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# SCHOOL PSYCHOLOGY TIMES

Newsletter of the University of Florida School Psychology Program

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February 2005

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*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*

What a year it has been ... mud slinging presidential politics, hopes for peace, hurricanes, and a Gator version of "Urban renewal". Our annual program newsletter again reflects a process of growth, change, and celebration. We extend welcome to new members of our program community and bid goodbye to those who move on to new places and opportunities. The information included inside highlights some of our individual and joint accomplishments from this past year. I hope that you walk away saying something like the phrase that is repeated in one on my favorite children's story, "Wow! That's just about all I can say. Wow!"

To highlight a joint accomplishment, a recent article published in *School Psychology Quarterly* (Carper & Williams, 2004) identified UF as one of the ten most productive school psychology faculties in the country with respect to publications in professional journals. Based on an analysis of faculty publications in school psychology and related journals over a five-year period, the program was noted for the number of publications, the rate of authorship, and the average number of publications per faculty member.

This edition of the newsletter has an international flair with congratulations to Tom Oakland for his ever growing number of international awards, and an exploration of new summer opportunities for students in Costa Rica. And be sure to consider the list of places where UF students are completing internships this year. In addition to a range of Florida locations, interns are placed in Georgia, Virginia, New York, Texas, and California.

Thanks for everyone's contributions this year in continuing to support the UF School Psychology Program as a caring community of learners!

## **OAKLAND RECEIVES AWARDS FOR INTERNATIONAL WORK**

Thomas Oakland recently received the International Educator of the Year at the University of Florida and the American Psychological Association (APA) Award for Distinguished Contributions to the International Advancement of Psychology.

His work in more than 40 countries has focused on issues associated with child development, assessment and intervention, and school psychology. Oakland said the most important part of his work is what he can do to benefit children. He has provided educational and psychological testing in schools in many developing areas, including the Gaza Strip near Israel, Mexico, Central America and Brazil, where he was a Fulbright Scholar and helped form the country's national association of school psychology.

His recent laurel as UF's top international educator among senior faculty came from the UF International Center. UF President Bernie Machen announced the recipients as part of an internationalization seminar sponsored by the International Center. The award was created to help raise the university's profile in the areas of diversity and international research, two university-wide priorities Machen cited during his 2004 inauguration.

Oakland was on the education psychology faculty at the University of Texas at Austin for 27 years. He has made the UF College of Education his permanent home base since 1995. He recently became one of 32 faculty members to receive the coveted title of UF Research Foundation Professor for 2004-2007 in recognition of his global research accomplishments and service. His studies have focused on children's temperament, test development and use, adaptive behavior and motor development, and legal, ethical and professional issues in education and psychology.

His scholarly, globetrotting hops include exotic places like Hong Kong, Costa Rica and New Zealand. He is president of the Gainesville-based International Foundation for Children's Education. He has served as president of the International School Psychology Association, International Test Commission, and APA's Division of School Psychology.

Oakland encourages his students to take a global approach in their studies and life in general. "I encourage my students to acquire a world view on issues and not to be restricted only to those currently in vogue in our country," he said.

He recently created a 10-week summer program for school psychology graduate students from UF and other institutions to gain fluency in Spanish and knowledge of Latin culture and educational methods used with children in Costa Rica. He is on the faculty of the University of Hong Kong and the Iberoamerica University in Costa Rica, where he teaches psychology yearly.

*Adapted from Information and Publication Services, UF College of Education.*

## **IMPORTANT WEBSITES**

National Association of School Psychologists  
[www.nasponline.org](http://www.nasponline.org)

Florida Association of School Psychologists  
[www.fasp.org](http://www.fasp.org)

American Psychological Association  
[www.apa.org](http://www.apa.org)

Council for Exceptional Children  
[www.cec.sped.org](http://www.cec.sped.org)

The Division for Early Childhood  
[www.dec-sped.org](http://www.dec-sped.org)

Council for Children with Behavioral Disorders  
[www.ccbd.net](http://www.ccbd.net)

## **SPGSA HIGHLIGHTS 2005**

*By Linda Radbill and Katrina Raia*

This has once again been an exciting and productive year for SPGSA. As in previous years, SPGSA provided a basket with University of Florida paraphernalia to the Children's Fund auction at the FASP conference this past November. The basket was an enormous success and we hope to provide even more creative baskets in years to come with the help of our students. With the contributions from our students, SPGSA was able to make a donation to the Tsunami relief efforts. SPGSA looks forward to becoming even more involved in charitable work in the future.

