, we are excited about what lies ahead. We are well positioned to continue to build and improve our already top-notch program to continue to meet the needs of our students and children in schools throughout the state of Florida, the United States, and the world. We're excited for what's to come. Go Gators!

JOHN KRANZLER, PH. D.

Professor and Co-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. Dr. Kranzler's major area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.



Publications

- Gilbert, K., Benson, N., & Kranzler, J. H. (in press). What does the digital administration format of the Wechsler Scale of Intelligence for Children-Fifth Edition (WISC-V) measure? *Contemporary School Psychology*.
- Kranzler, J. H., & Benson, N. F. (in press). Assessment in school psychology. In T. L. Good & M. M. McCaslin (Eds.), *The Routledge encyclopedia of education: Educational Psychology*. Taylor & Francis.
- Kranzler, J. H., & 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.
- Grapin, S. L., & Kranzler, J. H., (Eds.) (2023). *School psychology: Professional issues and practices* (2nd Ed.). Springer.

Publications (cont.)

Grapin, S. L., & Kranzler, J. H. (2023). Introduction to school psychology. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (pp. 3-18). Springer.

Kranzler, J. H., & Floyd, R. G. (2023). Intellectual assessment of children and youth. In S. L. Grapin & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices* (pp. 189-201). Springer.

Conference presentations & In-Service Workshops

Greene, A. K., Douge, M. & Kranzler, J. H. (2023). *Gifted eligibility and identification methods across the United States*. Poster presented at the annual convention of the National Association of School Psychologists, Denver, CO.

Minotti, B. J., & Kranzler, J., H. (2023). *Exploring mental health concerns among diverse college students with disabilities*. Poster presented at the annual convention of the National Association of School Psychologists, Denver, CO.

Wheeler, J., Maki, K. E., & Kranzler, J. H. (2023). *Ethical dilemmas in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Denver, CO.

CHRISTOPHER ANTHONY, PH. D.

Associate Professor

Dr. Anthony is an Associate 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 competencies and academic learning skills. 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.



Awards, Honors, & New Appointments

- University of Florida Global Fellow
- Tenure and Promotion to Associate Professor
- Associate Editor – Journal of School Psychology
- Special Issue Guest Editor – International Journal of Emotional Education
- B.O. Smith Endowed Professorship

Grants Funded

- DiPerna, J. C., Lei, P., & Anthony, C. J. (2020-2024). 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.

Publications

- Frye, K. E., Winkelman, E. H., & Anthony, C. J. (*accepted*) Evaluating the Factor Structure and Measurement Invariance of the ACES-SF. *School Psychology*.
- Anthony, C. J., Ogg, J., & Winkelman, E. H. (*accepted*) Dynamics of a dynamic interrelationship: Exploring whether bidirectional learning behaviors – achievement relations differ across student-teacher relationship profiles. *Journal of School Psychology*
- Brann, K., Anthony, C. J., Elliott, S. N., Flora, A., & Brown, C. (*accepted*) Informant screening profiles of social and emotional learning: Exploring teacher and student agreement. *Journal of Psychoeducational Assessment*.
- Frye, K. E., Anthony, C. J., Huggins-Manley, A. C., & Smith-Bonahue, T. M. (*accepted*) Kids these days and kids those days: Investigating trends in children's social skills from 1988 to 2007. *Journal of School Psychology*.
- 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*. Advance online publication. <https://doi.org/10.1027/1015-5759/a000753>
- 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>
- Ogg, J., Anthony, C. J., & Wendel, M. (2024) Evaluating bidirectional effects of teacher-student relationships and externalizing behaviors. *Early Childhood Research Quarterly*, 67, 44-54. <https://doi.org/10.1016/j.ecresq.2023.11.002>
- Cavioni V., Conte E., Grazzani I., Ornaghi V., Cefai C., Anthony C. J., Elliott S. N., & Pepe A. (2023) Validation of Italian students' self-ratings on the SSIS SEL brief scales. *Frontiers in Psychology*, 14:1229653. <https://doi.org/10.3389/fpsyg.2023.1229653>
- Anthony, C. J., Elliott, S. N., DiPerna, J. C., & Lei, P. (2023) To be fair: Development and application of the Comprehensive Appraisal of Fairness Evidence (CAFE) Model to advance SEL assessment practices. *Social and Emotional Learning: Research, Practice, and Policy*, 1, 1-18. <https://doi.org/10.1016/j.sel.2023.10000>

Publications (cont.)

Anthony, C. J., Styck, K., Volpe, R. J., & Robert, C. R. (2023) Using Many-Facet Rasch Measurement and Generalizability Theory to explore rater effects for Direct Behavior | Rating – Multi Item Scales. *School Psychology, 38*, 119-128
<https://doi.org/10.1037/spq0000518>

Elliott, S.N., Lei, P., Anthony, C.J., & DiPerna, J.C. (2023) Screening the whole social-emotional child: Expanding a brief SEL assessment to include emotional behavior concerns. *School Psychology Review, 52*, 15-29. <https://doi.org/10.1080/2372966X.2020.1857659>

Conference Presentations & In-Service Workshops

Frye, K., & Anthony, C. J. (2023, August). Pandemic perils: Evaluating academic enabler declines in K-8 students following COVID-19. Poster session presented at the annual conference of the American Psychological Association, Washington, DC.

Frye, K., DiPerna, J. C., & Anthony, C. J. (2023, August). Applying the CAFE model to improve assessment fairness in the development of the ACES-2. Poster session presented at the annual conference of the American Psychological Association, Washington, DC.

Anthony, C. J., Howe, A., Yost, M., Schwab, S., Hassani, S., Hellmich, F., Loper, M. F., & Gorel, G. (2023). *Examining the measurement invariance and convergent validity of the Social Skills Improvement System – Brief Scales (SSIS SELb) in Austria and Germany*. Paper presented at the annual conference of the International School Psychology Association, Bologna, Emilia-Romana, Italy.

Winkelman, E. H., Yost, M. L., Alfonso, Z., Kozlowski, K. L., Horn, T., & Anthony, C. J., (2023). A systematic review of commonly recommended SEL assessments. Paper presented at the annual conference of the National Association of School Psychologists, Denver, CO.

Griffin, T. L., Winkelman, E. H., Maki, K. E., Anthony, C. J., McGill, R. J., Conoyer, S. J., Fefer, S. A., & Ward, T. J. (2023). Data weighing patterns in the SLD identification decision making process. Poster presented at the annual conference of the National Association of School Psychologists, Denver, CO.

