



UNIVERSITY OF FLORIDA

# SCHOOL PSYCHOLOGY TIMES

2024-2025

**UF** | College of Education  
UNIVERSITY *of* FLORIDA

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# DIRECTORS' COLUMN

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By director: Dr. Kathrin Maki

Time continues to fly by in the UF School Psychology Program (SPP)! It has been a busy start to the academic year here in Gainesville. In May, four students graduated with their Ed.S. degrees after successfully defending their clinical portfolios and completing their internships. In early August, 9 students graduated with their Ph.D. degrees after successfully defending their dissertations and completing their year-long internships. Later in August, we welcomed 14 (!!!) first-year students to campus to begin their Ed.S. and Ph.D. degrees. The first-year cohort hit the ground running with classwork, practicum, assistantships, and research, including data collection in schools. Advanced students showed off their clinical skills during clinical portfolio defenses; presented their research findings at national conferences such as the National Association of School Psychologists and the Annual Conference on Advancing School Mental Health; and applied for and secured state-wide and nationally competitive internships. The students continue to be the most valuable part of the SPP!



We are thrilled to welcome our new faculty member to the SPP, Dr. John Cooley. Dr. Cooley joins us from Texas Tech University, where he was an Assistant Professor of Clinical Psychology. You will learn more about Dr. Cooley and his work in his interview later in the newsletter, but for now, I'd like to mention that Dr. Cooley brings a unique perspective and contribution to the program given the confluence of his clinical training with his work in schools.

UF SPP faculty and students continue to be incredibly productive. UF SPP faculty are currently PI or co-PI on 8 federally funded research and training grants (approximately \$25 million) and serve as PI, co-PI, or in other roles on 7 other grants. These grants are funding work to support youth mental health in schools; improve measurement of students' social-emotional skills and academic enablers; implement professional development for preschool teachers to partner with families to support children's math learning; develop teacher apprenticeship programs; support students with reading disabilities; and understand factors influencing learning disabilities identification and outcomes. The SPP faculty also published 1 book chapter, 26 refereed journal articles, and 2 practice guides, and were cited over 1,200 times over the last year.

# DIRECTOR'S COLUMN

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By director: Dr. Kathrin Maki

As a reflection of these accomplishments, the faculty was recognized with several awards and honors over the last year. Dr. Chris Anthony was named a University of Florida Global Fellow and received a Fulbright U.S. Scholar Award. Dr. Joni Splett was awarded the University of Florida Research Foundation Professorship and received Article of the Year Honorable Mention for School Psychology Review. I (Katie Maki) was tenured and promoted to Associate Professor.

Speaking of Dr. Anthony's Fulbright Award, Dr. Anthony will spend the spring semester in Malta (an island nation in the Mediterranean) conducting research in collaboration with the University of Malta and the Centre for Resilience and Social-Emotional Health. During his time there, Dr. Anthony will teach several seminars, but most of his attention will be on facilitating the collection and analysis of data on the social-emotional health and academic learning skills of a national sample of Maltese children. This work is facilitated by the Maltese Ministry for Education and will give insight into the well-being of children throughout the country and provide a baseline against which to compare future generations of children. Data will be based on several measures of which Dr. Anthony is a co-author, which have already been translated into Maltese and administered with small samples of participants in Malta. He will lead analysis of the data and develop a report that will be presented to the Maltese Ministry for Education upon the completion of the Fulbright. We will greatly miss having Dr. Anthony on campus and hearing him whistling down the hallway, but we are excited to hear about his adventures in Europe.

SPP students and faculty have accomplished big things over the last year. Despite SPP programs not being ranked, it is safe to say that we are a top program in the country (and I'm not just saying that because I'm the director!). With our stellar students, ambitious faculty, and amazing staff, we are confident that the next year will be just as successful. Go Gators!

# KATHRIN MAKI, PH.D.

## Associate Professor & Director

Dr. Maki is an Associate Professor and Director of the School Psychology Program at the University of Florida. Along with the experience of teaching many school psychology courses, her major area of scholarly interest focuses on the identification of learning needs and the development of academic skills for children with learning difficulties and disabilities. Specifically, her work centers on two interconnected lines of research by examining : (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**

- Promoted to Associate Professor with Tenure
- June, 2024- Director, UF School Psychology Program

### **CURRENT GRANTS FUNDED**

- Lane, H., Cheney-Collante, Maki, K. E., Gonsalves, V., & Contesee, V. (2022-2016). 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.
- 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.
- 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.

# KATHRIN MAKI, PH.D.

## Associate Professor & Director

### PUBLICATIONS

\*student co-author

Barrett, C., Maki, K. E., & Chestnut S. (in press). Measuring biologically-based and environmentally-based beliefs about SLD: An exploratory and confirmatory factor analysis. *Journal of Learning Disabilities*.

Barrett, C. Maki, K. E., Miller, H.,\* Burns, M. K., & Hajovsky, D. B. (in press). Partitioning influences in SLD decision outcomes and confidence: school psychologist' decision-making style, beliefs, and socio-demographic characteristics. *Learning Disabilities Quarterly*.

Dombrowski, S., Benson, N., & Maki, K. E. (2024). The current state of the evidence of PSW for SLD identification: A systematic review. *School Psychology Review*. Advanced online version.

Greene, A. \*, Dougé, M. C. E.\*, & Maki, K. E. (in press). State definitions, policies, and practices of gifted identification: What difference does a decade make? *Gifted Child Quarterly*.

Maki, K. E., Coddling, R., Zaslofsky, A. F., Dougé, M. C. E.\*, & Thompson, S.\* (2024). Students' perceptions of math task difficulty and their strategy use: Relations with math anxiety and math performance. *School Psychology Review*. Advanced online version.

Maki, K. E., Kranzler, J. H., & Kozlowski, K. (2024). School psychology graduate students' experiences with ethical dilemmas: Implications for training and practice. *School Psychology Review*. Advanced online version.

Maki, K. E., Kranzler, J. H., & Wheeler, J.\* (2024). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*, 53, 57-68.

Newell, K. Aravelo., Maki, K. E., Zaslofsky, A. F., & Sullivan, A. L. (in press). Participatory reading research centering bilingual learners in context: Development and application of the Bilingual Reading Intervention Targeting Tool. *Journal of School Psychology*.

# KATHRIN MAKI, PH.D.

## Associate Professor & Director

### CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS

\*student presenter

Benson, N., Maki, K. E., & Dombrowski, S. (2024, March). PSW for SLD: *What does the diagnostic utility literature indicate?* National Association of School Psychologists Annual Convention, New Orleans, LA.

Deshon, L. L.,\* Rubenstein, L. D., Maki, K. E., & Dougé\* (2023, November). *Anchoring conceptions of twice exceptionality in reality.* National Association of Gifted Children Annual Convention, Orlando, FL.

Hajovsky, D. B., Maki, K. E., Niileksala, C. McGill, R. (2024, October). *Science and Practice of Identifying Specific Learning Disabilities: Kind Conversations about a Wicked Problem.* Learning Disabilities Association of America.

Harris, B., Barrett, C., Aspiranti, K., Fallon, L., Maki, K. E., Jenkins, L., & Kasi, I. (2024, March). *Demystifying the job search process for careers in academia.* National Association of School Psychologists Annual Convention, New Orleans, LA.

Nudelman, E.,\* Hatfield, S.,\* Stevens, G.,\* & Maki, K. E. (2024, March). *A novel synthesis of single-case design reading intervention effects.* National Association of School Psychologists Annual Convention, New Orleans, LA.

Quigley, B.,\* Maki, K.E., Thompson, S.,\* & Rubenstein, L. (2024, March). *A synthesis of creativity assessments: Characteristics and psychometric properties.* National Association of School Psychologists Annual Convention, New Orleans, LA.

Rubenstein, L. D., Maki, K. E., & DeShon, L. L.\* (2023, November). *Directing the director: Preparing gifted leaders within performing arts.* National Association of Gifted Children Annual Convention, Orlando, FL.

Rubenstein, L. D., Maki, K. E., Quigley, B.,\* & Thompson, S.,\* (2024, April). *Peering through the kaleidoscope. A systematic review of creativity assessments within PK12 settings.* American Education Research Association Annual Convention, Philadelphia, PA.

Southworth, A.,\* Johnson, S. K.,\* Maki, K. E., Ridgley, L., Ramirez, G., & Rubenstein, L. D. (2024 April). *Student leadership capacities: A systematic review and future possibilities.* American Education Research Association Annual Research Association Convention, Philadelphia, PA.

# 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 promoting children's positive development with an emphasis on character, social and emotional skills, and academic competence. He especially focuses on utilizing advanced psychometric techniques to improve assessment utility, developmental sensitivity, and fairness.