For the Spring semester, we will continue to organize various social events to bring our students together. Also coming up this semester is the College of Education Alumni & Reunion Open House. This event will showcase programs and research ventures in the college. It is an excellent opportunity for the college to display accomplishments, recruit new students, and encourage college donors who may provide funding for student assistantships and various other projects. The School Psychology program has been asked to have a presentation table at the event. This is an exciting future event in which we welcome student involvement to display their great work.

Please remember to contact your student officers (Linda Radbill, Katrina Raia, Kari Reeck and Dave Gribbins) with any ideas to improve SPGSA and to become more involved.

## **SCHOOL PSYCHOLOGY IN MIDDLE SCHOOL**

*By Elizabeth McKenney and Eric Rossen*

The goal of a school psychologist is to maximize educational opportunities for students within the school context. As a field, we are bound by the current educational initiatives within the country, such as emergent literacy, early intervention, and the No Child Left Behind

Act. As a result, we find ourselves practicing a great deal in the elementary schools, a setting which undoubtedly requires our assistance. However, if you haven't yet repressed your middle school years, you can likely recall the tribulations encountered once you leave the cuddly cocoon that is elementary school. Students are no longer greeted with hugs at the doors; rather they receive a long list of assignments and a referral for being late. No longer are students smug in their own skin; rather they are overcome with unbridled self-criticism. No longer are students starting the day with show-and-tell; rather the day begins with...work. No longer are students asked to make dioramas about dinosaurs over a 2-month period; rather they are asked to develop reports and presentations on historical figures while juggling four other classes. Students must roam from class to class, teacher to teacher, and for the first time not develop a relationship and rapport with only one teacher for an entire academic year. And let's not forget about puberty knocking down the proverbial doors of adulthood. These reasons merely scratch the surface of the issues faced by middle school students; behavioral, social, and academic. It quickly becomes clear how our services are needed at this level.

How might a school psychologist practice differently at the middle school level? Consider first the structural differences. Students are roaming from classroom to classroom all day long, mixing students and teachers, creating unique classroom dynamics every period of the day. Teachers have limited exposure to each student. Consider the effect of this arrangement on our model of indirect service delivery. In elementary school, the school psychologist would work with the student's teacher and be able to target the problem areas with one individual, whereas in middle school the school psychologist must poll the entire team of teachers to discover patterns, trends, and areas of greatest concern. You'd be mistaken if you thought that teachers always agree, making the job more challenging.

Ask yourself what happened when your mother wiped sauce off the side of your face in public when you were in middle school. This is a clear example of the increasing need for autonomy among middle school students.

Rebellion is expressed by the majority opinion that adults are not cool, and obeying them is even worse. As a result, students often give more resistance to school psychologists who want to help them than students in elementary school. In addition, students are typically savvier, and more aware of our intentions. As a result, interactions with students grow increasingly complex. In some ways it is an improvement; students can be included in the problem analysis and intervention development phases. At the same time, their autonomy causes students to not be as agreeable at times, and finding suitable rewards becomes a challenge.

Despite these challenges to the novice school psychologist, working in a middle school can be quite a rewarding experience. While most of us find it difficult to recall the myriad of traumatic emotions we felt in 3<sup>rd</sup> grade when the class clown accused us of eating our own boogers and swallowing glue, hardly anyone needs a reminder of how it felt to have your 6<sup>th</sup> grade teacher intercept a note between you and your best friend. As students and as school psychologists, we are in a unique place to work with middle school students that sets us apart from other school personnel. Moreover, we can engage these students in a relationship that is both beneficial for them and personally rewarding in a very different way for us.