Yost, M. L., Anthony, C. J., Elliott, S. N., Lei, P. W., DiPerna, J. C., Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Ornaghi, V. Cavioni, V. Conte, E., Vorkapic, S. T., Poulou, M., Martinson, B., Simoes, C., & Colomeischi, A. A. (2023). Multi-informant validity evidence for the SSIS SEL Brief Scales across six European countries. Poster presented at the annual conference of the National Association of School Psychologists, Denver, CO.

Conference Presentations & In-Service Workshops (cont.)

Frye, K., Anthony, C. J., & Horn, T. (2023). Teacher perspectives on CASEL domain coverage of common SEL assessments. Paper presented at the annual conference of the National Association of School Psychologists, Denver, CO.

Frye, K., Anthony, C. J., Huggins-Manley, A. C., & Smith-Bonahue, T. M. (2023). Exploring trends in K-12 social skills from 1988 to 2007. Poster presented at the annual conference of the National Association of School Psychologists, Denver, CO.

KATIE MAKI, PH. D.

Assistant Professor

Dr. Maki's 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.



Awards, Honors, & New Appointments

- Honorable Mention, Lightner Witmer Award, Division of School Psychology, American Psychological Association
- Excellence Award for Assistant Professors, University of Florida
- Co-Director, UF School Psychology Program

Grants Funded

- Miciak, J., Maki, K. E., Burns, M. K., & Taylor, P. (2023-2027). A longitudinal investigation of predictors and outcomes of specific learning disabilities identification. Source: Institute of Education Sciences, Total amount: \$1,670,000. Co-Principal Investigator.
- 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.
- 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.

Grants Funded (cont.)

- 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.

Publications

- Maki, K. E., Kranzler, J. H., & Kozlowski, K.* (in press). School psychology graduate students' experiences with ethical dilemmas: Implications for training and practice. *School Psychology Review*.
- Maki, K. E., Zaslofsky, A. F., Coddling, R., & Woods, B.* (in press). Math anxiety in elementary students: Examining the role of timing and task complexity. *Journal of School Psychology*.
- Adams, S. R.* & Maki, K. E. (2023). Comparison of the effects of drill-based interventions on multiplication fact retention, fluency, and maintenance. *Psychology in the Schools, 67*, 2520-2539.
- Barrett, C., Spear, S.,* Clinksales, A.,* Wood, L., & Maki, K. E. (2023). What is cost-effective? A systematic review of cost-effectiveness analyses of school-based programs from 2000-2020. *School Psychology*. Advanced online version.
- Maki, K. E., Moody, M. E.,* Cullins, S. L.,* & Griffin, T. L.* (2023). 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.* (2023). 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.
- Snidarich-Hammerschmidt, S. & Maki, K. E. (2023). Multisyllabic word decoding with continuous reading: tools to facilitate advanced fluent reading. In M. Coolong-Chaffin, R. O. Hawkins, & M. I. Axelrod (Eds.). *Reading Intervention Case Studies for School Psychologists: Evidence-Based Implementation and Analysis*.
- Conoyer, S. J. Maki, K. E., Haas, J. (in press). Working memory training. In M. Axelrod & S. Hupp (Eds.). *Investigating School Psychology Pseudoscience*.

Conference Presentations & In-Service Workshops

- Maki, K. E. (2023, November). *Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification: The Importance of Considering Instructional Response*. Presented at the Washington State Association of School Psychologists Conference.
- Maki, K. E. (2023, November). *Issues and Meaningful Practices in Specific Learning Disabilities Identification: The Importance of Considering Instructional Response*. Presented at the International Academy of Research on Learning Disabilities Conference.
- Fallon, L. M., Maki, K. E., Heidelberg, K. J., Kember, J. M., McClure, E., Harris, B., & Sullivan, A. (2023, February). *You're hired: Supporting trainees and practitioners to land faculty jobs*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Maki, K. E., Zaslofsky, A. F., Coddling, R. S., Goodridge, A., & VanDerHeyden, A. M. (2023, February). *Connecting the Dots: Math anxiety and math performance*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Moody, M. E.*, Miller, H.*, Nudelman, E.*, Puig, L*, Milam, A.*, Maki, K. E., Newell, K. W., & Zaslofsky, A. F. (2023, February). *A novel synthesis of single-case design reading intervention effects*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Woods, B.*, Dougé, M. C. E.*, Newpower, A. J.*, Nelson, K. J.*, Maki, K. E., Zaslofsky, A. F., Coddling, R., & Hall, G. (2023, February). *Development of a math metacognition measure to support math learning*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Wheeler, J. M. J.*, Maki, K. E., & Kranzler, J. H. (2023, February). *Ethical dilemmas in school psychology*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Greene, A. K.*, Dougé, M. C. E.*, Maki, K. E., & Kranzler, J. H. (2023, February). *Gifted eligibility and identification methods across the United States*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Nudelman, E. C.*, Milam, A. N.*, Maki, K. E. (2023, February). *Using methodological rigor standards of single-case design in practice*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.

Conference Presentations & In-Service Workshops (cont.)

Griffin, T. L.,* Winkleman, E.,* Maki, K. E., Anthony, C., McGill, R., Conoyer, S., Fefer, S., & Ward, T. (2023, February). *Data weighing patterns in preferred SLD identification methods*. Presented at the National Association of School Psychologists Annual Convention in Denver, CO.

ELAYNE COLÓN, PH. D.

Interim Associate Dean

Dr. Colón is Clinical Professor in the School of Special Education, School Psychology, and Early Childhood Studies and serves as the Interim Associate Dean for Academic and Student Affairs 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.



LEE PURVIS, PH. D.

Clinical Assistant Professor & Practicum Coordinator

Dr. Lee N. Purvis is a Clinical Assistant Professor & Practicum Coordinator for the School Psychology Program and holds the licensed psychologist credential in Florida. Beginning Fall 2023, Dr. Purvis additionally serves as the lead evaluator for UF's Disability Resource Center which provides advanced school psychology students opportunities to assess and diagnose undergraduate and graduate students seeking learning supports. His main interests lie in supervision and oversight of clinical training and teaching courses in counseling techniques for youth, child and adolescent developmental psychopathology, and cultural diversity through a pedagogical lens of lived experiences. His research interests are related to improving counseling outcomes for marginalized youth from racial/ethnic, sexually diverse, and gender nonconforming backgrounds. Additionally, he researches youth's spiritual and religious identity who present as gay and Black. Dr. Purvis currently serves as Co-PI on Project DECODE which supports specialist students' examination of dyslexia in schools and Co-I on Gator Connect which supports specialist students' utilization of behavioral interventions and consultation in elementary schools



Awards, Honors, & New Appointments

- Advanced Practicum Supervisor for UF's Disability Resource Center. This practicum provides psychoeducational assessment training for doctoral school psychology students.

