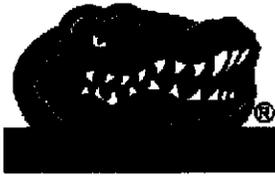


# School Psychology Times

## Newsletter of the University of Florida School Psychology Program

### February 2004



*The University of Florida School Psychology Program is accredited by the American Psychological Association (APA) and the National Council for Accreditation of Teacher Education (NCATE), and approved by the National Association of School Psychologists (NASP)*

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## Director's Column

By Nancy Waldron, PhD, NCSP

Looking back on the last year provides the opportunity to highlight many student, faculty, and program accomplishments. This newsletter is filled with awards, recognitions, scholarship, as well as life events, personal interests, and some humorous thoughts about the daily workings of the program and being in graduate school. As the newsletter is put together every year we are reminded that while we have worked hard with many products to show for our efforts, we have also created a community of individuals who choose to share the successes, joys, and frustrations of their work and their lives. This combination creates a welcoming, responsive, and vital professional culture that provides support and encouragement to all of us. I know we are all appreciative of the efforts individuals make to sustain and enhance our program community. Let me comment on a few areas that are cause for all of us to celebrate and express our appreciation to others.

Many of our program improvement efforts in recent years have been focused on enhancing practicum opportunities. Just to reinforce the adage that "our work is never done", this past year saw changes in practicum with the addition of Diana Joyce to the program faculty as a Lecturer and Practicum Coordinator. As a full-time coordinator of practicum experiences, Diana has strengthened our relationships with school psychologists who serve as field-based supervisors in the Gainesville community and the surrounding counties of Bradford, Marion, and Putnam. She has worked to enhance weekly seminars to address topics and issues that are encountered during practicum experiences and to share her own experiences as a school psychologist who has provided a range of services in a high-risk elementary school. Additionally, she has ensured that practicum supervision is provided in a manner that is responsive to individual student needs and competencies, and at the same time meets specific program and site-based requirements. We welcome Diana to our program community and look forward to her future contributions to make practicum and the program even better!

Just as we recognize the importance of practicum in providing opportunities for application of knowledge and professional skill development, we also recognize the importance of research and scholarship to inform and guide our professional practice. As a program that

is committed to a scientist-practitioner model of professional preparation, we illustrate our commitment by producing and sharing our scholarship efforts through presentations, publications, and grants. We have an impressive list of scholarship represented in this newsletter. Presentations were conducted by various faculty and students at state and national conferences for the American Psychological Association, National Association of School Psychologists, Division of Early Childhood, Association for Behavior Analysis, Florida Association of School Psychologists, Florida Fund for Minority Teachers, and the Florida Council for Exceptional Children. More than 30 students from the program conducted a state or national presentation over the past year, and over 60% of all presentations involved students as presenters or co-presenters. Articles by program faculty and students were accepted to various journals and professional publications including *School Psychology Review*, *Journal of Applied Behavior Analysis*, *Journal of Mental Retardation*, *Behavioral Disorders*, *Learning and Individual Differences*, *Phi Delta Kappan*, *Education and Treatment of Children*, *Teacher Education and Special Education*, *International Journal of Testing*, and *The Florida School Psychologist*. Our list of presentations and publications in the coming year will become even lengthier as an increasing number of students and faculty work collaboratively on grants and research projects.

Take time to read through the stellar accomplishments of students and faculty across the areas of professional practice, teaching, research, and professional service. We are often so busy and immersed in our own activities and daily lives that we may be unaware of the accomplishments of others. Our annual program newsletter is one way to recognize each other and also share the good news about our program with alumni, applicants, faculty, field supervisors, and students. Thanks to each of you for your continuing contributions in making the UF School Psychology Program a productive environment for everyone's continuing personal and professional development.

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## Alternative Practicum Sites and Experiences

While many students have practicum or gain experiences in school systems, there are also alternative sites that can provide valuable learning opportunities. Three of those locations are highlighted

here: Multidisciplinary Diagnostic and Training Program (MDTP), P.K. Yonge Developmental Research School, and the Child Protection Team (CPT).

### Multidisciplinary Diagnostic and Training Program

By Erin Anderson

The Multidisciplinary Diagnostic and Training Program (MDTP) at the University of Florida is a program that provides comprehensive multidisciplinary evaluations to children up to grade six. MDTP provides diagnostic services and intervention strategies for children with complex learning, behavioral or medical problems. The purpose of MDTP's services is to link diagnoses to educational and medical interventions and to provide long-term follow-up care and support to schools and families. Members of the MDTP diagnostic team include a school psychologist, Dr. Tina Smith, a speech-language pathologist, a developmental pediatrician, a neurologist, an audiologist, an occupational therapist, and numerous educational consultants. Children may be referred to MDTP by their schools or parents; however, they must have had a previous evaluation in order to be assessed by the MDTP team.

MDTP is an organization that works collaboratively with families, schools, medical professionals, and community agencies to gain a comprehensive understanding of the child in order to provide the best services possible. Initially, each child is assigned an educational consultant who serves as a liaison for the family and meets with the child's teachers, administers various rating scales and conducts observations in the child's educational environment. The child then comes to MDTP for a two-day evaluation, which includes a psychological evaluation, a medical evaluation, a speech-language evaluation and an educational evaluation as well as interactions with the staff OT and audiologist. Throughout this process parental involvement is required; parents are interviewed and asked to complete various rating scales regarding the child's behavior as they often provide the

most insightful information about their child. Once the evaluation is completed and all relevant information has been collected, the MDTP team discusses and collaboratively presents their findings to the families and school personnel involved in a case conference. At the case conference, a group discussion is facilitated regarding the most optimal intervention strategies for the child's needs. The educational consultants for each case provide consultation and follow-up services.

As a school psychology graduate student many opportunities are available at MDTP. Specifically, when I did my practicum there, I assisted with the educational and psychological evaluations and the preparation of case conference presentations. Additionally, I participated in case conferences and wrote psychological reports. While I was there, I saw many complex cases whose needs were not currently being met in the public school system. I worked with children with extreme behavior problems and learning difficulties, including auditory and visual processing disorders, in addition to children with various medical and emotional problems, such as enuresis and encopresis. The experience of working on the multidisciplinary team at MDTP was invaluable. I learned so much regarding psychological assessment and intervention, and report writing; in addition to working as a member of an evaluation team that is part of a much bigger system in a child's life. MDTP often takes practicum students from our program and currently has an intern from our program. MDTP also provides training for students across UF, including medical residents, and speech and language, rehab therapy, and audiology practicum students, etc.. MDTP is located at the Children's Medical Services Building at 1701 SW 16<sup>th</sup> Ave.