### **AWARDS, HONORS, & NEW APPOINTMENTS**

- University of Florida Global Fellow
- Associate Editor- Journal of School Psychology
- Fullbright U.S. Scholar Award

### **CURRENT GRANTS FUNDED**

- DiPerna, J.C., Lei, P., & Anthony, C. J. (2020-2023). ACES-2: Development and Validation of the Revised Academic Competence Evaluation Scales. U.S. Department of Education, Institute Sciences (Measurement Goal), \$1,399,785 (\$158,987 subcontract to University of Florida). Co-Principal Investigator
- Pacheco, M. & Anthony, C.J. (2024-2025). Project VITE: Virtue in Teacher Education. The Wake Forest Character Education Initiative, \$40,571. Co-Principal Investigator

### **PUBLICATIONS**

Anthony, C. J., Frye, K. E., Horn, T. C., Lei-P-W., & DiPerna, J. C (in press). Culturally informed approaches to behavioral and educational assessment: Considering fairness and culture in social and emotional learning assessment. In J. Rayford, K. Eklund, E. Dowdy, C. Reynolds, & R. Kamphaus (Eds.), *Culturally-Informed Approaches to Behavioral and Emotional Assessment of Youth (Chapter 26)*. New York: Guilford



# CHRISTOPHER ANTHONY, PH.D.

## Associate Professor

### **PUBLICATIONS (CONT.)**

Anthony, C. J., Graziani, I., Elliott, S. N., & Cavioni, V. (2024). Introduction to the special issue on assessing children's social emotional learning to guide improvement programs. *International Journal of Emotional Education*, 16, 1-5. <https://doi.org/10.56300/FVRF6319>

Anthony, C. J., Hassani, S. Schwab, S., Howe, A., Yost, M., Elliott, S. N., Löper, M., Görel, G., & Hellmich, F. (2024). Examining the measurement invariance and validity of the SSIS SEL Brief + Mental Health Scales-Student Version in Austria and Germany. *International Journal of Emotional Education*, 16, 26-49. <https://doi.org/10.56300/HYOT2284>

Anthony, C. J., Hassani, S. Schwab, S., Howe, A., Yost, M., Elliott, S. N., Löper, M., Görel, G., & Hellmich, F. (2024). Examining the measurement invariance and validity of the SSIS SEL Brief + Mental Health Scales-Student Version in Austria and Germany. *International Journal of Emotional Education*, 16, 26-49. <https://doi.org/10.56300/HYOT2284>

Anthony, C. J., Lei, P. W., Elliott, S. N., DiPerna, J. C., Cafai, C., Bartolo, P. A., Camilleri, L., O'Riordan, M., Grazzani, I., Cavioni, V., Conte, E., Ornaghi, V., Tatalovic, S., Polo, M., Martinson, B., Simoes, C., & Colomeischi, A. (2024) 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*, 40, 222-240. <https://doi.org/10.1027/1015-5759/a000753>

Anthony, C. J., Ogg, J., & Winkelman, E. H. (2024) Dynamics of a dynamic interrelationship: Exploring whether bidirectional learning behaviors - achievement relations differ across student-teacher relationship profiles. *Journal of School Psychology*, 104, 101308. <https://doi.org/10.1016/j.jsp.2024.101308>

Brann, K., Anthony, C. J., Elliott, S. N., Flora, A., & Brown, C. (2024) Informant screening profiles of social and emotional learning: Exploring teacher and student agreement. *Journal of Psychoeducational Assessment*, 42(3), 259-275. <https://doi.org/10.1177/07342829231223856>

Elliott, S. N., Anthony, C. J., & Murthy, H. (in press). Teaching social skills that enable learning and healthy relationships of high achieving students. *Gifted Education International*.

Frye, K. E., Anthony, C. J., Huggins-Manley, A. C., & Smith-Bonahue, T. M. (2024) Kids these days and kids from those days: Investigating trends in children's social skills from 1988 to 2007. *Journal of School Psychology*, 103, 101278. <https://doi.org/10.1016/j.jsp.2023.101278>

# CHRISTOPHER ANTHONY, PH.D.

## Associate Professor

### **PUBLICATIONS (CONT.)**

Frye, K. E., Boss, D., Anthony, C. J., Hangxiang, D., & Xing, W. (2024) What Makes a Standard? Content analysis of K-12 SEL standards using the CASEL Framework. *School Psychology Review*, 53 (3), 208-222. <https://doi.org/10.1080/2372966X.2022.2030193>

Frye, K. E., Winkelman, E. H., & Anthony, C. K. (in press). Evaluating the factor structure and measurement invariance of the Academic Competence Evaluation Scales-Short Form. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000609>

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>

Vorkapić, S. T., Anthony, C. J., Elliott, S. N., Cavioni, V., & Grazzani, I. (2024). Measuring Social and Emotional Learning skills of preschool children in Croatia: Initial validation of the SSIS SEL Brief Scales. *International Journal of Emotional Education*, 16, 50-69. <https://doi.org/10.56300/RRMN9191>

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS**

DiPerna, J. C., Frye, K. E., & Anthony, C. J. (2024, November). *From SEL to the ABCs: The role of AEs (Academic Enablers)!* Annual SEL Exchange of the Collaborative for Academic, Social, and Emotional Learning, Chicago, IL.

Elliott, S. N. & Anthony, C. J. (2024, November). *Screening Stress and Resilience Behaviors for a Healthy Social Emotional Program.* Annual SEL Exchange of the Collaborative for Academic, Social, and Emotional Learning, Chicago, IL.

Frye, K. E., & Anthony, C. J., & DiPerna, J. C. (2024, February). *Creating a developmentally sensitive rating scale of academic competence.* Annual conference of the National Association of School Psychologists, New Orleans, LA.

Frye, K. E., & Anthony, C. J., & DiPerna, J. C. (2024, February). *Fairness first: Implications for developing a measure of academic competence.* Annual conference of the National Association of School Psychologists, New Orleans, LA.

Frye, K. E., & DiPerna, J. C., & Anthony, C. J. (2024, August). *Then and now: Teacher perceptions of the importance of academic enablers.* Annual conference of the American Psychological Association, Seattle, WA.

# CHRISTOPHER ANTHONY, PH.D.

## Associate Professor

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS (CONT).**

Horn, T. C., Winkelman, E. H., Yost, M. L., & Anthony, C. J. (2024, February). *Validity and fairness evidence of commonly recommended SEL assessments*. Annual conference of the National Association of School Psychologists, New Orleans, LA.

Ndem, N. V., Styck, K. M., & Anthony, C. J. (2024, February). *Exploring bias on teacher ratings of students disruptive classroom behavior*. Annual conference of the National Association of School Psychologists, New Orleans, LA.

Woods, B. L., Horn, T. C., Pruitt, A. E., & Anthony, C. J. (2024, February). *Examining the stability of rater effects on DBR-MIS*. Annual conference of the National Association of School Psychologists, New Orleans, LA.

Woods, B. L., & Anthony, C. J. (2024, February). *Examining the effect of SRO presence on black-white opportunity gaps*. Annual conference of the National Association of School Psychologists, New Orleans, LA.

# ELAYNE COLÓN, PH.D.

## Interim Associate Dean

Dr. Colón's scholarly interests include assessing quality educator preparation, teacher preparation pathways to the classroom, and issues related to accountability and accreditation in higher education. She is also currently funded through UF Presidential Strategic Funding to examine and build college infrastructure related to undergraduate research experiences.



### **CURRENT GRANTS FUNDED**

- Florida Department of Education, *Pathways to Career Opportunities Grant - Grow Your Own Teacher Apprenticeship Program*, July 2023 - June 2025, AWD16431; Amount Awarded: \$1,360,911 (Co-Pi)
- National Science Foundation, *Using Poetry-writing and Poetry-analysis to Enhance Student Learning in Engineering Education*, October 2022- - September 2024, AWD12876; Amount Awarded: \$299,990 (Co-PI)
- University of Florida Presidential Strategic Funding, *UF Students As Research Scholars: Fostering the Undergraduate Research Experience (Project StARS)*, 2024-2027, Amount Awarded: \$330,000 (PI)

### **PUBLICATIONS**

Colón, E. P., Dassa, L. M., Dana, T. M., & Hanson, N. P. (2024). Agree to Disagree: Multiple Methods to Assess Rater Agreement During Student Teaching. *Action in Teacher Education*, 1-18.

Wolf, J., Tillander, M., Peper, K., Phillips Kastenholtz, V., Lantow, V., Classe, C., Jiang, Y., & Colón, E. (2024). "Visual thinking strategies" improves radiographic observational skills but not chart interpretation in third and fourth year veterinary students. *Frontiers in Veterinary Science*, 11, 1480301.

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS**

Mathieson, T., Dassa, L., & Colón, E. (2024, February). *To Listen is to Learn: Lesson from a Statewide Apprenticeship Task Force*. Presented at the annual meeting of the American Association of Colleges of Teacher Education, Denver, CO.