Grants Funded

- Lane, H., Cheyney-Collante, Maki, K. E., Gonsalves, V., Contesse, V., & Purvis, L. (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 project will increase the knowledge of graduate trainees from special education and school psychology programs in understanding evidence-based assessment and intervention practices for students with learning disabilities, including dyslexia, dysgraphia, dyscalculia, and developmental language disorder.
- Splett, J., Purvis, L., Smith-Adcock, S., Bayne, H., Jean-Phillippe, S., Machado, M., Sonsteng-Person, M., McCray, E., Dassa, L., & Troutman, A. (2022-2027). *GatorConnect: Connecting in Gator Nation for the Mental Well-Being of Children, Families, and Schools*. Source: U.S. Department of Education, Total amount: \$4,800,000, Co-Investigator
 - This project will expand school-based mental health services and provider retention in Alachua County by providing enhanced tiered behavioral intervention training and assistantship funding to 15 graduate student trainees across school psychology, school counseling, and mental health counseling programs.

Conference Presentations & In-Service Workshops

Sonsteng-Person, M., Purvis, L., Jean-Phillippe, S., Machado, M., Campbell, R., & Splett, J. (December, 2023). *Evaluation of trauma-informed, culturally responsive training for school-based mental health trainees*. Presentation at the Annual Conference on Advancing School Mental Health, New Orleans, Louisiana.

Purvis, L., Kale-Mokake, K., Campbell, R., Chavez, B., & Stevens, G. (November, 2023). *Racial trauma's impact in schools across developmental periods*. Presentation at the Florida Association of School Psychologists Annual Conference, St. Petersburg, Florida.

Purvis, L. (July, 2023). *Demystifying exposure & response prevention therapy in schools for OCD and other fear-related disorders*. Presentation at the International School Psychology Association Annual Conference, Bologna, Italy. Contributor: Breanne L. Woods.

Purvis, L. (March, 2023). *Treating OCD and other fear-related disorders through exposure & response prevention*. Workshop for the National Association of School Psychologists 2023 Webinar Series.

Brown, J. M. & Purvis, L. (February, 2023). *Gender and sexually diverse students of color: Supports and discrimination*. Paper presentation at the National Association of School Psychologists Annual Convention, Denver, Colorado.

TINA SMITH-BONAHUE, PH. D.

Associate Professor

Dr. Smith-Bonahue is an Associate Professor in the School of Special Education, School Psychology and Early Childhood Studies her primary research interests relate to family engagement in education and educator preparation. She is the Principal Investigator of the PARTNERS Project, the first registered teaching apprenticeship in Florida.



JONI WILLIAMS SPLETT, PH. D.

Associate Professor

Dr. Splett's 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, her research is focused on meaningfully interconnecting child-serving systems, such as schools and community mental health agencies, so that resources are multiplicatively enhanced and the delivery of a continuum of evidence-based mental health practices is improved. At the student level, her research focuses on preventing and reducing aggressive behaviors through the development and testing of intervention programs for children, families, and schools.



Awards, Honors, & New Appointments

- Irving & Rose Rien Endowed Professor
- University of Florida Research Foundation Professorship

Grants Funded

- University of Florida Office of Research, 2023 Research Opportunity Seed Fund (2023-24). *Pilot testing the measurement strategy and study protocol of #CyberSpill: Risk and protective factors of cyberbullying and its real-time spillover* (PI, Co-PI Gabrielli and Lynne). Total awarded \$85,000.
- 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 awarded \$4,892,176.

Grants Funded (cont.)

- 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 awarded \$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, 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.

Publications

Splett, J. W., Brann, K., Trainor, K. M., & Shen, Z. (2023). Examining utility and impact of social, emotional, and behavioral screening to identify and address needs. *School Psychology, 38*(3), 137-147. <https://doi.org/10.1037/spq0000540>

Jiang, N.*, Gao, R., DiStefano, C., Liu, J., Weist, M., Splett, J. W., & Halliday-Boykins, C. A. (2023). Social-emotional and behavioral functioning profiles and demographic factors: A latent profile analysis in elementary students. *Journal of Psychoeducational Assessment, 41*(5), 483-500. <https://doi.org/10.1177/07342829231167726>

Bohnenkamp, J. H., Hartley, S. N., Splett, J. W., Halliday, C., Collins, D., Hoover, S. & Weist, M. D. (2023) Promoting school safety through multi-tiered systems of support for student mental health. *Preventing School Failure: Alternative Education for Children and Youth, 67*:1, 9-17, DOI: 10.1080/1045988X.2022.2124221

Shen, Z., Curran, C., You, Y.*, Splett, J. W., & Zhang, G. (2023). Intraclass correlations for evaluating the effects of teacher empowerment programs on student educational outcomes. *Educational Evaluation and Policy Analysis, 45*(1), 134-156. <https://doi.org/10.3102/01623737221111400>

Publications (cont.)

Abshier, D. W., Scherder, E., Davis, T., Perales, K., Splett, J.W., & Weist, M. D. (2023, April). *School mental health integration: Lessons learned from implementation of the Interconnected Systems Framework across two educational agencies*. Center on PBIS. <https://www.pbis.org/resource/school-mental-health-integration-lessons-learned-from-implementation-of-the-interconnected-systems-framework-across-two-local-education-agencies>

Primack, Z.*, Splett, J.W., Graham, J. (2023). Teacher stress, teacher unintentional bias, and teacher well-being before and during COVID-19. *UF Journal of Undergraduate Research*, 25. <https://doi.org/10.32473/ufjur.25.133319>

Conference Presentations & In-Service Workshops

Barrett, S., Eber, L., Schmitz, K., Barlow, T., Splett, J. W., & Perales, K., (2023). Tired of Working in Silos: Interconnect systems within an MTSS framework. Session 2: How should our systems adapt to support the changing role of staff in the current context. Invited virtual webinar to the National Technical Assistance Center on PBIS' Community of Practice.

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.

Professor and School Director

Dr. Waldron is a Professor of School Psychology and serves as the Director of the School of Special Education, School Psychology & Early Childhood Studies (SESPECS). She has taught courses on school consultation, academic assessment/intervention, and diversity and inclusion. Dr. Waldron has served in leadership roles within the UF College of Education, as well as state and national professional organizations (NASP). Her record of scholarship focuses on the following areas: inclusive education for students with disabilities, school improvement, multi-tiered systems of support, and the professional preparation and credentialing of school psychologists.



EXIT INTERVIEW: DR. KRANZLER



How has the program changed since you started here?