### P.K. Yonge

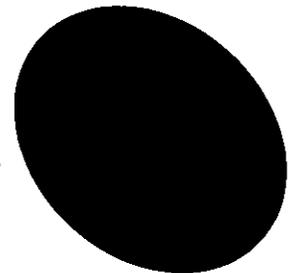
By Tanya Kort

The University of Florida's P. K. Yonge Developmental Research School provides unique practicum and assistantship opportunities for school psychology graduate students. With an emphasis on research, P. K. Yonge is a public school that serves approximately 1200 students in grades K to 12. In order to fulfill this research mission, the school population approximates the demographic composition of Florida's school age population. As a result, P. K. Yonge is comprised of a diverse student population and provides a range of academic support services to students.

The school psychology team at P. K. Yonge for Spring 2004 includes Dr. Nancy Waldron, Dr. Kathy Funke, two school psychology students selected for assistantships (doctoral clinicians) and four practicum positions. This team provides school psychological services that include the following: instructional consultation to teachers; general education intervention services; assessment of students for exceptional student education (ESE) eligibility; positive behavior support systems for disruptive students; and progress monitoring of students with academic difficulties. The school psychology team has

also been collaborating with the school counseling program. In addition, we are preparing to provide in-services to teachers and parents and begin groups to address areas such as social skills training, organizational and test-taking skills, and bullying prevention.

As a doctoral clinician at P. K. Yonge, I have been working primarily with grades K to 5. My desire to contribute to the field of School Psychology and become more effective in helping all children learn was the main reason behind my pursuit of an assistantship at PK Yonge. I participate in regular Child Study Team meetings, weekly School Psychology Team meetings and am a member of the school's 504 Planning Committee. I am grateful for the chance to advance the field through my work with other professionals and educators. I highly recommend P. K. Yonge as an exciting opportunity to engage in comprehensive school psychological services that will serve as a model for the future.



## Child Protection Team

By Danielle Madera

The Child Protection Team (CPT) is a community service and educational program of the Department of Pediatrics of the University of Florida. CPT is based on the idea that child abuse and neglect are complex issues that require the expertise of professionals from different disciplines to provide a multi-disciplinary approach to protect children. CPT provides medical, psychological, social and legal consultation to assist the Department of Children & Families (DCF) and law enforcement in keeping children safe.

The staff of CPT is very diversified and includes a medical director, project director, case coordinators, registered nurse practitioners, physicians, mental health counselors, law school student interns, and now school psychology practicum students. The manner in which services are delivered at CPT resembles that of a medical model. Calls are referred to CPT from either DCF or law enforcement and evaluated by the case coordinators for the level of urgency as well as services needed. Medical evaluations are performed by doctors and nurses specially trained in abuse and neglect evaluations. Children, infants to eighteen years of age, are seen for medical evaluations. Forensic interviews are appropriate for sexual and physical abuse, psychological and other maltreatments, or in the case when further information is needed. Children must be old enough to communicate clearly and be able to separate from the caretaker. Interviews are conducted in a child friendly room that is wired for

sound and video recording. Psychosocial assessments may also be done with the family to assist in determining the level of risk in the home. Many times CPT staff will be called to provide testimony for judicial hearings in both dependency and criminal cases. CPT works closely with the law school to provide nonbiased forensic interviews that will hold up under scrutiny in the courtroom.

Being the first school psychology student to work with CPT, my role has been a work in progress and is ever changing. Initially I began providing specialized interviews with the children while they were receiving their medical evaluations. A specialized interview is a shortened version of a forensic interview that is not videotaped and is used in conjunction with the medical findings as a screening process to decide if a forensic interview is warranted. After much observation and preparation, I am now able to conduct the actual forensic interview as well. This has been the most exciting part of my practicum experience, as it has always been a skill I've wanted to develop. Lately I have been working more with the database to familiarize myself with the information gathered for each child seen here. This is in preparation for my dissertation, which will be done with data from child abuse and neglect cases. This practicum experience provides an extraordinary opportunity to interact with children and families dealing with very sensitive issues during one of the most tragic times in their lives.



### Did you know . . .

81% of students surveyed prefer take-home exams over in-class exams.

## The New Kids on the Block

In this issue, we would like to highlight two of our newest faculty members: **Diana Joyce, Ph.D., NCSP** and **Alicia Scott, Ph.D.** We're very fortunate to have their expertise and insight. Welcome!

**Dr. Diana Joyce** is a licensed Psychologist and School Psychologist. Her responsibilities in the School Psychology Program include teaching Cognitive Assessment, Social-Emotional Assessment, practicum seminars, and coordinating practicum placements with field supervisors in the immediate four-county area. She earned her Ph.D. in school psychology from the University of Florida. Dr. Joyce's research experience has included the study of temperament differences among students who are gifted/non-gifted and those with ODD/CD. In addition, she has conducted research investigating gender differences in the propensity of college students to self-handicap in stressful performance situations.

Before joining the faculty at UF, Dr. Joyce served as a site-based School Psychologist in the Hillsborough County/Tampa area at a Title I school with 79% "at-risk" students. The population included a high incidence of transient migrant children who changed schools 2-3 times yearly, organized gang activity, children in HRS custody, and children with multiple disabilities. She conducted psycho-educational evaluations as well as designed and evaluated academic/behavioral interventions. She also served as consultant to the school principal on school-wide discipline, bullying/gang prevention, and increasing school-wide achievement. She conducted studies on improving the school's gifted identification and correlations between teacher behavioral management strategies and their referral rate for behavior problems.

On a personal note, Dr. Joyce enjoys hiking, classical music, and Monet is her favorite artist.

**Dr. Alicia Scott** is a recent graduate of the UF School Psychology Program. She served as a school psychologist with Duval County Schools in Jacksonville, Florida from 2000 to 2003. She is presently a school psychologist with Clay County District Schools and an adjunct instructor teaching courses in the School Psychology program. Dr. Scott's responsibilities include teaching Direct Interventions I and II.