# 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 their children's education, particularly, strategies to support teachers' ability to partner effectively with diverse families in early childhood education.



### **AWARDS, HONORS, & NEW APPOINTMENTS**

- Member & Program Approval Board of the National Association of School Psychologists

### **CURRENT GRANTS FUNDED**

- Consulting Investigator, *Math Partners: Collaborations to Support Early Math Learning* (National Science Foundation awarded to the University of Illinois, Principal Investigator, Stephanie Smith, Ph.D.)

A collaborative project between the University of Illinois and the Erikson Institute, Math Partners provides professional development and support to enable preschool teachers to partner more effectively with families to promote play-based, developmentally appropriate early math learning.

### **PUBLICATIONS**

\*student co-author

\*DeLouche, A., Smith-Bonahue, T., \*Marichal, M.E.; McCray, E.D. (2024). Considering culture and unveiling community cultural wealth among Latinx immigrant families. *School Community Journal*.

\*Frye, K.E.; Anthony, C.J.; Huggins-Manley, A.C.; Smith-Bonahue, T. (2024). Kids these days and kids those days: Investigating perceptions of children's social skills from 1988 to 2007. *Journal of School Psychology*, 103, <https://doi.org/10.1016/j.jsp.2023.101278>

# TINA SMITH-BONAHUE, PH.D.

## Associate Professor

### **PUBLICATIONS (CONT.)**

\*Frye, K. E., \* Garis, E. J., \*Meyers, T. O., Huggins-Manley, A. C., Smith-Bonahue, T., Kemple, K.M., \*Kehl, L. (in press). Reliability and validity evidence for an Adapted Affect Knowledge Test for Preschool Children using Rasch Theory. *Early Education and Development*.

Kemple, K. M.,; \*Liu, S.J.; Smith-Bonahue, T.; \*Kehl, L. (in press). Maximizing the power of play through supportive practices. *Teaching Exceptional Children*.

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS**

Smith-Bonahue, T. (2024, April). *Development of a Post-Baccalaureate Teaching Apprenticeship: Lessons Learned*. Educator Preparation Programs Collaborative, Deans for Impact.

Smith-Bonahue, T., Warren, C. (2024, January) *Innovating Curriculum*. Commissioner's Summit: Ignite Innovation in Teacher Preparation, Tallahassee, FL.

Smith-Bonahue, T., Weeden, K. & Chancy, S. (2024, January) *A Tale of Two States: Florida and Arkansas Discover the Power of Partnerships to Launch Teaching Apprenticeship*. National Convening on Registered Apprenticeships in Teaching, San Antonio, TX.

# JONI WILLIAMS SPLETT, PH.D.

## Associate Professor, Director of UF Prevention & Intervention Network

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**

- University of Florida Research Foundation Professorship (August 2023-2026)
- *School Psychology* Article of the Year Honorable Mention (Splett, Brann, Trainor & Shen, 2023)

### **CURRENT GRANTS FUNDED**

- National Institutes of Health, National Institutes of Mental Health (2024-2029). *Online and offline multiverse spillover: Mapping the ecology of youth mental health* (Co-I; PI Lynne, Co-PI Gabrielli, CO-Is Dorr, Corbin, and Zhang). Total awarded \$3,762,832.
- 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.
- 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.

# JONI WILLIAMS SPLETT, PH.D.

## Associate Professor, Director of UF Prevention & Intervention Network

### CURRENT GRANTS FUNDED (CONT.)

- Patient-Centered Outcomes Research Institute (2022-2027). *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 Elementary and Secondary Education, Education Innovation Research (2024-2028). *Project Pathways: Creating the pathway to improve student mental health and well-being* (PI Gage, Co-PI Romeo, Co-I/Consultant Splett). Total awarded \$4,000,000
- 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 PU Heather Gorge. 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.
- University of Florida Office of Research, 2023 Research Opportunity Seed Fund (2023-2024). *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.

### PUBLICATIONS

Gage, N., Baker, C., Splett, J.W., Halliday, C.A. (2024). Mental health literacy of multi-tiered systems of support team members. *American Journal of Health Education*.  
<https://doi.org/10.1080/19325037.2024.2422077>

Kidd, J., Lord, R., Splett, J.W., Varner, M., Yost, M., & Sonsteng-Person, M. (in press). Considerations for universal mental health screening in schools: A qualitative study of implementation determinants. *Journal of Emotional and Behavioral Disorders*.

Shen, Z., Curran, C., Fleming, K., Splett, J.W., Poekert, Ph, & Bratsch-Hines, M. (2024). Science outcomes design parameters for cluster-randomized trials involving teachers. *Journal of Educational Effectiveness*.  
<https://doi.org/10.1080/19345747.2024.2417283>

Splett, J. W., Brann, K. L., Trainor, K. M., & Shen, Z. (2023). Examining actual use of social, emotional, and behavioral screening to identify and address needs. *School Psychology*, 38(3), 137-147.

\*\*Honorable Mention for Article of the year; APA Div 16 Journal



# JONI WILLIAMS SPLETT, PH.D.

## Associate Professor, Director of UF Prevention & Intervention Network

### **PUBLICATIONS (CONT.)**

Splett, J.W., Gage, N.A., Perales, K.L., Halliday, C. & Weist, M.D. (2024, January). *The impact of the Interconnected Systems Framework (ISF) on school climate: Results from a randomized controlled trial*. Eugene, Oregon: University of Oregon Press, Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education).  
<https://www.pbis.org/resource/the-impact-of-the-interconnected-systems-framework-isf-on-school-climate-results-from-a-randomized-controlled-trial>

Splett, J.W., Perales, K., Pohlman, K., Alqueza, K., Collins, D., Gomez, N., Houston-Dial, R., Meyer, B. & Weist, M.D. (2024, June). *Enhancing team functioning in schools' multi-tiered systems of support*. Eugene, Oregon: University of Oregon Press, Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). <https://www.pbis.org/resource/enhancing-team-functioning-in-schools-multi-tiered-systems-of-support>

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS**

Duncan, K., Gonsalves Rebello, M., Holmquist, A., Campbell, R. & Splett, J.W. (2024). *The role of attitudes towards trauma-informed care in educators' perceptions of personal and organizational acceptability*. Accepted for poster presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

Kidd, J., Lord, R., Alfonso, Z., Ashier, D. & Splett, J.W. (2024). *Preliminary results of the Interconnected Systems Framework in middle schools*. Presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Perales, K. & Splett, J. W. (2024, April). *Coaching teams in using screening and other data to meet students' need for mental health interventions*. Presented at the 2024 Southeastern School Behavioral Health conference, Myrtle Beach, SC.

Romer, N., Splett, J.W., & Gage, N. (2024). *Creating pathways to improve student mental health and well being*. Invited pre-conference workshop at the 2024 California PBIS Conference, Sacramento, CA.

Sinclair, J., Perales, K., George, H. P., & Splett, J. W. (2024). *Implementing school-based mental health MTSS: An update from three model demonstration projects*. Presented at the Associate of Positive Behavioral Supports Annual 2024 Conference on Advancing School Mental Health, New Orleans, LA.

# JONI WILLIAMS SPLETT, PH.D.

## Associate Professor, Director of UF Prevention & Intervention Network

### **CONFERENCE PRESENTATIONS / IN-SERVICE WORKSHOPS (CONT.)**

Sonsteng-Person, M., Splett, J. W., Purivs, L., Jean-Philippe, S., Machado, M., & Campbell, R. (2023). *Evaluation of trauma-informed, culturally responsive training for SBMH trainees, practitioners, and supervisors*. Paper presented at the 2023 Annual Conference on Advancing School Mental Health, New Orleans, LA.

Splett, J. W. (2023, December). *Best Practices: Resiliency Prevention and Intervention Strategies*. Keynote presented at the Convening for School Counselors, Mental Health Professionals, and Social Workers hosted by the Panhandle Area Educational Consortium (PAEC) Counselor Network Professional Learning Services in conjunction with the Institute for Small and Rural Districts (ISRD), Tallahassee, FL.

Splett, J. W. (Chair) (2024). *Detecting and Responding to Racial Bias in School Mental Health Delivery Decisions*. Accepted for symposium presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

Splett, J. W. (2024). *Using Universal Mental Health Screening Data in School Teams to Meet Students' Mental Health Needs*. Invited presentation at the 2024 California PBIS Conference, Sacramento, CA.

Splett, J. W., Kidd, J., Corbin, C., Johnson, M., Perales, K., & Halliday, C. A. (2024). *Detecting and Preparing for Unexpected Effects of Implementing Universal Mental Health Screening with Equity Enhancements*. Accepted for paper presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

Splett, J. W. (Chair), Kidd, J., Taylor, J., Johnson, M., Alqueza, K., Lord, R. (2023). *Guidance for Adoption and Implementation of Universal Mental Health Screening in Schools from Research and Practice*. Symposium presented at the 2024 Annual Conference on Advancing School Mental Health. New Orleans, LA.