The program has changed a great deal since I started here in 1990. When I arrived, there was only one other faculty member in school psychology and five students total. We had NASP approval but not APA accreditation. Since then, we've added more faculty and students and changed almost every aspect of the program. We received APA accreditation for the first time in 1997.

What was the most rewarding aspect about being the program director?

The most rewarding part of being program director has been working with my colleagues to develop what I believe is one of the best school psychology programs in the country. I am also very proud of the work our graduates are doing, a number of whom are leaders in the field at a national level.

What initially drew you to the field of school psychology?

My initial career goal was to become a clinical psychologist. However, after I got my bachelor's degree with a major in psychology, I took a year off and worked in an in-patient psychiatric clinic. I spent about half of my time working in the adult unit and half in the adolescent unit. This experience made me realize the importance of prevention and early intervention, which drew me to school psychology and working with children and youth.

EXIT INTERVIEW (cont.)

As you prepare for retirement, what are you most looking forward to? What aspects of your work will you miss the most?

I am most looking forward to doing more traveling. There are a number of places in the world I have long wanted to go but never made the time (e.g., Vietnam). As for what I will miss the most, it's undoubtedly the people. One of the greatest things about this job is you get the opportunity to work with a lot of people who have the same general values and goals.



What advice could you give to school psychologists entering the field?

One of the best things about a school psychology degree is that you can do so many different things with it. School psychology is not a place. All of our graduates become certified school psychologists and most of our PhD graduates also become licensed psychologists. We have graduates working in schools, clinics, hospitals, and universities, both here in the USA and abroad. My advice is follow your heart and find a job that you love doing in whatever context suits you best.

OFFICE STAFF

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

HEATHER DAMPIER

Academic Assistant II

Heather is an Academic Assistant II. Some of her responsibilities include: Registration, Event Coordination, 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 Specialist III

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 25 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 III

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 28 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



Hi! My name is **Brooke Beyma** and I am a first year Ed.S. student from Rochester, NY. I went to undergrad at the University of Tampa and graduated with a degree in psychology. During my time there I loved being able to work with kids and worked at a special education school. I was also a part of my schools dance team where we got to dance at games and compete at nationals. I was not ready to leave Florida yet and was so excited to about the opportunity to stay here and go to UF! During my free time I love to go to the beach, read, see my friends and travel.



Hello everyone, my name is **Robretta Campbell**, and I am a first year Ph.D. student. Before attending UF, I was a School Psychologist and ESE (Exceptional Student Education) teacher in Florida. My research interests involve investigating the potential correlation between mental health challenges among marginalized youth and their involvement in disciplinary referrals, gun violence incidents, and juvenile detention. In my spare time, I like spending time with my family, going to the gym, and going on vacations.



Hi! My name is **Caitlin Franklin** and I am a first year Ed.S student. I earned my bachelor's degree in psychology from the University of South Florida. I love my cats Basil and Biscuit, reading, and cooking with friends.



Hi there! My name is **Maggie McElhaney** and I am from St. Augustine, Florida. I completed my bachelor's of science at the University of South Florida with a focus on Behavioral Healthcare. As a Florida local, I am especially proud to be a Gator! I am currently on the Ed.S. track and am passionate about educational equity and am a literacy advocate. I have research interests in the differences between rural and urban schools, as well as literacy instruction. I am seriously grateful for this program and cannot wait to continue to connect with other future Gators!

FIRST YEAR COHORT (CONT.)



Hi everyone! My name is **Charlotte Moore**, and I am a first-year Ed.S student in the UF SPP. I am originally from Jacksonville, FL (Go Jags!). I have spent the last few years in Boston, MA getting my B.A in Applied Psychology and Special Education from Boston College. I also missed the sunshine after four long Boston winters. Academically, I am interested in SEL curriculum development, working with Deaf/Deafblind students and adapting assessments for students with multiple disabilities. In my free time, you can either find me hanging out with my rabbit, Noodle, or spending hours on end in Target!



My name is **Harshini Murthy** and I'm a first year PhD student from Bangalore! I completed my undergrad at Emory University in Atlanta after which I continued working as a research assistant at Emory studying autism in early childhood. My life revolves around my dog and I enjoy music as a hobby (I was in an acapella group and yes, it's exactly like pitch perfect!).



Hi! I'm **Jasmine Nguyen** and I'm a first-year Ed.S. student. I grew up in the Jacksonville area and earned my bachelor's degree from Florida State University double-majoring in psychology and family & child sciences. Prior to graduate school, I worked at The Arc Jacksonville to support college-age students presenting with developmental differences to improve their independent living skills. I enjoy taking care of my two cats, playing the flute and piano, and swimming.



Hello everyone! I am **Heidi Parsons**, a first-year Ed.S. student from Houston, Texas. I went to undergrad at Stephen F. Austin State University in Nacogdoches, Texas, and earned a Bachelor of Science in Psychology with a minor in Human Development and Family Studies. My specific interest is children and families in low-income communities, and I currently hold an assistantship through Gator Connect which allows me to interact with this exact population. I have fallen in love with Gainesville, this program, and being a Florida Gator! I enjoy running, playing with my roommate's cat, being outside, and finding new spots to eat with my friends in the Big G.



Hey! My name is **Diamond Thomas** and I'm a first year EdS student. I am from Georgia and got my B.S. in Psychology at the University of Georgia. I love working with students and during my undergrad, I worked as a student ambassador for the Forestry college and interned at the Student Success and Advising Center. I also enjoy going on long walks, reading, concerts, and taking pictures.

PRACTICUM/INTERNSHIP SITE PLACEMENTS



"I am currently at Archer Elementary with Dr. Allen Pope for practicum. My days are usually spent observing students, sitting in on administrative meetings, and observing psychoeducational assessments."

-Charlotte Moore, 1st year Ed.S.

"I am currently placed in Alachua County Public Schools for practicum. I counsel students, observe students for MTSS (Multi-Tiered Systems of Support), provide mental health services through Gator Connect, consult with administrators and teachers, and attend Individualized Educational Plan and Educational Planning Team meetings."

-Robretta Campbell, 1st year Ph.D.

"I am at Romeo Elementary School in Marion county for my first practicum placement."

-Brooke Beyma, 1st year Ed.S.

"I am placed at P.K. Yonge Developmental Research School. Here, I observe several types of meetings such as school leadership administration, MTSS, IEPs, and 504 plan meetings to learn about the inner workings of school systems. I have observed psychoeducational assessments administered by my supervisor and 2nd-year students who are also placed here."

-Jasmine Nguyen, 1st year Ed.S.