**We are so glad to have Dr. Joyce and Dr. Scott at UF!!**

### Welcome New SPP Students

2003-2004!

David Gribbins	Catherine Peele
Jennifer Harmon	Karelyn Reeck
Ellie Kang	Melissa Strock
Anne Larmore	Jillian Szczepanski
Katherine Matzen	Elizabeth Weeks

# STUDENT LIFE



## Did you know . . .

78% of students surveyed check their email more than 3 times per day.

## A Week in the Life: Adventures of a First Year School Psych Student

By Anne Larmore and Liz Weeks

### MONDAY-

**7:00 a.m.:** Leap out of bed enthusiastically, eager to start another week as a school psychology graduate student. Mondays are the best!!!! Yea!!!

**7:09 a.m.:** Reality check. After having snoozed through a dream of excess energy, crawl out of bed and into the shower. Stub toe on *Best Practices in School Psychology* (the 2<sup>nd</sup> volume), and yelp.

**10:00 a.m.:** Mid-class break! Grab a friend and sprint for the coffee machine. Mmmmm... mocha!

**11:03 a.m.:** Class discussion on discrepancy criteria for special education placement. Look around the room and ponder just how much better this education system (and possibly the world?!) would be if school psychologists ran the show.

**3:19 p.m.:** Practicum seminar. Stay abreast of everyone's practicum activities. Dr. Joyce rocks!

**7:17 p.m.:** Reading an article on job satisfaction among school psychologists for *Issues and Problems in School Psychology*. Ooooh, *Friends* re-run!

**10:33 p.m.:** After prompting by telephone from a classmate, now actually reading...

### TUESDAY-

**Way too early.** No really, waaaay too early: Driving to practicum site singing along with Outkast on the radio to stay awake.. . Contemplating dropping out of grad school and launching music career. Ehh, maybe not... "Heececyy, yaaaaa..."

**9:38 a.m.:** Administer WJ-III Achievement Test to a smiling, wiggly first grader in a Sponge Bob t-shirt (she happens to have brought her imaginary sister along for the fun!)

**11:42 a.m.:** Behavioral observation in a third grade classroom. Things get a little rowdy and all attempts to remain a passive observer are lost when the mischeivous redhead being observed pushes an unsuspecting classmate into the trashcan. That looks like it hurt!

**12:15 p.m.:** Lunch with practicum supervisor. They have the good rolls in the school cafeteria today. Yes!

**5:30 p.m.:** Meet up with the girls for our favorite fitness class!

**8:11 p.m.:** Study, study, study. Two classes on Wednesday makes for no fun on Tuesday night! Reconsider launching music career. Watch out, Britney!

**10:55 p.m.:** Call classmate. They should have a reality tv show about the lives of grad students! Discuss idea before remembering still have 200 pages left to read. (or skim, as the case may be...)

### WEDNESDAY-

**7:40 a.m.:** Good thing showered last night. Note to self: Remember to make sure the alarm says "a.m." when setting it...

**9:10 a.m.:** In class. Group activity on Functional Behavioral Analysis provides good chance to tell the trashcan story (it could have been reinforcing...)

**12:30:** Over lunch, brainstorm party games for school psych acronyms – use as many as you can in a coherent sentence. "Excuse me, Kari, I have an ESOL student identified as SLD, EH, and ADHD, I need to borrow the WIAT, WISC, WJ-III, C-TOPP, BASC, ABAS, and GORT., ASAP. BTW, how was the DIBELS yesterday? Oh and could you please RSVP for the SPGSA meeting next week?" LOL.

**2:27 p.m.:** Back in class. Woo-hoo!!!!

**3:45 p.m.:** Class is over... for the week!!!! Avoid second-years as blissfully exit Norman Hall. They're not bitter - just sleep-deprived!

**7 – 10 p.m.:** Recovering from brain overload, eating ice cream while mindlessly absorbed in television.

### THURSDAY-

Spend twelve hours working on Dr. Waldron's take-home final. Mwahahaha. Welcome to UF.

### FRIDAY-

See Thursday? Repeat.

**5 p.m.:** Meet friends at Happy Hour. Try to avoid school psych "shop-talk." Fail miserably.

### SATURDAY-

**11 a.m.:** Lounging by the pool. Loving Florida!

**2 p.m.:** Hiking at Lake Wauberg with friends. Never mind that back home it's 28 degrees. Still loving Florida!!

**10:37 p.m.:** Do you know where your grad student is? Hope not!

### SUNDAY-

**11:21 a.m.:** Back to work after a fun weekend in Gainesville. Still working on that take-home final. On page 25, can probably finish it in 30... hopefully.

### MONDAY-

**7 a.m.:** The alarm goes off . . .



## Check It Out!

Some interesting articles recommended by current students:

1. [www.allkindsofminds.org](http://www.allkindsofminds.org)
2. Article on Dyslexia in July 28th issue of TIME



### Did you know . . .

The majority of students in the program consume 2 or fewer caffeinated beverages per day. However, the likelihood of consuming 5 or more caffeinated beverages increases exponentially as students move beyond year two.

Surprisingly, only 33% of students surveyed procrastinate until the night before an assignment is due.

## A First Hand Account of Being Male in a Female-dominated Program

By Eric Rossen (special thanks to Graham Taylor)

I vividly recall the first day of my graduate career. Freshly shaven, shirt tucked in, pants creased in all the right places, I entered Norman Hall for the first year orientation. Upon entering the room and scanning the crowd, I immediately realized that, aside from Dr. Oakland, I was the only male in the room. While at first apprehensive about this notion, in retrospect, I had no idea the implications of such a development.

As a male, I will gladly admit that despite endless hours of conversation, guarded readings of *Cosmopolitan* in waiting rooms, and uncountable forced viewings of romantic comedies, I don't understand women. This has never been a problem before because I had my fellow ignorant male with whom to commiserate. However, this luxury had been stripped from me and I was left without a choice.