Trainor, K., Machado, M., Jean-Phillippe, S., Parsons, H., Quintero, E., & Splett, J. W. (2024). *Interdisciplinary training in school mental health: School psych, school counseling & mental health counseling preparation*. Accepted for paper presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

Worth, M., Smith, S. W., Splett, J.W., & Trainor, K. (2024). *Social-Emotional Learning instruction for students with Emotional and Behavioral Disorders: Survey results and proposed model*. Accepted for paper presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

# NANCY WALDRON, PH.D.

## Professor & School Director

Dr. Nancy 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 served in leadership positions within the College of Education, as well as state and national professional organizations (NASP). Within the school psychology program, she has taught courses on school consultation, academic assessment/intervention, and diversity and inclusion. Dr. Waldron serves as co-PI on a Florida Department of Education grant to design teacher apprenticeship programs leading to professional certification. Her record of scholarship focuses on: inclusive education for students with disabilities, school improvement, and the professional preparation and credentialing of school psychologists. A recent co-edited publication is the Handbook of Effective Inclusive Elementary Schools: Research and Practice (2nd Edition).



Professor & Director



# Welcome Interview: Dr. Cooley

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## What drew you to the field of psychology?

I've loved psychology ever since I took my first course in it as a junior in high school. But I first knew I wanted to pursue a career in the field after working at a short-term residential treatment center for children and adolescents with serious emotional and behavioral difficulties when I was an undergraduate student.

Although it was evident that friendships and social status were central concerns for nearly all the youth there, I observed that many had a difficult time developing and maintaining healthy relationships. This was a major source of frustration for the adolescents I worked with, and many responded by withdrawing and/or acting out aggressively. Accordingly, I became very interested in understanding how peer relations -specifically bullying and peer victimization- impact youth's mental health and well-being, and I've been studying this topic ever since.



## What led you to the University of Florida?

The vast majority of my research to date has been conducted within schools. This has included longitudinal studies where I have sought to identify factors that influence the risk for bullying and peer victimization and their associated negative outcomes. More recently, I've been particularly interested in developing and evaluating novel prevention and intervention approaches to support youth's mental health.

At Texas Tech University, I was the only faculty member in my department working in schools. I was drawn to the University of Florida by the wonderful opportunities for collaboration with others who share similar interests and goals. Funnily enough, my lab was named the "Prevention & Intervention Lab" at the time; when I saw that this position involved joining the UF Prevention & Intervention Network, I knew it was meant to be! My wife is also a clinical child and adolescent psychologist, and there was a great opportunity for her to join the faculty in the Department of Psychiatry within the College of Medicine here. On a personal level, we are thrilled to move to Gainesville, where my wife previously lived for 5 years and where we will be driving distance to both of our extended families.

# Welcome Interview: Dr. Cooley

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## What excites you most about joining our program?

I aim to scale up my prevention and intervention research in the years ahead, with the ultimate goal of expanding families' access to evidence-based mental health services and resources within schools and other community-based settings. I look forward to joining the UF Prevention & Intervention Network and developing strong collaborations with the faculty here. I also love mentoring and teaching graduate students; in particular, I am excited to teach graduate courses on developmental psychopathology and cognitive-behavioral interventions within school settings.

**“Whatever affects one directly, affects all indirectly.” -Dr. Martin Luther King, Jr.**

## What advice would you offer to incoming or current students?

Graduate school is a time when your professional interests and goals can really evolve. I would encourage all incoming and current students to take advantage of all the wonderful training opportunities that are available to them at the University of Florida. Participate in a range of practicum placements that offer unique clinical experiences, get actively involved in research, attend and present at conferences, and publish papers. Try out as much as you can to see what you like and to keep as many career options on the table as possible. Time management is incredibly important (and challenging), so make sure to develop a strong organizational system for yourself. And be sure to block out time for self-care and doing things that fill your personal tank up!



# OFFICE STAFF

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

### JACKIE METTS

Administrative Specialist III



Jackie is the Office Manager for Special Education, School Psychology, and Early Childhood Studies. Her responsibilities include managing SESPECS HR and Payroll, handling Tuition Waivers, preparing Letters of Appointment, and managing GA Evaluations. Though Jackie has been with SESPECS for only a few months, she has worked at the University of Florida for nearly 9 years as of November. She is excited about her new role and looks forward to collaborating with the School Psychology program.

### HEATHER DAMPIER

Administrative Assistant II

Heather is an Administrative Support Assistant II. Some of her responsibilities include Department Travel & Reimbursements, Department Purchasing, Course Scheduling, Doctoral Admissions Processes, Graduate Programs Support, GIMS Updates, and various other duties. She was born and raised here in Gainesville, Florida. Heather came to the SESPECS office in February 2019 after working for UF in Financial Aid for 12 years. She loves spending time with her husband and 2 kids, the outdoors, and helping others achieve their goals.



# OFFICE STAFF

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



Scott has been with the University of Florida since 2008, starting at the English Language Institute. He then spent 14 years at the UF International Center. Culminating in his role as Director of the Exchange Visitor Services Unit. With extensive administrative experience, a deep understanding of UF's institutional operations, and a strong background in working with diverse populations, Scott brings valuable expertise to SESPECS. A Florida native and a long-time Gainesville resident of over 30 years, Scott has a passion for the arts, enjoys gardening as an avid plant collector, and dotes on his two cats, Luna and Marco. Scott looks forward to working with his amazing new colleagues and providing support to SESPEC students and faculty.

**SCOTT DAVIS**  
Academic Assistant II

Kim is an administrative professional who enjoys finding creative solutions and helping processes run smoothly. She lives in Keystone Heights and loves her community, family, and work. She has four children, three wonderful grandchildren, a loyal German Shepherd named Ziggy, and four adorable cats. She is proud to work at the University of Florida where she contributes to a vibrant and dynamic environment. One of the highlights of my job is the Hawks, and John and Kathy Norman who bring a special charm to her day.

**KIMBERLIE GANN**  
Administrative Assistant I



Professor & Director

# MEET THE FIRST YEAR COHORT



Hi everyone, my name is **Ava Anderson**, and I am a first-year PhD student. I am from Tampa, Florida, and I graduated from FSU with a degree in psychology and sociology. In my free time, I enjoy exploring the nature around Gainesville with my dog, Peanut, thrifting, doing arts and crafts, doing my makeup, and gaming. I am excited to learn more about different assessments and receive PCIT training.



Hi! My name is **Miko Dizon-Bumann** and I'm a first-year Ed.S. student from St. Croix in the U.S. Virgin Islands! I did my undergraduate at the University of California, Los Angeles (UCLA) and graduated with a Bachelor's in Psychology. During my undergraduate, I also worked with Jumpstart to serve preschools in under-resourced communities, which drove my interest in school psychology! I loved psychology as an undergraduate, and I'm really interested in supporting the mental health and well-being of students, especially in underserved communities.



I'm **Sarah Dubner**, currently pursuing my EdS in School Psychology at UF. I am originally from Boca Raton and attended the University of Central Florida for my Bachelor's in Psychology and minor in Special Education. The University of Florida's esteemed faculty and strong departmental community were key factors in my decision. What fueled my desire to pursue school psychology was my experience as an RBT working with autistic children and my personal experience with being diagnosed with dyslexia further motivates me to help students overcome academic challenges.



# MEET THE FIRST YEAR COHORT



Hi, all! My name is **Kaylor Duncan** and I am grateful to be completing my doctorate in school psychology with Dr. Splett as my advisor. I completed both my undergraduate degree in psychology and my educational specialist degree in school psychology at James Madison University. I loved my time as a school psychologist practicing in Hanover County, Virginia for the past 5 years prior to joining UF. My research interests include school-based mental health, neurodevelopment disorders, parenting, and gifted and talented. During my spare time, I enjoy cooking, reading, traveling, and spending time with family and friends.



Hi! My name is **Mariana Gonçalves Rebello**, I am a PhD student from São Paulo, Brazil. I did my undergraduate in psychology at the University of São Paulo. My research interests are mental health promotion in schools. I chose UF because of its research line in mental health, the friendliness of the students, the renown of the university, and the proximity to Disney World, of course!



Hi! My name is **Katrina Lashinger** and I am from Orlando, FL. I graduated from the University of Central Florida with my undergraduate degree in psychology, and I am on the Ed.S. track. I chose UF to get the experience of a first-year practicum and because I loved all the faculty and students I met! I always loved working with children and learned about school psychology when working in a private practice. During my free time, I love being in nature, thrifting, and working out (especially doing yoga).