"I am currently in Alachua County School District for practicum. This year I am providing counseling services to a student, administering academic achievement tests, and observing students in different settings (e.g., classroom, lunch, recess)."

-Kathlyn Kale-Mokake, 2nd year Ed.S.

"Currently, I attend practicum at an Alachua County elementary school. This year I have had the opportunity to provide counseling, attend educational planning team meetings, and hear about low-incidence cases. Additionally, in the spring semester, I will be participating in cognitive assessments! I have had great opportunities this year."

-Ananda Gustafson, 2nd year Ed.S.

"I am placed for practicum in Alachua County. I conduct weekly counseling sessions, administer assessments, and participate in EPT and IEP meetings."

-Brianna Quigley, 2nd year Ed.S.

"I am currently at the Florida OCD Autism and Anxiety Treatment (FLOAAT) Center for advanced practicum. I see both pediatric and adult therapy cases, and I treat a variety of conditions such as OCD, anxiety, depression, tic disorders, and learning difficulties. I also conduct autism evaluations with children and adult clients, as well as developmental and comprehensive testing."

-Michayla Yost, 3rd year Ph.D.

"I'm currently working with Dr. Brittany Werch providing exceptional student education eligibility evaluations in Columbia County. I am also counseling children and adolescents through her private practice in Gainesville."

-Emily Winkelman, 4th year Ph.D.

PRACTICUM/INTERNSHIP SITE PLACEMENTS

"I am currently completing internship through the Mid-Michigan Psychology Internship Consortium (MMPIC) in the Thriving Minds track. Thriving Minds is a private practice where I conduct psychotherapy with children and adolescents targeting selective mutism, trauma symptoms, disruptive behavior, attention challenges, anxiety, OCD, depression, school refusal and/or other



forms of emotional dysregulation. Additionally, I engage in short term parent-only sessions to consult on a small range of challenges (typically just one or two at a time). As needed, I consult with schools to provide psychoeducation, discuss intervention with my client, and engage in other problem solving activities. Once a month I conduct a developmental assessment in the hospital setting with children between 1 and 3 years old who were born prematurely to screen for cognitive, language, and motor delays. I complete other psychoeducational testing as an elective, which I will only be doing every other month. Lastly, I provide supervision to practicum students at my site. These activities are supplemented by specific group supervisions (trauma, selective mutism, etc.), individual supervision, and didactics both with MMPIC and Thriving Minds."

-Betty Garis, 5th year Ph.D.



"I'm completing my internship at the Mailman Center for Child Development in Miami, FL, on the School-Based Integrated Primary Care track. Within a school-based clinic, I collaborate with nurses, pediatricians, and a diverse healthcare team. My responsibilities include providing therapy, such as CBT, DBT, and TF-CBT, to adolescents. Additionally, I work closely with school staff, conducting workshops addressing mental health resources and critical student concerns. Simultaneously, I contribute to a randomized control trial of the Unified Protocol for Preventing Emotional and Academic Challenges in

Education (UP-PEACE), partnering with the University of Miami's research team at the high school where I'm based. As part of my rotation at the Mailman Center, I'm involved in assessments and am gearing up for a pediatric psychology-focused rotation next semester. Furthermore, I'm actively engaged in community-oriented, student-led research alongside my primary supervisors."

-Ayanna Troutman, 5th year Ph.D.

ASSISTANTSHIPS, FELLOWSHIPS, AND JOBS

"In fall semester, I was a graduate assistant under Dr. Helena Mawdsley. I was responsible for independently teaching a section of EDF3110 Human Growth & Development."

-Charlotte Moore, 1st year Ed.S.

"My assistantship duties include co-teaching an undergraduate course (SPS 3004, Psychology in Schools) and participating in research projects under Dr. Joni Splett."

-Robretta Campbell, 1st year Ph.D.

"I have an assistantship as a TA for two undergraduate classes where I work with the professor and help with grading and a project that occurs throughout the semester. I also am a part of Project DECODE where we get to learn from various professionals in the field about dyslexia, and the best practices surrounding this disability."

-Brooke Beyma, 1st year Ed.S.

"I'm currently an instructor for the Human Growth and Development course. I get to plan lessons and teach undergraduate students about the many stages of life and the development that occurs during them."

-Hannah Brady, 2nd year Ed.S.

"I currently work at the Hawkins Center here at UF. I am a strategy tutor for student athletes with disabilities, and a lot of what I do is assist them with time management, studying strategies, and completing assignments."

-Kathlyn Kale-Mokake, 2nd year Ed.S.



Ananda Gustafson, 2nd year Ed.S.



Hannah Brady, 2nd year Ed.S.

"I currently work with Dr. Matt Burns with the Promoting Accelerated Reading Comprehension of Text (PACT) intervention. I help with recruitment efforts as well as scoring the fidelity of teacher's instruction within the intervention."

-Ananda Gustafson, 2nd year Ed.S.

"I have an assistantship under Dr. Maki for Project Brilliance, which is a project dedicated to identifying and supporting gifted children with disabilities."

-Brianna Quigley, 2nd year Ed.S.

"I am an instructor for EEX3097, Social Perspectives of Disability and I have a research assistantship with Dr. Anthony."

-Michayla Yost, 3rd year Ph.D.

"I have an assistantship with Dr. Anthony conducting research with academic enabler rating scales as well as developing academic enabler interventions."

-Emily Winkelman, 4th year Ph.D.

"I am currently an instructor of EDF2085. Throughout my time at UF, I have consistently had an assistantship that has been split between conducting research with faculty and teaching (with the exception of my first two semesters where I solely conducted research). Teaching over the last few years has been a mixture of online asynchronous and a live course where I met with students 2x a week. This semester I am only teaching an online asynchronous course as I am completing internship in Michigan."

-Betty Garis, 5th year Ph.D.