Luckily, when I arrived, I had the pleasure of living with Graham Taylor who was then a 4<sup>th</sup> year student in the program. Together we struggled to retain a sense of maleness by leaving dirty dishes in the sink, food on the floor, and simply being as vile as possible while in the confines of the sanctuary that we called our apartment. Graham had another guy in his class but, as he was away on internship, I realized that they had already gotten to him. He was fighting a losing battle and made no secret of the inevitability of the cross-over, informing me that he had been given a mud mask and saw 'Bring It On' in the movie theatre with a group of women the year before.

Perhaps one of the ultimate learning experiences for me was when Debbie Birke was my roommate, a student one year ahead of me in the program. After completely making over the apartment, I began to feel guilty about the dust balls collecting on my fan blades and leaving the contents of the garbage can in a rounded dome shape. More importantly, through conversation, I began to understand that males and females aren't all that different... wait, who am I kidding, yes we are.

Now in my third year of graduate school and experienced in the art of being a male among many females, it is my pleasure and, quite frankly, my obligation, to draw upon what I've learned, what I have yet to learn, and relay the pros and cons of being surrounded by women.

#### PROS

You get to hear what women talk about

#### CONS

You learn they don't talk about how great men are

You become more sensitive

You receive great advice.

You learn to pick up on the warning signals of a moody female

The men's bathrooms are always empty

You get all the leftovers

You are revered for your brute strength

You start crying at the end of Meg Ryan movies

The advice isn't always applicable (e.g., how to make your hair less frizzy)

You realize that you also suffer from similar mood swings

You have to catch up on gossip on your own time

You start to feel bad about all the food you ate when you overhear women talking about diets

You realize that they are just buttering you up so you can carry heavy boxes around

So how does one not lose sense of what it means to be a guy? Here are a few tips so you never forget where you came from:

1. When you are home, leave something where it doesn't belong...and be happy about it.
2. Watch a sporting event sprawled out on the couch the night trash is supposed to be taken out.
3. Get food on your face and/or clothes...and leave it there.
4. Wear brown shoes with a black belt.
5. Hang out with the guys every now and then and avoid talk about whatever it is you discuss with women.
6. Refer to anything you microwave as a home-cooked meal.

To the future males of School Psychology, I leave this legacy. It is inscribed in the commandments of our profession that we may always be a minority. Destined to be subjected to conversations where other's feelings and group harmony are more valued than immediate solutions, deprived of buffets priced at a modest \$3.99, and having as much say as the Green Party when selecting a social event, we must adapt and accept our plight yet never forget our roots. At this point, we cannot expect equality, we can only strive for peaceful co-existence.

## PROGRAM INFORMATION

### SPGSA Highlights 2004

By Rashida Williams

This past year has been filled with many accomplishments for SPGSA. One significant activity this fall was the implementation of an all-student meeting to identify and address student needs and issues within the program. SPGSA also provided a basket of University of Florida paraphernalia to the Children's Fund auction at the FASP conference in November. The basket was a great success and we hope to continue providing baskets in the coming years. Due to the success of the auction basket, we have decided to find additional opportunities to engage in charity activities as an organization. Please feel free to share

information regarding a favorite charitable organizations to which SPGSA may contribute.

For the Spring semester, we will continue to organize various social events and foster a sense of community. We are looking forward to designing polo shirts and T-shirts for the students and faculty in our program. Another major goal for the year is to update the program website.

Please remember to contact your student officers (Rashida Williams, Eric Rossen, Heather Christian and Linda Radbill) with any ideas to improve SPGSA. We hope that everyone will take the opportunity to be involved in SPGSA!

### Important Dates

#### Deadlines for Spring 2004

2/25	Midpoint of Term
3/1	Doctoral Dissertation First Submission - Last day to submit the completed, undefended dissertation for review to the Editorial Office (160 GRI) to qualify for spring graduation.
3/6-3/13	SPRING BREAK!
4/2	Master's Thesis First Submission - Last day to submit the signed, defended thesis to the Editorial Office (160 GRI) to qualify for spring graduation.
4/19	Electronic Final Submission - Last day to submit pdf of final ETD to Editorial Office using ETD
4/21	CLASSES END!
4/22-4/23	Reading Days – No class
4/24-5/2	Final Exams
4/26	Final submission of thesis (electronic or paper) to Editorial Office
4/30-5/2	Commencement

5/3 Grades Due

#### Deadlines for Summer 2004

##### A/C Term

5/7	Registration
5/10	Classes Begin
5/31	No class
6/18	Term A ends
6/21	Grades Due
8/6	Term C ends
8/7	Commencement
8/9	Grades Due

##### B Term

6/25	Registration
6/28	Classes Begin
8/6	Classes End
8/7	Commencement
8/9	Grades Due

### Plan Ahead

#### NASP 2004 Convention

March 30th-April 3rd, 2004

Adam's Mark Hotel

Dallas, TX

#### APA Conference

July 28th-August 1, 2004

Hawaii Convention Center

Honolulu, HI

#### Division of Early Childhood (DEC)

December 5th-8th, 2004

Sheraton Chicago Hotel and Towers

Chicago, IL

#### Florida Federal Council for Exceptional Children (FFCEC)

October 14th-16th, 2004

Hilton Riverfront Hotel

Jacksonville, FL



## Exciting News!!

Numerous exciting events have occurred this past year in the lives of our fellow classmates. Congratulations to everyone!!

**Ellie Kang** moved to a new campus apartment in December.

**Katherine Matzen** became engaged this past fall and will wed Nathan Anderson in Summer 2004.

**Debbie Birke** finished her course work and moved back home to Port St. Lucie, FL. She recently got engaged and she and her fiancé adopted an adorable 10-week old puppy named Shane.

**Liz Weeks** became engaged last April and will wed Mark McKenney on June 11th, 2004.

**Heather Christian** has applied for an overseas internship this summer with Coca-Cola World Citizenship.

**Andrea Zale** became engaged to Thomas Gelske in May, 2003 and they will be married on September 5th, 2004.

**Sarah Graman** and her husband welcomed the birth of their son Colin Anthony Graman on September 9th, 2003.

**Debbie Metts-Williamson** wed Brian Williamson on August 9th, 2003.

**Deidre Shearer** and her family moved into a new house in Gainesville in August, 2003.

**Eric Rossen** and **Graham Taylor** completed their first marathon at the Disney World Marathon in January, 2004.

**Kara Alker Penfield** and her husband, Randy Penfield, welcomed the birth of their son Wesley on January 24th, 2004.



### Did you know . . .

The majority of students in the program report sleeping between 6 & 7 hours per night. One person reported getting 8-9 hours of sleep — we are astounded by the presence of this outlier in our data.