# MEET THE FIRST YEAR COHORT



My name is **Caroline Lenz**, and I am a first-year Ed.S. student from Jacksonville, FL. I attended undergraduate school at UF and got my Bachelor's in psychology. I chose UF because of the wonderful experience that I had during my undergrad, and the unique experiences that this program has to offer such as first-year practicum.



Hi everyone! I'm **Harrison Leslie** from Gainesville, FL. I went to UF for my undergraduate and decided to stay because I knew the UF SPP was the perfect fit for me and my professional goals. I'm especially interested in reading and writing intervention, and this year has already been amazing. In my free time, I love playing tennis, pickleball, and paddleboarding. This program has so much to offer, and everyone has been incredibly kind and supportive - I know I made the right choice!



Hi! My name is **Maddy Lester**. I am a first-year Ed.S. student from West Palm Beach, Florida. I have a B.S. in Psychology from Florida State University. My research interests are in mental health and behavioral interventions, although I am fascinated by all facets of school psychology. The UF SPP is a phenomenal program, leading us to be successful school psychologists while providing amazing cohort friends, knowledgeable faculty who encourage your academic and professional goals, and a practicum experience to give insight into your future career!

# MEET THE FIRST YEAR COHORT



Hello everyone! My name is **Shantoy Maxwell**, and I'm a first-year Ph.D. student from the beautiful island of Jamaica. I earned my B.S. in Child and Adolescent Development from the University of Technology, Jamaica. Before coming to UF, I spent four years in Japan working as an ESL teacher. I chose UF because I'm inspired by the impactful work of the faculty here, and I'm excited to learn and grow in this academic community.



Hi, my name is **Nikira Rolle**, and I am a first-year Ed.S. student. I am from the island of Nassau, the Bahamas, where I was born and raised. I achieved a Bachelor of Science in Psychology at Florida Memorial University in South Florida. While in my undergraduate program, I gained employment at Miami Dade Public Schools, where I worked with middle school students as an interventionist. My experience at the school further piqued my desire to work with students in underserved communities and diverse backgrounds. Gainesville has been a wonderful experience for me thus far. One of the things I look forward to is running and walking these amazing trails. When I am not walking or running, I enjoy reading, swimming, or riding my bicycle while looking for new places to enjoy the environment.



Hello! My name is **Kelsie Thomma**, and I am a first-year Ed.S. student. I am originally from the Upper Peninsula of Michigan where I earned my B.S. in Special Education. I then moved to Fort Myers, Florida where I worked as an Elementary Special Education teacher. I chose UF's SP program because of its extremely welcoming environment, an immense amount of available opportunities, and a clear commitment to evidence-based practices. Additionally, the SPP faculty supports each student's individual experiences and professional goals. I do not doubt that I made the right choice!

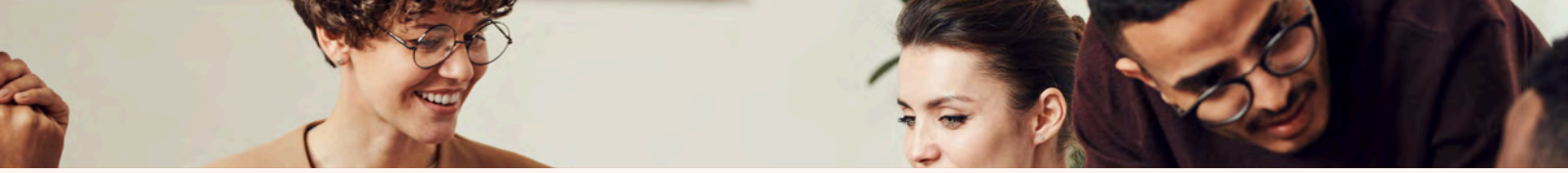
# MEET THE FIRST YEAR COHORT



Hi, my name is **Jaqueline Villarreal**, and I am a first-year Ed.S. student! I am from Naples, Florida. I graduated from Florida State University with my Bachelor's in Psychology and my masters in Human Development and Family Science. I chose UF because I love the faculty! On top of that, I found it interesting how we do practicum in our first year! It's a great experience to step into our field early on.



Hi!! My name is **Michaela Werner**, and I'm originally from Pensacola, Florida. I have a B.S. in Neuroscience and Behavior from Notre Dame, and I worked as a Registered Behavior Technician in ABA therapy before coming back to school. I'm super interested in clinical work with neurodiverse children, specifically in autism, as well as specific learning disability identification. I decided to pursue a degree in school psychology because it provides specialized training and knowledge for working with children, within the important context of our educational system! I chose UF because of the opportunities offered for didactic, clinical, and research training, as well as the encouraging environment of the program as a whole. I have loved my time in the program so far!



# Practicum / Internship Site Placements

"I am currently completing my first-year practicum placement at Maplewood Elementary School under the supervision of Dr. Gilian Lipari. My work primarily focuses on supporting students with Autism Spectrum Disorder (ASD) and low-incidence disabilities, areas in which my supervisor specializes. Maplewood Elementary has a significant number of ASD units, allowing me to gain valuable experience in this area. Additionally, I occasionally join my supervisor at Hillcrest School, a specialized ESE campus. Hillcrest offers unique resources, including a horse ranch for therapeutic horseback riding and a pool for swimming instruction and aquatic therapy."

- **Katrina Lashinger, 1st year Ed.S.**

"I am currently placed at the Florida Consortium for Child and Adolescent Behavioral Health for advanced practicum. I am part of the Treatment and Counseling team, which provides mental health therapy to Columbia County School District students."

- **Robretta Campbell, 2nd year Ph.D.**

"I am currently on internship at The University of Alabama at Birmingham (UAB) Heersink School of Medicine/Children's of Alabama."

- **Tatianna Zambrano, Doctoral Intern**

"I am currently placed in Marion County at Dunnellon Elementary School. In this role, I shadow my supervisor in their daily routine, which consists of problem-solving team meetings, assessment administrations, classroom observations, and consultation."

- **Maddy Lester, 1st year Ed.S.**



"My advanced practicum is at the Florida OCD Autism and Anxiety Treatment Center (FLOAAT) in Gainesville. The FLOAAT center has a multidisciplinary team of licensed professionals, including psychologists and board-certified analysts. We provide comprehensive psychological and psychoeducational testing. We also offer various therapies. I currently provide comprehensive psychological testing, psychoeducational testing, and therapy to children and adults."

- **Abigail Howe, 3rd year Ph.D.**

# Practicum / Internship Site Placements

"I am currently completing my practicum at Sidney Lanier Center under the supervision of Dr. Purvis. My responsibilities include conducting classroom observations, reviewing student records, and performing interviews. Additionally, I collaborate with school administration to discuss school-wide practices and participate in observing IEP meetings."

**-Harrison Leslie, 1st year Ed.S.**



"I've been fortunate to have an incredible practicum experience this year at P.K. Yonge Developmental Research School. The school serves K-12 students, allowing me to broaden my experience beyond elementary settings and engage with a diverse range of students. I have participated in gifted testing, EPT and IEP meetings, counseling, social-emotional assessments, and student success team meetings. This experience has been both rewarding and transformative!"

**- Heidi Parsons, 2nd year Ph.D.**



"I am currently on an internship with the Tennessee Internship Consortium in Psychology (TIC). I am providing assessment services with the Korn Learning, Assessment, and Social Skills (KLASS) Center at the University of Tennessee, Knoxville, and comprehensive school psychological services in two rural school settings. Through the KLASS Center, I provide intervention services with the Postsecondary Autism Support Service (PASS) Program, which assists students with autism at UT who need academic, social, and/or emotional support in their transition to college. I also supervise students in UT's school psychology program."

**- Emily Winkelman, Doctoral Intern**

"I am currently placed at UF Health Springhill under Dr. Rea Romero. I am on Dr. Romero's assessment team where we conduct autism and neuropsychological evaluations. Additionally, I do individual therapy with children and adults who have neurodevelopment disorders (e.g., ASD and ADHD), and those who have symptoms of anxiety and depression."