### ***Top 10 Best Things About Providing School Psychology Services in Middle School:***

- 10) Gone are the days of long periods of observation in one cozy classroom. Six classrooms, five teachers, three buildings, one student. Who needs a workout when you're conducting a routine assessment phase in a middle school? And you don't even have to change out of your business casual attire.
- 9) Middle school students are becoming in tune with their emotions. If they don't want to join you for a counseling session, they'll simply tell you. And

they'll always make sure they say it loudly enough and with enough emphasis to convey their point. And they'll repeat it until they're sure you understand. Loudly. With emphasis.

- 8) Can we say assessment? You haven't lived until you've spent three hours waiting for a fourteen-year-old to hit ceiling on the Stanford-Binet V.
- 7) More drama than a daytime soap opera.
- 6) Behavior intervention plans with five teachers per student? Hahaha... that's a good one.
- 5) Middle school students can become integrally involved in the intervention development process. For example, one especially helpful seventh grader recently offered this important intervention suggestion: "The only way I'll do my homework is if you punish me. Rewards don't work." What time and effort this insightful young lad saved the school psychology team...
- 4) Three words: backpack organization intervention.
- 3) If you think stickers and brightly colored pencils will work as rewards, you've got another thing coming...
- 2) Not since your last family reunion have you said, "I'm not a teacher," so many times.
- 1) Somewhat unlike their unaware younger and jaded older counterparts, there is a chance, albeit a small one, that a middle schooler might actually say, 'Thank you.'

*Liz McKenney, Eric Rossen, and Rashida Williams presently serve as doctoral school psychology clinicians at P.K. Yonge Developmental Research School. Each is assigned to provide consultative and intervention support to students, teachers, and families at a designated grade level in the middle school.*

# HOLMES SCHOLARS PROGRAM

*By John Baker*

The Holmes Scholars Program was established in 1991 by the National Holmes Partnership. The Holmes Partnership represents a national network of universities, schools, community agencies, and professional organizations which work together to create high quality professional development and significant school renewal to improve teaching and learning for all children. An integral component of the Holmes Partnership is the mentoring of talented men and women of minority backgrounds who are underrepresented in institutions of higher education. It is the goal of the Holmes Partnership that its Scholars obtain positions as faculty members, K-12 administrators, or with education policy organizations.

As one of three UF Holmes Scholars I am engaged in research and other collaborative efforts with professional development schools in the Gainesville community and surrounding areas. In Fall 2004 I collaborated with college of education faculty and select graduate students on a COE technical report outlining the impact of the University of Florida Lastinger Center Teacher Fellows Project. The Holmes Scholars program also provides opportunities to network with other current and former Holmes Scholars at both the national and regional levels. This years National Holmes Partnership Conference was held in Philadelphia and the UF Holmes Scholars conducted a roundtable on the school-to-prison pipeline of African American males.

My first year as a Holmes Scholars has been a tremendous learning experience. Through mentoring and the numerous opportunities aimed at enhancing the professional development of its Scholars, I have gained valuable skills relating to partnership work with our nations schools. It has and continues to be a very rewarding program. I look forward to my future as a Holmes Scholar Alumnus. For as it is often said "once a scholar, always a scholar."

## PLAN AHEAD

### **NASP 2005 Convention**

March 29 - April 4, 2005  
Marriott Marquis  
Atlanta, Georgia

### **FASP Summer Institute**

July 13-16, 2005  
Hyatt Regency Coconut Point Resort/Spa  
Bonita Springs, Florida

### **International School Psychology Association 2005 Colloquium**

July 13-17, 2005  
Athens, Greece

### **APA 2005 Convention**

August 18-21, 2005  
Washington, D.C.