STUDENT PUBLICATIONS AND PRESENTATIONS

Publications

- Anthony, C. J., Frye, K. E., Winkelman, E. H., DiPerna, J. C., & Lei, P. W. (2023) *Do students need to learn how to learn again? Examining academic enablers post-COVID-19* [Manuscript submitted for publication]. School of Special Education, School Psychology, and Early Childhood Studies, University of Florida.
- Anthony, C. J., Ogg, J., & Winkelman, E. H. (in press). Dynamics of a dynamic interrelationship: Exploring whether bidirectional learning behaviors achievement relations differ across student-teacher relationship profiles. *Journal of School Psychology*.
- Day, J., Monnin, K., Shaheen, T., Kale-Mokake, K., Clardy, C. J., Stevens, G. (2023). Strategies for attracting, preparing, and retaining special education teachers through alternative route programs. *Journal of Special Education Preparation*, 3(2), 8-16. <https://doi.org/10.33043/JOSEP.3.2>
- Frye, K. E., Winkelman, E. H., & Anthony, C. J. (in press). Evaluating the factor structure and measurement invariance of the ACES-SF. *School Psychology*.
- Parker, J., Hornsby, T., Nortey, A., Troutman, A., & Parker, A. (2024). Family, school, and community collaboration. In J. Kranzler & S. Grapin (Eds.), *School Psychology Professional Issues and Practices* (pp. 233-246).
- Smith, T.C., Lane, D., John, K., Blackburn, J., Williams, C., & Troutman, A., Leonard, K., & Alao, T. (in press). Deep in the swamp: The experiences of Black graduate students. *Journal of Critical Scholarship on Higher Education and Student Affairs* (7)2.
- Troutman, A. (in press). The hues of us: Conceptualizing Black girls' colorist experiences. In Ohito, E., Deckman, S., Mock, L., & Smith, A. (Eds.) *Thinking Spatially about Black Girlhoods: Researching the Significance of (Home)Place and Space in Black Girls' Education*.

Presentations

- Anthony, C. J., Howe, A., & Yost, M. (2023, July 5-8). *Examining the Measurement Invariance and Convergent Validity of the Social Skills Improvement Systems, Brief Scales (SSIS-SELb) in Austria and Germany* [Presentation]. International School Psychology Association, Bologna, Italy.
- Barrett, C. A., Bernstein, E., Schween, A., Hobbs, T., Millhouse, M., Schinkowitch, T., & Troutman, A. (2023, February). Working together: Strategic interconnected implementation of the NASP exposure project [Symposium]. National Association of School Psychologists (NASP), Denver, CO.
- Barrett, C. A., Schween, A., Bernstein, E., Troutman, A., Kimble, E., Leonard, K., Abdelrahman, M., Schinkowitch, T., Koren, E., & Millhouse, M. (2024, February). Gaining momentum: The NASP exposure project's ongoing strategic interconnected implementation [Symposium]. National Association of School Psychologists (NASP), New Orleans, LA.
- Brown, T., Troutman, A., & Sobanjo, O. (2023, April). Now let's get in formation: Towards Black girlhood studies pedagogies - A systematic literature review [Paper presentation]. American Educational Research Association (AERA), Chicago, IL.
- Campbell, R., Chavez, B., Kale-Mokake, K., Stevens, G. & Purvis, L. (2023, November). Racial trauma's impact in schools across developmental periods. Florida Association of School Psychologists (FASP) 2023 Annual Conference.
- Campbell, R., Kale-Mokake, K., Chavez, B., Stevens, G., & Purvis, L. (2023, November). Impacts of Racial Stress and Trauma Across Development Periods in Youth. A presentation at the 50th annual Florida Association of School Psychologists conference. St. Petersburg, Florida.
- Campbell, R., Sonsteng-Person, M., Purvis, L., Machado, M., Jean-Philippe, S., & Splett, J. D. (2023, December). Evaluation of Trauma-Informed, Culturally Responsive Training for SBMH trainees, practitioners, and supervisors. A presentation at the 2023 Annual Conference on Advancing School Mental Health. New Orleans, LA.
- Campez-Pardo, M., Kenworthy LaMarca, T., Troutman, A., Guevara, G., Moskowitz, K., Horigian, V., & Pulgaron, E.R. (2024, April 25-27). The Impact of an Academic-School Health Promotion Partnership on Community Engagement Factors. In L. Schwartz (Chair), *Moving on From Clinic-Based Convenience Samples: Programs of Research with Underserved Populations and Related Challenges and Successes*. [Symposium]. Annual conference for Society of Pediatric Psychology Annual Conference (SPPAC), New Orleans, LA.
- Leonard, K., Troutman, A., Abdelrahman, M., & Kimble, E. (2023, February). Less talking, more doing: Bringing HBCU students to the table [Mini-Skills Presentation]. National Association of School Psychologists (NASP), Denver, CO.
- Troutman, A. & Brown, T. (2023, May). Now let's get in formation: Co-creating learning communities in Black girlhood through democratizing research, planning, and design. Presenter for Black Girls Vote Spring Forum, Virtual.
- Winkelman, E. H., Yost, M., Alfonso, Z., Kozlowski, K., Horn, T., & Anthony, C. J. (2023, February). A systematic review of commonly recommended SEL assessments [Paper presentation]. National Association of School Psychologists Annual Convention, Denver, CO.

Presentations (cont.)

"I will be going to NASP this year and will be doing a poster presentation on the impacts of racial stress and trauma on racial/ethnic minority youth."

-Hannah Brady, 2nd year Ed.S.

"I will be showcasing a poster on creativity assessments at the 2024 NASP conference in New Orleans, Louisiana. Additionally, I will be giving a presentation on creativity assessments the 2024 AERA conference in Philadelphia, Pennsylvania."

-Brianna Quigley, 2nd year Ed.S.

"I attended FASP this year in November. I presented with Dr. Lee Purvis, Blanca Chavez, Robretta Campbell, and Garrett Stevens on Racial Trauma's Impact in Schools and Recommendations for School Psychology Practice."

-Kathlyn Kale-Mokake, 2nd year Ed.S.

"In July of 2023 I had the privilege of attending the International School Psychology Association (ISPA) conference in Bologna, Italy. Dr. Anthony, Abigail Howe, and I presented on a study that examined the measurement invariance and convergent validity of the Social Skills Improvement Systems, Brief Scales (SSIS-SELb) in Austria and Germany. I enjoyed getting to hear from other researchers around the world and learn about school psychology from a global perspective."

-Michayla Yost, 3rd year Ph.D.

"I attended NASP last year in Denver and presented the first stages of a meta-analysis project I am working on with Dr. Anthony and other students in the program. We presented our results to a group of students, faculty, and practitioners and received feedback on the next steps of our project. I will be attending NASP in New Orleans in February to present the next stage of our project systematically reviewing validity and fairness data, following up on our reliability meta-analysis project."

-Emily Winkelman, 4th year Ph.D.