## Community Activities

Several of our colleagues have active lives within the Gainesville and UF communities.

**Rashida Williams:** MINAMBA (University of Florida Minority Ambassadors)

**Eric Rossen:** Volunteer at Alachua County Crisis Center (CARE Team Associate and phone counselor)

**Anne Larmore:** Big Brothers Big Sisters of Gainesville

**Jillian Szczepanski:** Volunteer at Sydney Lanier

**Tiffany Sanders:** Marva Collins Mentoring Program (MCMP) and College Reach Out Program (CROP)

**Debbie Birke:** Volunteer for CARD (Center for Autism and Related Disabilities) and at Queen of Peace Academy

## What to do in G-ville?

For those of us that sometimes feel stuck in a rut, here are some alternative activities suggested by our classmates to escape monotony of the daily grind.

1. Karaoke at Applebee's on Thursday nights at 10 pm
2. Plays and movies at the Hippodrome
3. Hiking at Devils Millhopper or San Felasco Hammock
4. Rock climbing at Gainesville Rock Climbing Gym
5. Do-Art
6. Trivia night at Napolitano's on Mondays
7. Eating ice cream at Marble Slab (ok, for some of us this is already a typical activity but it's always a good one!)
8. Going to Lake Wauberg
9. Biking on the Hawthorne Trail
10. Playing badminton in the gym
11. Play intramural football (or just come watch some of the first years play on Thursday nights!)



## Awards and Recognitions



**Dr. Kranzler** serves as the Associate Dean of Graduate Studies and Technology. He is also an Associate Editor for *School Psychology Quarterly*.

**Dr. Oakland** was the recipient of the American Psychological Association's 2003 Award for Distinguished Contributions to the International Advancement of Psychology. He has also been awarded the Indiana University College of Education's Distinguished Alumni Award.

**Dr. Oakland** was First Presenter at the Annual Lee Hillman Memorial Lecture Series at the University of Southern Mississippi as well as appointed Honorary Professor of Psychology at the University of Hong Kong and the Universidad de Iberoamerica, San Jose, Costa Rica.

**John Baker, Anne Larmore, Katherine Matzen, Katrina Raia, Lacy Skinner, and Rashida Williams** received an Alumni Fellowship.

**Debbie Birke** was nominated for the FASP Graduate Studies Award.

**Heather Christian** was awarded a grant through the Lesbian/Gay/Transgendered/ Bisexual Concerns Committee for her research proposal.

**Tiffany Sanders** was awarded the Minority Education Scholarship and the Eddie B. Wade Scholarship.

**Deirdre Shearer and Elayne Colon** received a FASP Graduate Research Award.

**Dr. Waldron** serves as the Chairperson of the National and State Credentialing Committee for NASP, as a member of the NASP/NCATE Program Approval Board for School Psychology Training Programs, the NASP Task Force on Respecialization, and the NASP Task Force for the 15<sup>th</sup> Anniversary of the NCSP.

**Dr. Waldron** was recently selected as a Fellow of Division 16 – School Psychology of the American Psychological Association (APA).

**Dr. Waldron** serves as the Chairperson of the College of Education Faculty Policy Council for 2003-2004 and is appointed as a Faculty-in-Residence at the P.K. Yonge Developmental Research School to provide school psychological services to students in kindergarten through 12<sup>th</sup> grade.

**Dr. Smith** serves as the Educational Director of the Multidisciplinary Diagnostic and Training Program (MDTP). The MDTP is a collaborative center between the College of Education and the UF Department of Pediatrics. The program provides diagnostic and educational services to pre-k through 6<sup>th</sup> grade children with special educational, mental health, or medical needs that cannot be met through routine special education services offered by schools.



### Did you know . . .

On weekends, 59% of students complete more than half of the work that they hope to finish—way to go!!

## Current Grants and Research Proposals

**Dr. Asmus** is the primary investigator for a research project entitled Evidence-based Practices to Address Social and Behavioral Problems in Young Children with Autism." This project is funded by the United States Department of Education—Office of Special Education and Rehabilitative Services for \$540,000 over 3 years. Specifically, this grant is to experimentally evaluate the context variables and function of social skills difficulties (Socially withdrawn, limited or problematic peer interactions) and development of effective interventions tied to the function of the behavior for young children (18 months to 5 years of age) who are diagnosed with an autism spectrum disorder.

**Dr. Asmus** received a University of Florida Opportunity Grant entitled "Social Skills Training for Children with Autism in General Education Classrooms." This is a pilot project to evaluate social skills difficulties for children with autism spectrum disorders.

**Dr. Smith** is the principal investigator of the PDP Project – Partnerships for Doctoral Preparation. PDP is a federally funded leadership training grant that prepares leaders in the field of early childhood school psychology and special education.

## Quals and Portfolios

Several students have completed their qualifying exams or successfully defended their portfolios. Way to go!!

### Qualifying Exams

Jennifer Mace

Lacy Skinner

Christina Hayes

Maria Wojtalewicz

### Portfolios

Jennifer Sellers (the first in the program!)

## Graduate Assistantship Positions

### Graduate Assistantships

Heather Christian: NRBHC, Violence Prevention Program

Tanya Kort: Doctoral Clinician at P.K. Yonge

Kari Reeck: School Psychology Test Librarian

Tiffany Sanders: Office of Recruitment, Retention and Multicultural Affairs

Deidre Shearer: Project SIR , Sustaining Inclusion Reform, Department of Special Education

### Teaching Assistantships

Brooke McDermott: EDF 3110-Human Growth and Development

Katrina Raia: EDF 3110-Human Growth and Development

Lee Ray: EDF 3100-Human Growth and Development

Deidre Shearer: EDF 3100-Human Growth and Development

Rashida Williams: EDG 2701-Teaching Diverse Populations

Debbie Williamson: EDF 3100-Human Growth and Development

### Research Assistantships

Erin Anderson: Department of Pediatrics

Julie Cotter: PDP Grant - Partners for Doctoral Preparation in Early Childhood

Donna Eaves: Young Children with Challenging Behaviors (KIDS grant)