**- Tim Horn, 3rd year Ph.D.**

# Assistantships, Fellowships, & Jobs



"I am currently funded by the department and spend my time teaching our undergraduate diversity course (EDF2085) and conducting research with Dr. Katie Maki's research team. Teaching in person is a super important experience for me because my goal is to eventually teach and train future special educators and/or school psychologists!" - **Audrey Milam, 4th year Ph.D.**

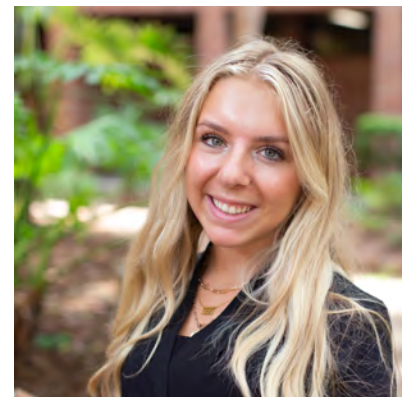
"I am a graduate assistant under Dr. Helena Mawdsley. I am an instructor for EDF 3100 Human Growth & Development."  
- **Charlotte Moore, 2nd year Ed.S.**

"I work at GatorWell Health Promotion Services, a UF program designed to support students and their well-being."  
- **Maddy Lester, 1st year Ed.S.**

"I have a graduate assistantship with Gator Connect, which is a partnership between UF and the Alachua County Public Schools aimed at providing high-quality mental health services to students. It has given me such an amazing hands-on experience working in schools and supporting children's mental well-being!" - **Miko Dizon-Bumann, 1st year Ed.S.**

"I work for the Anita Zucker Center for Dr. Irvin assisting on research projects. We are currently working on a research project with Kansas University analyzing social-emotional learning in Pre-K centers through teachers and students wearing LENA (Language Environment Analysis) devices in classrooms."  
- **Katrina Lashinger, 1st year Ed.S.**

"I have an assistantship that is associated with the disability minor that is available to undergraduates at UF. I work under two professors and help them with grading, creating course content, and giving lectures. I am also part of Project DECODE, a personal preparation initiative that connects special education and school psychology students by expanding knowledge of evidence-based practices for learning disabilities and fostering collaboration through monthly discussion-based seminars, colleague consultation, a course on the foundations of reading, and a final capstone project." - **Brooke Beyma, 2nd year Ed.S.**



# Student Publications & Presentations

## **PUBLICATIONS**

- Anthony, C.J., Hassani, S., Schwab, S., Howe, A.P., Yost, M., Elliott, S.N., Hellmich, F. (2024). Examining the measurement invariance and validity of the SSIS SEL Brief + Mental Health Scales - student version in Austria and Germany. *International Journal of Emotional Education*, 16(1), 26-49.
- Anthony, C. J., Ogg, J., & Winkelman, E. H. (2024). Dynamics of a dynamic interrelationship: Exploring whether bidirectional learning behaviors - achievement relations differ across student-teacher relationship profiles. *Journal of School Psychology*, 104, 101308. <https://doi.org/10.1016/j.jsp.2024.101308>
- Frye, K. E., Winkelman, E. H., & Anthony, C. J. (2023). Evaluating the factor structure and measurement invariance of the ACES-SF. *School Psychology*. <https://doi.org/10.1037/spq0000609>
- Greene, A.K., Dougé, M.C.E., & Maki, K.E. (2024). State definitions, policies, and practices of gifted identification: What difference does a decade make? *Gifted Child Quarterly*.
- Kidd, J., Lord, R., Splett, J. W., Varner, M., Yost, M., Corbin, C. & Sonsteng-Person, M. (in press). Considerations for universal mental health screening in schools: A qualitative study of implementation determinants. *Journal of Emotional and Behavioral Disorders*.
- Maki, K.E., Coddling, R.S., Zaslofsky, A.F., Dougé, M.C.E., & Thompson, S. (2024). The effects of task timing and complexity on students' math strategy use and perceived task difficulty. *School Psychology Review*. Advanced online publication.
- Maki, K.E., Dougé, M.C.E., Rubenstein, L. M., Smith, L.M., & DeShon, L. (Under Review). Seeing both sides: A systematic review of identification methods for twice-exceptional learners. *Exceptional Children*.
- Splett, J. W., Perales, K., Pohlman, K., Alqueza, K., Collins, D., Gomez, N., Houston-Dial, R., Meyer, B. & Weist, M. D. (2024, June). Enhancing team functioning in schools' multi-tiered systems of support. Eugene, Oregon: University of Oregon Press, Center for Positive Behavior Intervention and Supports (funded by the Office of Special Education Programs, U.S. Department of Education).  
<https://www.pbis.org/resource/enhancing-team-functioning-in-schools-multi-tiered-systems-of-support>
- Taylor, H. G., Benkart, R. A., Vrantsidis, D. M., Quach, J., Busch, T. A., Horn, T. C., Neel, M. L., & Maitre, N. L. (2024). School readiness predictors of early academic achievement in children born very preterm. *Journal of Developmental & Behavioral Pediatrics*. <https://doi.org/10.1097/dbp.0000000000001275>



# Student Publications & Presentations



## **PRESENTATIONS**

- Beyma, B., McElhaney, M., Franklin, C., & Maki, K. (2024, November). *Project DECODE: Enhancing Student Outcomes Through School Psych and Special Education Collaboration*. [Poster] Florida Association of School Psychologists Annual Conference, St. Augustine, FL.
- Bailey, B., Milam, A.N., Morton, R., & Romero, R.A. (2024, September). *Neurodiversity-Affirming Approaches to PCIT* [Clinical Workshop Presentation]. Parent-Child Interaction Therapy International Conference, Knoxville, TN.
- Campbell, R. (2024, October). *Evidenced-Based Strategies for Reducing Disproportionate Discipline of Marginalized ESE Students in Public Schools* [Presentation canceled due to hurricane]. The Florida Council for Exceptional Children (FCEC) 76th Annual Conference, Gainesville, FL.
- Campbell, R., Alqueza, K., Corbin, C., Holliday, C., Johnson, M., Kidd, J., Perales, K., Splett, J. W. (2024, December). *Detecting and Preparing for Unexpected Effects of Implementing Universal Mental Health Screening with Equity Enhancements*. 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.
- Dougé, M. & Hatfield, S. February, 2024. *Perceptions of the Intervention and Assessment of Academic Skills*. National Association of School Psychologists, New Orleans, LS.
- Duncan, K., Gonsalves Rebello, M., Holmquist, A., Campbell, R. & Splett, J.W. (2024, December). *The role of attitudes towards trauma-informed care in educator's perceptions of personal and organizational acceptability*. Accepted for poster presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.
- Greene, A.K., Dougé, M., Maki, K.E., Kranzler, J.H. February 2023. *Gifted Eligibility and Identification Methods Across the United States*. National Association of School Psychologists, Denver, CO.
- Horn, T., Winkelman, E. H., Yost, Kozlowski, K., Murthy, H., & Anthony, C. J. (2023, February). *That's valid, but let's be fair: Fairness and validity evidence of SEL assessments* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Horn, T.C., Winkelman, E., Yost, M., Kozlowski, K., Anthony, C.J. (2024, February). *Validity and Fairness Evidence of Commonly Recommended SEL Assessments*. [Paper presentation]. Annual Conference of the National Association of School Psychologists, New Orleans, LA.

# Student Publications & Presentations

## **PRESENTATIONS (CONT.)**

- Kidd, J., Lord, R., Alfonso, Z., Abshier, D. & Splett, J. W. (2024). *Preliminary Results of the Interconnected Systems Framework in Middle Schools*. Presented at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.
- Mathews, H.M., Milam, A.N., Gíani, M., & Bason, F.J. (2024, November). *Understanding Children's Perspectives on Special Education Teaching Quality* [Symposium]. Council for Exceptional Children: Teacher Education Division Conference. Pittsburgh, PA.
- Milam, A.N., Ateyah, W.A., Alqueza, K.L., Harris, M., Williams, J., & Romero, R.A. (2024, August). *Utilizing Culturally Responsive and Neurodiversity-Affirming Practices in Autism Assessment* [Critical Conversation Presentation]. APA 2024 Convention, Seattle, WA, United States.
- Milam, A.N., Bailey, B., Morton, R., & Romero, R.A. (2024, September). *Practical Applications of Neurodiversity-Affirming Care in PCIT* [Poster]. Parent-Child Interaction Therapy International Conference. Knoxville, TN.
- Milam, A.N., Kozlowski, K., & Romero, R.A. (2024, November). *Examining Autistic Perspectives in Social Skills Intervention Research* [Poster]. Council for Exceptional Children: Teacher Education Division Conference. Pittsburgh, PA.
- Milam, A.N., Kozlowski, K., & Zayas-Scott, A. (2024, February). *Towards Examining Autistic Perspectives in Social Skills Intervention Research* [Poster]. National Association of School Psychologists Conference, New Orleans, LA.
- Rebello, M. G.; Silva, S. V.; I.S.; Sanches, Z.M.; Melo, M.H.S. (2024, September). *Formative assessment of Project Family at School: a school-based program to promote parenting skills* [Conference Presentation]. 15th EUSPR Conference and Members' Meeting, Cremona, Italy.
- Romero, R.A., Alqueza, K., Ateyah, W.A., Milam, A.N., Ryan, G., & Wydra, N. (2024, August). *Developmental Regression into Childhood Psychosis*. [Poster]. APA 2024 Convention, Seattle, WA.
- Splett, J.W., Kidd, J., Alqueza, K., Corbin, C., Johnson, M., Perales, K., & Halliday, C. A. (2024). *Detecting and Preparing for Unexpected Effects of Implementing Universal Mental Health Screening with Equity Enhancements*. Accepted for paper presentation at the 2024 Annual Conference on Advancing School Mental Health, Orlando, FL.