PH. D. STUDENT DISSERTATIONS



Title: Measurement Invariance of the SSIS and Gender Differences in Social Skills in America and Spain
Dissertation Chair: Dr. Christopher Anthony
-*Michayla Yost, 3rd year Ph.D. student*



Title: Investigating Social and Emotional Learning Constructs Using Natural Language Processing
"I am analyzing the language used in SEL rating scale items to better understand the underlying constructs using machine learning methods."
Dissertation Chair: Dr. Christopher Anthony
-*Emily Winkelman, 4th year Ph.D. student*



"I am in the midst of completing a qualitative case study on an adolescent with OCD, focusing on the adolescent, caregiver, and therapist perspective."
Dissertation Chair: Dr. Tina Smith-Bonahue
-*Betty Garis, 5th year Ph.D. student*



Title: 'Every morning I say no, but I still get up and go': An analysis of Black girls' experiences in an alternative school setting
Dissertation Chair: Dr. John Kranzler
Co-Chair: Erica D. McCray, Ph.D.
-*Ayanna Troutman, 5th year Ph.D. student*

PROFESSIONAL DEVELOPMENT

"I attended the Inaugural Black School Psychology Conference in Atlanta, GA this past Spring!"

-Kathlyn Kale-Mokake, 2nd year Ed.S.

"I recently attended FASP 2023!"

-Charlotte Moore, 1st year Ed.S.



"I attended FASP and had a great time! I got to learn from so many school psychologists in the field about topics that were of great interest to me. I also got to spend time with my friends who are in the program and go out to dinner and explore St Pete. But my favorite part of the conference was getting to attend the internship fair. I learned a lot about how the internship application process works, the different counties in Florida and what school psychology looks like there, and make connections with school county personnel. Next, I will be attending NASP."

-Brooke Beyma, 1st year Ed.S.

"Through my internship I have received specialized training in Selective Mutism, TF-CBT, and the ADOS-2, which has been exciting and beneficial for my professional development!"

-Betty Garis, 5th year Ph.D.

"During my graduate studies in Gainesville, I volunteered at the Pace Center for Girls, where I collaborated with Dr. Taryn Brown and Kandysee, a current school psychology student, leading research and social-emotional workshops for the students. It was great to work alongside the dedicated staff and students to foster relationships in the local community!"

-Ayanna Troutman, 5th year Ph.D.



"This semester I have been participating in the Preparing Future Faculty program with the Center for Teaching Excellence at UF and have learned so much about how to be an effective teacher and mentor. I encourage anyone who is interested in working with students in any capacity to apply!"

-Emily Winkelman, 4th year Ph.D.

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.



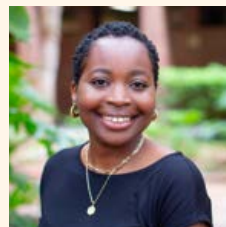
Audrey Millam
Co-President



Kira Alqueza
Co-President



Tim Horn
Treasurer



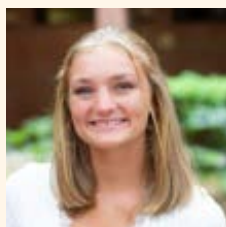
**Kathlyn Kale-
Mokake**
Secretary



Breanne Woods
Professional
Organization Liaison



Brandi Hilliard
Diversity Equity
Inclusion Liason



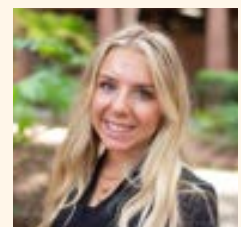
Hanna Brady
Public Relations
Chair



Jessica Kidd
Alumni Chair



Garrett Stevens
Event Chair



Brooke Beyma
First Year Liaison

SCHOOL PSYCHOLOGY GRADUATE STUDENT ASSOCIATION (SPGSA) (CONT.)

"As the first year liaison I am the representative of the first year cohort. I get to attend SPGSA meetings and voice any concerns or problems that are occurring within my cohort. I joined SPGSA so that I could be more involved in the program and be able to an advocate for my cohort. I have just recently started in this position but so far I have been able to build more connections with people in the program in the cohorts above me. With this position I now have more responsibilities but have become a stronger student because of them. I cannot wait to grow more in this role and hopefully continue to be a part of SPGSA next year!"

-Brooke Beyma

"I am the Public Relations Chair of SPGSA, and I manage the social media accounts. I love being able to work with the other students in SPGSA to advocate for our program and brainstorm ideas on how to make the program even better."

-Hannah Brady

"I am the secretary for SPGSA for the 2023-2024 academic school year. For my position, I keep a detailed record of content at all organized meetings of the SPGSA officers. I joined SPGSA to get more involved in the program and to help advocate for us students. I am grateful to be part of this student-run organization and work alongside my peers!"

-Kathlyn Kale-Mokake



Instagram: @ufschoolpsych



Website: spsauf.weebly.com



PEER MENTOR LOVE

"My peer mentor, Sasha, has been such a massive help as I navigate my first year of graduate school. Having someone to go to with any questions I have, as well as someone to have open and honest discussions, has been critical to my success."

-Charlotte Moore, 1st year Ed.S.

"My peer mentor Abigail Howe has been extremely helpful because she is a nontraditional student like me, so she is able to offer me guidance and advice about doctoral track timelines and classes as a student with a graduate degree and previous work experience."

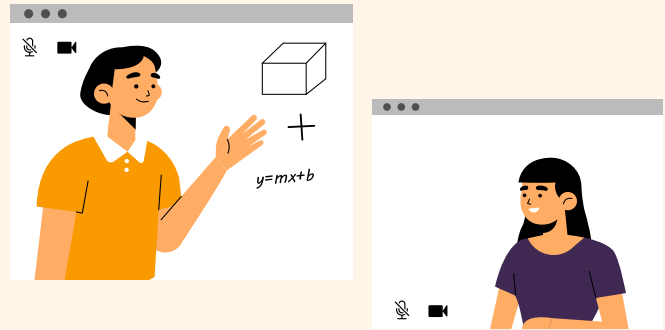
-Robretta Campbell, 1st year Ph.D.

"My peer mentor, Jorge Oquendo, has been so amazing in helping in my transition to Gainesville. Being from out-of-state, there were a lot of things to get used to and questions to be asked, so coming in with a mentor helped me a lot. Jorge lent a hand in helping me practice assessments, better understand assignments, and has always given me great life and school advice. Shoutout to Jorge!"

-Heidi Parsons, 1st year Ed.S.

"My peer mentors Ananda and Blanca have been a huge help for me during my first year. Whenever I've had a question about an assignment or project, they've always been there to give me advice about the different assessments or what to expect as a first year graduate student. They're both great people who have helped me a lot and I'm so lucky to have them as my peer mentors! Thank you so much for all your support and guidance!"

-Caitlin Franklin, 1st year Ed.S.



"Garrett has been a really helpful peer mentor to me this year! He's very knowledgeable about the ins and outs of the program and offers good advice about how to succeed as a student."

-Jasmine Nguyen, 1st year Ed.S.

"Shannon and Brianna have been extremely helpful throughout my first semester and have offered me so much support and guidance that has helped me succeed!"