Jennifer Harmon: PDP Grant - Partners for Doctoral Preparation in Early Childhood

Danielle Madera: Project GATORSS (Generalized Assessment Tools for Observing and Remediating Social Skills) and HUBS

Katherine Matzen: Project GATORSS

Linda Radbill: Center on Personnel Studies in Special Education (COPSSE), Department of Special Education

Eric Rossen: COPSSE, Department of Special Education

Jennifer Sellers: Project GATORSS

Jillian Szczepanski: University Center of Excellence

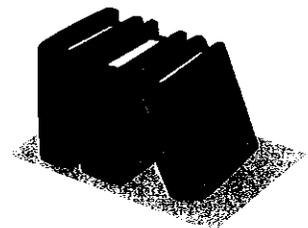
Elizabeth Weeks: Project GATORSS

Andrea Zale: Aggression Intervention Study, Department of Special Education

## Top 10 Exciting Events in the Test Library

By Kari Reeck, Nationally Certified Test Librarian

10. Finally found the Children's Memory Scale (thanks Tiffany!).
9. Pictures of Dr. Kranzler's children can now be found on every computer in the test library.
8. The first years continue to campaign for an air mattress. Nap-time is not just for 4-year-olds.
7. We've obtained office supplies—post-its and highlighters and staplers, oh my!
6. Fewer than 17 people asked for the DAS this week — yes, we have the protocols but no test kit.
5. Final count from last semester yielded 864 other COE students passing by the test library and poking their heads in the door for no reason whatsoever.
4. We posted new pictures from SPGSA social events. Oh, wait ... no we didn't.
3. In a touching demonstration of unity, the second year cohort burned the Stanford-Binet-IV and WISC-III protocols that they needlessly learned last year.
2. People have finally stopped asking when my test library hours are (Mondays, 12:00-2:45 and Wednesdays, 11:30-1:30).
1. Counseling sessions with the printers have commenced. The little ones have had a breakthrough and we hope to bring the big guy around by the end of the year.



## Presentations

**Anderson, E., Hayes, C., Skinner, L., & Smith, T.** (2003, May). Assessing a moving target: Current trends in early childhood assessment. Poster presentation at the annual meeting of the Division of Early Childhood, Washington, D.C.

**Asmus, J.M., Ringdahl, J.E., Sellers, J.A., Call, N.A., Andelman, M.S., & Wacker, D.P.** (2003, May). Short-term inpatient assessment and treatment of aberrant behavior at the University of Iowa Biobehavioral Service: Outcomes data summaries from 1996-2001. Paper presented at the annual conference of the Association for Behavior Analysis, San Francisco, CA.

**Asmus, J.M., Conroy, M.A., Ladwig, C.N., Sellers, J.A., & Boyd, B.A.** (March, 2003). Functional assessment and intervention of social skills for young children with Autism. Presented at the Symposium presented at the 1st annual Conference on Positive Behavioral Supports conference, Orlando, FL.

**Baker, J., Sanders, T.D., & Williams, R.** (2004, March). The role of school psychologists in helping teachers meet the needs of a diverse student population. Presented at the Florida Fund for Minority Teachers Conference, Orlando, FL.

**Birke, D., Keller, C., & Sanders, T.D.** (2003, March). Evaluation methods of Autism Spectrum Disorder. In-service workshop for Alachua County School Psychologists, Gainesville, FL.

**Birke, D., Keller, C., & Sanders, T.D.** (2003, October). Evaluation methods of Autism Spectrum Disorder. Presented at the Annual conference of the Florida Council for Exceptional Children, Orlando, FL.

**Birke, D., Keller, C., & Sanders, T.D.** (2003, November). Evaluation methods of Autism Spectrum Disorder. Presented at the Florida Association of School Psychologists conference, Tampa, FL.

**Bishop, A., Rossen, E., Langley, L., Seo, S., & Williamson, P.** (2003, May). COPSSE: Center of Personnel Studies in Special Education. Poster presentation at the annual meeting of the Florida Comprehensive System of Personnel Development, Clearwater Beach, FL.

**Bishop, A., Rossen, E.** (2004, March). The Center of Personnel Studies in Special Education (COPSSE): A comprehensive effort to examine special education personnel preparation. Poster presentation at the annual Office of Special Education Programs (OSEP) Joint Personnel/State Improvement/CSPD Conference, Arlington, VA.

**Chait, A., Asmus, J.M., Conroy, M.A., Valcante, G., & Sellers, J.A.** (2003, May). Comparison of functional assessment instruments to experimental analyses for children with autism. Paper presented at the annual conference of the Association for Behavior Analysis, San Francisco, CA.

**Conroy, M.A., Asmus, J.M., Ladwig, C.N., Boyd, B.A., &**

**Madera, D.D.** (2003, October). Young Children with Autism in Inclusive Classrooms: From Policy to Practice. Symposium presented at the Division of Early Childhood Conference, Washington, D.C.

**Conroy, M.A., Asmus, J.M., & Ladwig, C.N.** (March, 2003). An analysis of classroom contextual factors on the behavior of students with autism. Presented at the Symposium presentation at the 36th annual Gatlinberg Conference on Mental Retardation, Annapolis, MD.

**Figiuolo, J., Radbill, L., & Sanders, T.D.** (2003, October). School psychologists and their role in Florida public schools. Presentation at the University of Florida, Recruitment, Retention and Multicultural Affairs Workshop, Gainesville, FL.

**Graman, S. M., Kranzler, J. H., Harfield, A. S., Thompson, S. E., & Driscoll, D.J.** (2003). Cognitive and achievement abilities of individuals with Prader-Willi syndrome. Paper presented at the Annual Convention of the Prader-Willi Syndrome Association, Orlando, FL.

**Heaton, S.C., Fennell, E.B., Becher, D.A., Gribbins, D.M., & Puyana, O.E.** (2003, February). The relationship between attention and memory impairments in acute childhood traumatic brain injury. Presented at the International Neuropsychological Society Annual meeting, Baltimore, MD.

**Gribbins, D.M., Heaton, S.C., Gustafson, J.K., & McAlister, L.E.** (2004, February). Conners' CPT vs CPT-II: ADHD classification accuracy. Presented at the International Neuropsychological Society Annual Meeting, Baltimore, MD.