# Student Publications & Presentations

## **PRESENTATIONS (CONT.)**

Stevens, G., Hatfield, S., Milam, A.N., Maki, K.E., Newell, K.W., & Zaslofsky, A.F. (2024, February). *A Novel Synthesis of Single-Case Design Reading Interventions: Measures of Effect* [Poster]. National Association of School Psychologists Conference, New Orleans, LA.

Trainor, K. M., Ceneus, L., Gunn, S., MacDonald, M., Oquendo, J., Parsons, H., Quintero, E., Rivers, K., Romelus, J., & Thomas, D. (2024, August). *Helping My Child Excel: Healthy Habits for Back to School Success with Gator Connect*. Invited presentation for the families and guardians of Joseph Williams Elementary School, School Boards of Alachua County.

Trainor, K., Parsons, H., Edwards, A., Machado, M. M., Jean-Philippe, S., & Splett, J. W. (2024, December). *Interdisciplinary Training in School Mental Health: School Psych, School Counseling & Mental Health Counseling Preparation*. Presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.

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 to Support Math Learning*. National Association of School Psychologists, Denver, CO.

Zambrano, T. (2023, July 8). *Evaluating the impact of ADOS-2 usage on district-level ASD prevalence rates*. 44th Annual Conference of the International School Psychology Association, Bologna, Italy.

Zambrano, T. (2024, April 17). *Lost in the system: Uncovering the Challenges of Identifying Autistic Children*. University of Florida Three Minute Thesis Competition en Español, Gainesville, FL.

Zambrano, T., Romero, R. A. (2024, April 6). *Celebrating Individuality Through Creativity in Psychological Practice*. Annual Yale Bouchet Conference on Diversity and Graduate Education, New Haven, CT.

## **UPCOMING PRESENTATIONS**

Dougé, M., Milam, A., Stevens, G., Hatfield, S., January, S., & Maki, K. E. (2025, February). *Academic Skill Development: Student, Teacher, and School Psychologist Perceptions*. National Association of School Psychologists, Seattle, WA.

Horn, T. C., Anthony, C., Frye, K., DiPerna, J. (2025, February). *Academic Enabler Differences in Rural, Urban, and Suburban Community*. National Association of School Psychologists, Seattle, WA.

# Student Publications & Presentations

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## **UPCOMING PRESENTATIONS (CONT.)**

Maki, K. E., Coddling, R., Zaslofsky, A., Dougé, M., Thompson, S., & Stevens, G. (2025, February). *What Is It with Math Anxiety: Translating Research into Practice*. National Association of School Psychologists, Seattle, WA.

Maki, K. E., Coddling, R., Scheman, B., Dougé, M., Zaslofsky, A., Yu, T., & Stevens, G. (2025, February). *Treatment by Skill Interaction in Practice: Building Better Math Interventions*. National Association of School Psychologists, Seattle, WA.

Miller, H. E., Dougé, M., Thompson, S., & Maki, K. E. (2025, February). *The Roles of School Psychologists When Working with Diverse Populations*. National Association of School Psychologists, Seattle, WA.

Miller, H. E. (2025, February). *School Psychologists' Perspectives of Students' Chronic Illnesses: Has Anything Changed*. National Association of School Psychologists, Seattle, WA.

Milam, A. & Miller, H. e. (2025, February). *Amplifying Student Voice: The Role of Qualitative Methods in School Psychology*. National Association of School Psychologists, Seattle, WA.

Thompson, A., Hatfield, S., Maki, K. E. & Rubenstein, L. (2025, February). *Capitalizing on Student Strengths to Build Reading Skills*. National Association of School Psychologists, Seattle, WA.

Trainor, K. M., Parsons, H., Oquendo, J., Purvis, L., & Splett, J. W. (2025, February). *Catalyzing Future School Psychologists Responding to the Mental Health Crisis*. Accepted for Presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.

# Ph.D. Student Dissertations



Title: Making Sense of Social Reciprocity and Relationships with Autistic Adolescents.

Dissertation Co-Chairs: Drs. Katie Maki & Hannah Mathews

-***Audrey Milam***



Title: Using AI to Analyze SEL Measures.

Dissertation Chair: Dr. Anthony

-***Emily Winkelman***



Title: Evaluating the Impact of ADOS-2 Usage on District-Level ASD Prevalence Rates

Dissertation Chair: Dr. Splett

-***Tatianna Zambrano***



Title: What Dominates: Do Specific Math Skills Predict End-of-Year Benchmarks?

Dissertation Chair: Dr. Maki

-***Marie Dougé***

# Professional Development

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**2024 Annual Conference on Advancing School Mental Health in Orlando, FL**

"At the Mental Health conference in Orlando, we presented on the mental health literacy of MTSS members. It was very exciting!"

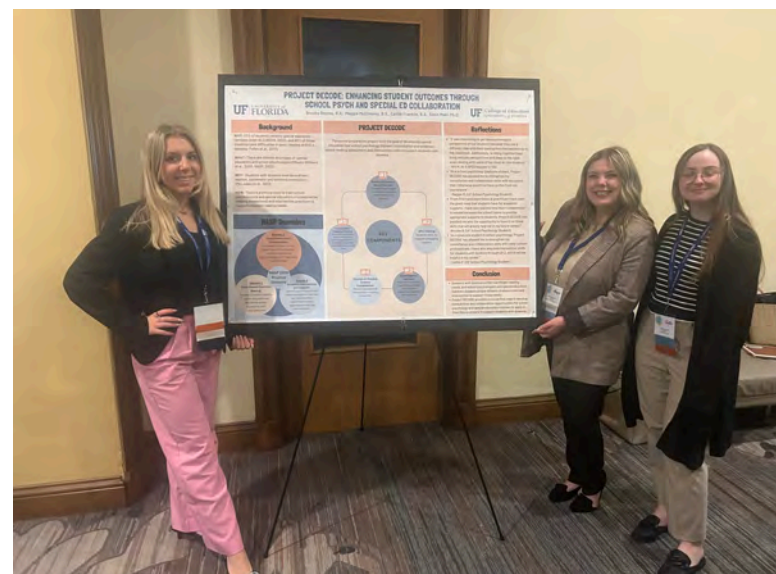
- **Mariana Gonçalves Rebello, 1st year Ph.D.**

"I recently completed the Within Agency Trainer Certification for PCIT while on internship. I also have a blog post coming this fall for The Education Trust about school discipline practices with students with disabilities. This April, I was fortunate to be accepted into the Edward A. Bouchet Graduate Honor Society at Yale University along with six other University of Florida students. The Edward A. Bouchet Graduate Honor Society recognizes graduate students who show leadership in areas of diversity and education. As well as being inducted, I was able to present at the Annual Conference about clinical work completed at UF Spring Hill."

- **Tatianna Zambrano, Doctoral Intern**

"I attended the FASP conference and did a poster presentation "Project DECODE: Enhancing Student Outcomes Through School Psychology and Special Education Collaboration." We thoroughly enjoyed presenting our poster and were thrilled by the high level of engagement from FASP attendees, who found the topic highly relevant and reflective of a significant barrier within our field. Our discussions emphasized the critical role of collaboration between school psychologists and special education professionals in enhancing student outcomes. Additionally, by working together effectively, we can ensure accurate identification and appropriate services for students with reading difficulties."

- **Brooke Beyma, 2nd year Ed.S.**



**2024 FASP DECODE Poster!**

# School Psychology Graduate Student Association (SPGSA)

## What is SPGSA?

The School Psychology 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 welcome new students, as well as show appreciation for graduates of our program, supervisors, and faculty.



**Tim Horn**  
Co-President



**Garrett Stevens**  
Co-President



**Maggie McElhaney**  
Treasurer



**Charlotte Moore**  
Secretary



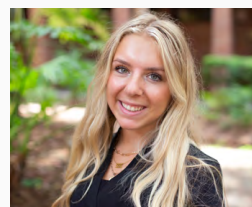
**Robretta Campbell**  
Alumni Chair



**Harshini Murthy**  
Diversity Equity  
Inclusion Liaison



**Heidi Parsons**  
Public Relations  
Chair  
& Event Chair



**Brooke Beyma**  
Professional  
Organization Liaison  
& Event Chair



**Kelsie Thomma**  
First Year Liaison

# School Psychology Graduate Student Association (SPGSA)

The School Psychology Graduate Student Association (SPGSA) was created to bring students of the program into the same space to have their voices heard, strengthen connections between one another, and facilitate events for growth in professional development. What makes the organization so great, especially for this year, are all the wonderful people we have on the board working tirelessly to put on fun events!