-Brooke Beyma, 1st year Ed.S.

"My peer mentor is Katie Kozlowski! She has been such a crucial part in not just getting acclimated to Gainesville and the program but has also been a great person to lean on. She also answers all the millions of questions I ask her lol. Thank you Katie!!"

-Kathlyn Kale-Mokake, 2nd year Ed.S.

"My peer mentor Reilly has been such an amazing support system for me. She is always excited about my successes and willing to do anything to help me reach my goals."

-Hannah Brady, 2nd year Ed.S.

"I want to shout out Robretta! She has been great in providing guidance as someone who has already experienced being a school psychologist! She has taught me a lot and I want to thank her!"

-Ananda Gustafson, 2nd year Ed.S.

UF SCHOOL PSYCHOLOGY PROGRAM APPRECIATION

“Choosing to go to the UF SPP was the best decision I have ever made! My peers, mentors, and professors are all so incredible. UF has endless resources and opportunities available to students.”

-Charlotte Moore, 1st year Ed.S.

“I chose UF SPP because it combines science and practice across academic and professional preparation opportunities.”

-Robretta Campbell, 1st year Ph.D.

“One of my favorite parts about the UF School Psychology Program is the intimacy and camaraderie that the cohort style program provides. This tight-knit culture cultivates an environment that emphasizes diverse collaboration and support not only from peers, but also from faculty, professors, and the Alachua community.”

-Maggie McElhaney, 1st year Ed.S.

“I love the people I have met in the UF SPP. Everyone is supportive and always rooting for you.”

-Hannah Brady, 2nd year Ed.S.



Brianna Quigley, 2nd year Ed.S.



Kathlyn Kale-Mokake, 2nd year Ed.S.

“I love how supportive the students are of each other! Even though we are split into cohorts, there is still a connection between students across the program. The peer mentoring we receive is also wonderful!”

-Kathlyn Kale-Mokake, 2nd year Ed.S.

“I love the UF SPP because I get to learn about the best profession alongside some of the best people. My peers’ dedication to supporting the lives of children and their families encourages me to continue to grow in my skills as a practitioner and a researcher.”

-Emily Winkelman, 4th year Ph.D.

“I have had a wonderful experience in the UF School Psychology program over the last several years. This year, I am particularly grateful to the program for preparing me so well for internship. I was able to match at an APA approved site through APPIC at one of my top choices and feel confident in the skills provided to me by my program, while also learning many valuable skills from my internship site. I also have had wonderful support on my dissertation from my chair, Dr. Tina Smith-Bonahue.”

-Betty Garis, 5th year Ph.D.

EXPLORING GAINESVILLE

"Gainesville is such a unique city that combines old Florida history with the modernness of UF and its facilities. There are so many different places to explore, whether it be nature, food or culture. Gainesville is also a short drive away from many of Florida's larger cities with access to beaches, theme parks and more. I chose UF because of its location, extensive resources, and innovative programs surrounding education!"

-Charlotte Moore, 1st year Ed.S.

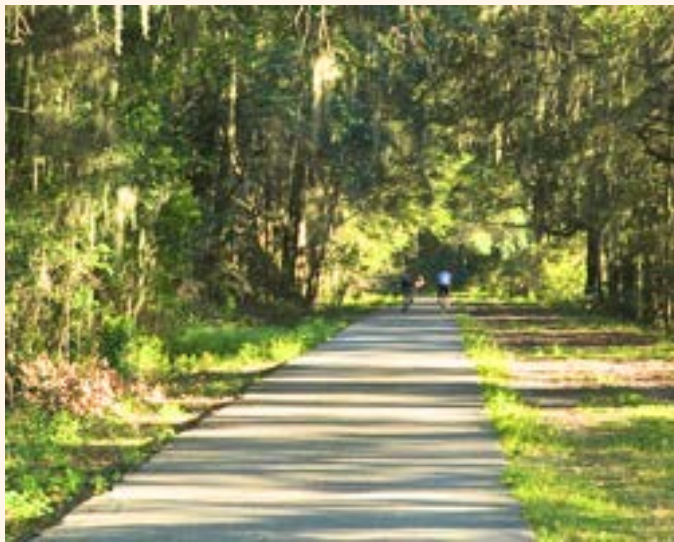


"I love all the nature that is around Gainesville. Every nature trail I've been on is unique. I also love the amount of little coffee shops there are around. It makes studying more fun."

-Hannah Brady, 2nd year Ed.S.

"Gainesville has a lot of great boba shops! My favorite is Tea Stori, but you have to visit multiple to discover your favorite!"

-Ananda Gustafson, 2nd year Ed.S.



"I love supporting Gainesville's small businesses! From restaurants and bars to secondhand stores and artist shops, the Gainesville community has some awesome local places that deserve all the hype."

-Emily Winkelman, 4th year Ph.D.



MESSAGE FROM THE EDITOR

Hi! I'm Jasmine Nguyen and I am a first-year Ed.S. student. It was a pleasure to serve my assistantship as this year's test librarian! As test librarian, I serve students and faculty in the program to ensure everyone has test materials to use for research projects, practicum site practice, course assignments, clinical services, or instructional purposes. Soon, I will be assisting Dr. Purvis in compiling information about the many practicum sites available to UF SPP students to ensure that students are paired with practicum sites that best suit their goals.



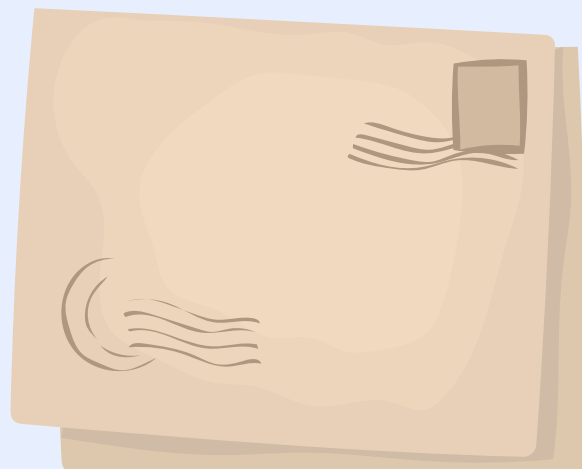
Part of my responsibilities as test librarian is to create the annual newsletter to showcase the accomplishments of students and faculty in the program. For prospective students, the newsletter is a great source of information to see what it is like to be a student here as far as practicum/assistantship experiences and opportunities for professional growth. If you are a prospective student reading this, I hope this newsletter helps you make an informed decision on your graduate school journey! Thank you to all students, faculty, and staff who have contributed to this year's newsletter!



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