**Hayes, C., & Anderson, E.** (2003, November). School readiness: Fostering collaboration within early childhood. Paper presented at the annual meeting of the Florida Association of School Psychologists, Tampa, FL.

**Ladwig, C.N., Conroy, M.A., Asmus, J.M., Boyd, B.A., & Madera, D.D.** (2003, October). Snapshot assessment: Easy-to-use tool for observing young children's social skills. Paper presented at the Division of Early Childhood Conference, Washington, D.C.

**McAlister, L.E., Heaton, S.C., Gribbins, D.M., & Robinson, M.** (2004, February). Predicting ADHD vs non-ADHD group membership: A comparison of the CPRS, CPT, and TEA-Ch. Paper presented at the International Neuropsychological Society Annual Meeting, Baltimore, MD.

**McLeskey, J. & Waldron, N.** (2003). Inclusion: The quest to make differences ordinary. Invited keynote presentation at the 14<sup>th</sup> Annual Symposium on Professional Collaboration and Inclusive Education, College of William & Mary, Williamsburg, VA.

**Oakland, T.** (2003). Developmental research on temperament: Results

- of a cross-national study. Paper presented at the annual meeting of the Canadian Psychological Association, Toronto, Canada.
- Oakland, T.** (2003). International status of School Psychology. Paper presented at the annual meeting of the Canadian Psychological Association, Toronto, Canada.
- Oakland, T.** (2003). Children's temperament and learning styles. Keynote address presented at the annual meeting of the Canadian Psychological Association, Toronto, Canada.
- Oakland, T.** (2003). What's ahead for test development and use in international psychology? Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Oakland, T.** (2003). Establish international dimensions to your career by removing barriers. Invited address associated with the receipt of the American Psychological Association's 2003 Award for Distinguished Contributions to the International Advancement of Psychology. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Oakland, T.** (2003). Children's temperament and learning styles. Keynote address presented at the annual meeting of the Saskatchewan Association of Educational Psychologists, Saskatoon, Saskatchewan.
- Oakland, T.** (2003). International status of psychology and your involvement in it. Keynote address presented at the inaugural meeting of the Lee Hillman Memorial Lecture Series, University of Southern Mississippi, MS.
- Oakland, T.** (2003). Legal and ethical issues associated with school psychology practice. Workshop presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Oakland, T.** (2003). Assessment of adaptive behavior skills in infants and young children. Workshop presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Oakland, T.** (2003). Advanced ethics workshop: The 2002 Ethical Principles of Psychologists and Code Of Conduct. Workshop presented at University of Southern Mississippi, MS.
- Oakland, T.** (2003). Assessment of adaptive behavior skills in infants and young children. Workshop presented at the annual meeting of the Saskatchewan Association of Educational Psychologists, Saskatoon, Saskatchewan.
- Oakland, T.** (2003). Assessment of adaptive behavior skills in infants and young children. Workshop presented to the school psychologists and other special education personnel associated with the Hillsborough (Florida) County School District, Tampa, FL.
- Prosje, M.A., & Kort, T.L.** (2003, August). Sensing, feeling and moving: An introduction to dance/movement therapy. Poster presentation at the 111th Annual Convention of American Psychological Association, Toronto, Canada.
- Prosje, M.A., Kort, T.L., & Rossen, E.** (2003, November). Bullying in our schools: The need for prevention. Presentation at the annual Florida Association of School Psychologists conference, Tampa, FL.
- Prus, J., & Waldron, N.** (2003). NASP training standards and associated performance-based program review and approval process. Presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Sellers, J.A., Asmus, J.M., Conroy, M.A., & Ladwig, C.N.** (2003, May). Treatment generalization training across care providers for a child with autism in the home setting. In J.M. Asmus (chair) Assessment and treatment of challenging behavior for children with autism in home and school settings. Symposium presented at the annual conference of the Association for Behavior Analysis, San Francisco, CA.
- Sellers, J.A., Asmus, J.M., & Conroy, M.A.** (2004, May). Comparison of functional analysis findings across home and school setting. In Jennifer M. Asmus (Chair), Experimental analysis procedures: Second generation issues across natural and analogue settings. Symposium in review for the annual meeting of the Association for Behavior Analysis, Boston, MA.
- Sellers, J.A., Asmus, J.M., & Conroy, M.A.** (2003, September). Comparison of experimental analysis findings across home and school settings: A case study. Poster presentation at the annual meeting of the Florida Association for Behavior Analysis, St. Pete Beach, FL.
- Smith, T., Anderson, E., & Hayes, C.** (2003, November). Assessing a moving target: Current trends in early childhood assessment. Paper presented at the annual meeting of the Florida Association of School Psychologists, Tampa, FL.
- Waldron, N. & Prus, J.** (2003). Training update for NCATE/NASP program reviewers: Performance-based evidence required for program approval. Presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Waldron, N.** (2003). Current issues in national and state credentialing in school psychology. Presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Waldron, N., & McLeskey, J.** (2003). Ensuring that inclusive schools last: Lessons learned. Invited workshop at the 14<sup>th</sup> Annual Symposium on Professional Collaboration and Inclusive Education, College of William & Mary, Williamsburg, VA.
- Waldron, N., & McLeskey, J.** (2003). Building-based teacher assistance teams. Professional development workshop presented to Alachua County Schools, Gainesville, FL.

**Williams, R., & Keller, C.** (2003, November). FERPA and HIPAA: An overview for school psychologists. Presented at the Florida Association of School Psychologists annual conference, Tampa, FL.

**Williams, R., Christian, H., & Graman, S.** (2003, November). Childhood obesity prevention: School based programs. Presented at the Florida Association of School Psychologists annual conference, Tampa, FL.

## Publications

Ananda, S., Braden, J. P., Gedye, A., **Kranzler, J. H.**, Michelsen, T., Paul, S.M., Rowher, B., Vernon, T., Whang, P. A. (2003). Jensen as a teacher and mentor. In H. Nyborg (Ed.), *The scientific study of general intelligence: Tribute to Arthur R. Jensen* (pp. 000-000). London: Pergamon.

**Asmus, J.M.**, Ringdahl, J.E., **Sellers, J.A.**, Call, N.A., Andelman, M. S., & Wacker, D.P. (in press). Use of a short-term inpatient model to evaluate aberrant behavior at the University of Iowa: Outcomes data summaries from 1996-2001. *Journal of Applied Behavior Analysis*.