*-Tim Horn, SPGSA Co-President*



***Family Fued Night!***



***SPP Kickoff at Firt Magnitude!***



***Meet & Greet Ice Breaker Extravaganza at Depot Park***



**Instagram:** @ufschoolpsych



**Website:** [spsauf.weebly.com](https://spsauf.weebly.com)



# Peer Mentor Love!

"My peer mentor, Maggie, has made my transition from undergraduate to graduate school easier by easing my anxiety about the demands of graduate school and providing great insight and academic and social support. I am so grateful to have Maggie as my peer mentor!"

-**Ava Anderson, 1st year Ph.D.**

"My peer mentor this year is Brooke, and I honestly couldn't have asked for anyone better! She's been incredibly supportive, always checking in and open to any questions I have. Brooke has truly shaped my experience in the program and has been a huge part of what's made this program so meaningful for me. I feel so lucky to have her as my mentor. Thank you, Brooke!"

- **Harrison Leslie, 1st year Ed.S.**

"My peer mentor, Charlotte, has been incredibly helpful. She's always quick to respond whenever I have a question, and she's great at helping me stay calm when I feel overwhelmed. Since she was in the same position last year, she understands the challenges I'm facing and has shown me that persistence is key."

-**Shantoy Maxwell, 1st year Ph.D.**

"Sasha is my peer mentor and I am so grateful. Sasha is always ready to offer assistance, whether it's providing insightful advice or just being there to listen. Her positive energy and genuine kindness never fail to brighten my day and bring a smile to my face."

-**Maggie McElhaney, 2nd year Ed.S.**

"Jasmine has made my transition into the program smooth! It's amazing that we have a support system outside of our cohort! I can always count on Jasmine for any guidance and questions I have."

-**Jaqueline Villarreal, 1st year Ed.S.**

"Garrett has been extremely helpful! He has always been eager to provide support and has been a wonderful resource!"

-**Caitlin Franklin, 2nd year Ed.S.**



**1st Year Students With Their Peer Mentor, Heidi at 2024 FASP!  
Maddy Lester, Heidi Parsons & Michaela Werner**

"Heidi has been so kind to me! Since before the program even started, she has always been so willing to answer my questions and talk about anything & everything related to grad school. Thanks Heidi for making me feel so welcome!"

-**Michaela Werner, 1st year Ph.D.**

# UF School Psychology Appreciation!



***1st year Students at Practicum!  
Harrison Leslie, Kelsie Thomma, Shantoy  
Maxwell, Ava Anderson***

"Everyone is so supportive and welcoming in the program which I felt on interview day and continue to feel. I genuinely feel a part of the community here, and the social and professional support has been vital for my mental well-being. I also love that they assign you a peer mentor who can provide guidance and reassurance. Lastly, there are a lot of opportunities to explore your interests by joining research projects and collaborating with others."

***-Ava Anderson, 1st year Ph.D.***

"The professors are amazing, we can really count on them! And the students are so friendly, you will never feel alone or unsupported!"

***-Mariana Gonçalves Rebello, 1st year Ph.D.***

"UF SPP has some of the most supportive faculty who really work to build a strong community with all students. There are tons of opportunities for research, mentorship, professional growth, and hands-on experience. Plus, my cohort is amazing, and UF makes it easy to build a lifelong network with awesome friends and connections."

***-Harrison Leslie, 1st year Ed.S.***

"I have met some of the most affirming, kind, and compassionate individuals within our school psychology program. Learning with a wonderful group of peers has been so helpful to my own development and continued passion for the field."

***-Audrey Milam, 4th year Ph.D.***



***2nd Year Cohort with our  
wonderful Dr. Anthony!***

# UF School Psychology Appreciation!

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"I love that the diverse research interests and expertise of the professors - ranging from mental health to academics and psychometrics - create a well-rounded learning experience. This variety ensures that students gain a comprehensive understanding of the field!"

**-Kaylor Duncan, 3rd year Ph.D.**



**3rd Year Students!**

**Abigail Howe, Tim Horn, Sasha Hatfield,  
Garrett Stevens & Shanyn Thompson**



**2nd Year Students at 2024 FASP!**

"I love UF SPP because it is truly a tight-knit supportive community that cares about each other and every individual here. I am so grateful for the professional and personal connections I have made within and outside the program."

**-Maggie McElhaney, 2nd year Ed.S.**

"I love the UF SPP program because of the faculty, staff, and student support I've received while here, both professionally and personally! I am surrounded by faculty and students who foster a positive and encouraging environment! I have learned so much and feel extremely grateful for the opportunities I have while at UF! My cohort is extremely supportive of one another, and we've become good friends (which is truly a blessing)!"

**-Abigail Howe, 3rd year Ph.D.**

"I love UF SPP because of the practicum opportunities, my cohort, and the professor's passion for the field."

**Caroline Lenz, 1st year Ed.S.**

# UF School Psychology Appreciation!



***1st Year students on their first day of Spring 2025 classes!***

"I enjoy that they provide thorough information and include evidence-based information in the curriculum to support theories, interventions, and best practices. Why prospective students should choose UF and our program. In addition to the above information, the professors set the students up for success. They have a wealth of knowledge and experience as professionals in the field and have gained first-hand knowledge of what to expect and the future direction for school psychologists."

***-Nikira Rolle, 1st year Ed.S.***

"I love the SPP program at UF because of the strong relationships I've been able to build. The faculty and peers are approachable and supportive, creating an environment that feels both collaborative and understanding. I also appreciate the topics we explore in class, as they bring critical issues in the education system to light and encourage meaningful discussions about how we can work toward solutions and improvements after graduation."

***-Shantoy Maxwell, 1st year Ph.D.***

"I love the SPP at UF because of the supportive environment it has provided for me to learn and grow! Both faculty members and my cohort members are truly passionate about school psychology, and everything we do is rooted in our desire to become great school psychologists."

***-Michaela Werner, 1st year Ph.D.***



***1st year students at FASP 2024!***



# EXPLORING GAINESVILLE!

"I mostly love all the nature in Gainesville, especially Wilmot Gardens and Lake Wauburg! I also love going to 4th Ave Food Park, the Haile Plantation farmer's market, and doing free yoga classes at Bo Diddley Plaza."

- ***Katrina Lashinger, 1st 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. I also love Alachua County's libraries. The Tower Road location has a great quiet room that's perfect for working. They also have a fantastic selection of books you can check out physically or digitally. Support your local library!!"

- ***Emily Winkelman, Doctoral Intern***

"In Gainesville, there are a lot of opportunities to get out and explore nature. Some of my favorite things to do outdoors in nature are exploring parks such as Sweetwater Wetlands and Paynes Prairie."

- ***Caroline Lenz, 1st year Ed.S.***

"THE OUTDOOR OPTIONS. Depot Park, Sweetwater Wetlands, La Chua, the Hawthorne Trail, Bolen Bluff trail, Newnans Lake, San Felasco... and that is just in Gainesville!"

- ***Tim Horn, 3rd year Ph.D.***

"Gainesville's strong sense of community is one of its greatest assets. UF sporting events, especially the homecoming parade, are major community gatherings, bringing together students and residents in shared Gator Pride."

- ***Sarah Dubner, 1st year Ed.S.***



# MESSAGE FROM THE EDITOR

Hello! My name is Kelsie Thomma, and I am a first-year Ed.S. student in the UF's School Psychology program. This year, I have the privilege of serving as the program's test librarian. In this role, I assist students and faculty by managing and distributing test materials for practicum sites, course assignments, clinical services, and educational purposes. One of my most rewarding responsibilities has been creating this annual newsletter to celebrate the incredible achievements of our students and faculty.

If you're a prospective student, I hope this newsletter gives you a sense of the vibrant, supportive community here in our program.

From hands-on practicum experiences to vast opportunities for professional growth, this program is designed to help future school psychologists thrive academically, professionally, and personally. Choosing a graduate program is an important decision, and I want to encourage you to believe in yourself as you navigate this process. You have what it takes to succeed!

A big thank you to all the students, faculty, and staff who contributed to this year's newsletter- it's a testament to the passion and dedication that makes this program so special!

**"Nothing is impossible. The word itself says 'I'M POSSIBLE!'" - Audrey Hepburn**





# Contact Information



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Gainesville, FL 32611-7044



## OFFICE PHONE

(352) 273-4275



## WEBSITES

### **Information:**

[education.ufl.edu/school-psychology](https://education.ufl.edu/school-psychology)

### **Program Highlights:**

[education.ufl.edu/school-psychology/program-highlights/](https://education.ufl.edu/school-psychology/program-highlights/)

### **FAQ:**

[education.ufl.edu/school-psychology/contact-us/](https://education.ufl.edu/school-psychology/contact-us/)

### **Questions?**

[sespecsstaff@coe.ufl.edu](mailto:sespecsstaff@coe.ufl.edu)

[education.ufl.edu/school-psychology/contact](https://education.ufl.edu/school-psychology/contact)

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