**Asmus, J.M.**, Franzese, J.C., Conroy, M.A., & Dozier, C.L. (2003). Clarifying Functional Analysis Outcomes for Disruptive Behaviors by Controlling Consequence Delivery for Stereotypy. *School Psychology Review*, 32, 617-623.

**Asmus, J.M.** (2003) Getting Funding from the Office of Special Education and Rehabilitative Services; US Department of Education. *Association for Behavior Analysis Newsletter*, 26 (2), 6-7.

**Asmus, J.M.**, Vollmer, T.R., & Borrero, J.C. (2002). Functional behavioral assessment: A school-based model. *Education and Treatment of Children*, 25, 67-90.

Cole, C., **Waldron, N.**, & Majd, C. (in press). Academic progress of students across inclusive and traditional settings. *Journal of Mental Retardation*.

**Colon, E. P., Kranzler, J. H.** (2003). The effects of the manipulation of instructions on reading performance for curriculum-based measurement. *Florida School Psychologist*, 30, 18-20.

Conroy, M.C., **Asmus, J.M.**, Ladwig, C.N., **Sellers, J.A.**, & Valcante, G. (in press). The Effects of Proximity on the Classroom Behaviors of Students with Autism in General Education Settings. *Behavioral Disorders*.

Cunningham, M. and **Weeks, E.** (in press). Father/uncle's perceived importance to future expectations, self-esteem, and GPA in high achieving and low resource African American adolescents.

**Kranzler, J. H.** (2003). *Statistics for the terrified* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

**Kranzler, J. H.** (in press). Psychometric g. In S. W. Lee (Ed.), *Ency-*

**Williams, R. Jan, A., Axelberd, S. & Davis, H.** (2003, November). Perceived organizational structure for teacher liking: Third person perception in development of teacher-student relationships. Presented at the Florida Association of School Psychologists annual conference, Tampa, FL.

*lopedia of School Psychology*. New York: Macmillan.

**Kranzler, J. H.** (2002). Commentary on "Is g a viable construct for school psychology?" *Learning and Individual Differences*, 13, 189-195.

Ladwig, C.N., **Asmus, J.M.**, & Conroy, M.A. (2003). Increase understanding of experimental analysis techniques with students with autism. *Early Childhood Report: Children with Special Needs and Their Families*, 14 (6), 8-9.

McLeskey, J., & **Waldron, N.** (2004). Three conceptions of teacher learning: Exploring the relationship between knowledge and the practice of teaching. *Teacher Education and Special Education*, in press.

McLeskey, J. & **Waldron, N.** (2003). Education Connection: Reflections on descriptions of inclusive urban high schools in Chicago. In D. Fisher & N. Frey (Eds.) *Inclusive Urban Schools: Lessons Learned in Big City Schools* (pp. 175-182). Baltimore: Brookes.

McLeskey, J. & **Waldron, N.** (2002). School change and inclusive schools: Lessons learned from practice. *Phi Delta Kappan*, 84, 65-72.

Naumann, W.C., & **Harmon, J.** (in press). College students' beliefs about high school-based services for sexual assault. *Professional School Counseling*.

**Oakland, T.** (2003). Do others in school psychology sense a change? *The Florida School Psychologist*, 30, 6-7.

**Oakland, T. & Kort, T.** (2003). No Child Left Behind Act: Possible role changes for school psychologists. *The Florida School Psychologist*, 30, 30-33.

**Oakland, T.** (2003). Examination for Professional Practice in Psychology: Some implications for the professional preparation of school psychologists. *The School Psychologist*, 57, 50-52.

**Oakland, T., Mpofu, E., Glasgow, K., and Jumel, B.** (2003). Diagnosis and administrative interventions for students with mental retardation in Australia, France, United States, and Zimbabwe, 98 years after Binet's first intelligence test. *International Journal of Testing*, 31, 59-75.

**Oakland, T.** and Wright, C. (2003). The value of high quality, comprehensive information to decision makers in juvenile cases. *The Florida Bar Journal*, 77, 55-60.

**Oakland, T.**, and Hatzichristou, C. (2003). Issues to Consider When Adapting Tests. *Psychology: The Journal of the Hellenic Psychological Society*, 10, 437-448.

**Oakland, T.** (2004) Test Adaptation Guidelines. In S. Wechsler & R. Guzzo (Eds.). *Psychological Assessment: International Perspectives*. San Paulo, BZ: Casa do Psicologo.

**Oakland, T.** (2004). Developing standardized tests. In S. Wechsler & R. Guzzo (Eds.). *Psychological Assessment: International Perspectives*. San Paulo, BZ: Casa do Psicologo.

**Oakland, T.** (2004). Emerging testing and assessment practices with children and youth. In S. Wechsler & R. Guzzo (Eds.). *Psychological Assessment: International Perspectives*. San Paulo, BZ: Casa do Psicologo.

**Proesel Colón, E., & Kranzler, J. H.** (submitted). Effect of instructions on curriculum-based measurement reading. *Journal of School Psychology*.

**Scott, T., & Birke, D.** (submitted). Functional behavior assessment as a prevention practice across levels of positive behavior support.

Winborn, L., Wacker, D. P., Richman, D. R., **Asmus, J. M., & Geier, D.** (2002). Assessment of Mand Selection for Functional Communication Treatment Packages. *Journal of Applied Behavior Analysis*, 35, 295-298.

**Waldron, N.** (2004). *Personnel issues in school psychology: A synthesis of the professional literature addressing preparation, certification and licensure, and supply and demand*. Paper prepared for the Center on Personnel Studies in Special Education (COPSSE), Gainesville, FL.

**Waldron, N., & McLeskey, J.** (2002). Professional development and inclusive schools: Reflections on effective practice. *The Teacher Educator*, 37(3), 145-152.

**Thank you so much to everyone who helped with this year's newsletter! Without your assistance, this would never have been possible. You are greatly appreciated!! If you have any questions regarding the newsletter, please contact Kari Reeck, Editor, at [Kjreeck@aol.com](mailto:Kjreeck@aol.com) or Dr. Nancy Waldron at [Waldron@coe.ufl.edu](mailto:Waldron@coe.ufl.edu).**