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

October 13<sup>th</sup>-15<sup>th</sup>, 2005  
Holiday Inn Oceanfront Resort  
Cocoa Beach, Florida

### **FASP 2005 Convention**

November 2-4, 2005  
Seminole Hard Rock Casino  
Hollywood, Florida

# PURA VIDA: LEARNING AND WORKING IN COSTA RICA

By Kari Reeck

I had the opportunity to spend 10 weeks in Costa Rica last summer thanks to the efforts of Dr. Oakland and Dr. Roberto Rodriguez, his colleague in San Jose who created a unique program for school psychology graduate students. The goals of the program were to a) learn about Costa Rican culture; b) improve Spanish language skills and gain confidence in its use and; c) acquire an understanding of educational practices in Costa Rica. In reflecting upon my time in Costa Rica, I definitely accomplished each of these goals and also gained very valuable personal and professional experience.

One of the best parts of the experience was living with a Costa Rican family. They truly welcomed me into their home and their hearts and I learned so much by becoming a part of this family. During this time, I not only learned about Costa Rican culture and families, but also came to understand and view my own culture and background in a new way, as they were as interested in my life as I was in theirs. While exploring these topics solely in Spanish was a bit tricky at first, these conversations were the most valuable learning experience I encountered during my 10 week stay in Costa Rica.

One of the unique aspects of this experience was the opportunity to work in the school system and interact on a daily basis with students, teachers, and administrative personnel. Again, the people I encountered were so welcoming and excited to have me there and I enjoyed developing personal relationships with the students. As with my family, we were all able to learn from each other and appreciate the commonalities and differences within our educational systems.

Overall, I feel extremely fortunate that I was presented with this opportunity. Both personally and professionally, the knowledge gained and the relationships formed during this

experience are something that will stay with me always.

*If you are interested in reading more about this experience see the October 2004 issue of the NASP Communique.*

## WELCOME NEW SPP STUDENTS 2004-05!!

*Maria Arzola*

*Julie Bell*

*Natasha Brunner*

*Allison Budzynski*

*Carmelo Callueng*

*Jack Dempsey*

*Jeff Ditterline*

*Marni Finberg*

*Jason Gallant*

*Taketo Nakao*

*Nicole Nasewicz*

*Eileen Rodriguez*

*Glenn Sloman*

*Traci Wagner*

*Kelly Winkles*

## RECENT GRADUATES

*Congratulations!*

### MASTERS

John Baker

Mark Cresap

Susan Davis

Jennifer Harman

Gina Jackson

Jennifer Mace

Amy Loomis Roux

Eric Rossen

### SPECIALIST

Carolyn Keller

Tamara Moltich-Hou

Kevin Schepp

### DOCTORATE

Amy Diamond

Kara Alkar Penfield

Kyle Bassett

Maria Wojtalewicz

# IMPORTANT DATES

## *Deadlines for Spring 2005*

|           |  |
|-----------|--|
| 2/25-3/6  | SPRING BREAK                                 |
| 4/8       | Drop/Add a course by college petition        |
| 4/20      | CLASSES END!                                 |
| 4/20      | Honors Thesis due to college advising office |
| 4/21-4/22 | Reading days- no classes                     |
| 4/23-4/29 | FINAL EXAMS                                  |
| 4/29-5/1  | Commencement(s)                              |
| 5/2       | Final Grades available                       |

## *Deadlines for Summer 2005*

### A/C TERM

|      |                         |
|------|-------------------------|
| 5/6  | Registration            |
| 5/9  | Classes begin           |
| 5/30 | Memorial Day-NO CLASSES |
| 6/17 | Term A ends             |
| 8/5  | Term C ends             |
| 8/6  | Commencements           |
| 8/8  | Final Grades available  |

### B TERM

|      |                             |
|------|-----------------------------|
| 6/24 | Registration                |
| 6/27 | Classes Begin               |
| 7/4  | Independence Day-NO CLASSES |
| 8/5  | Classes End                 |
| 8/6  | Commencement                |
| 8/8  | Final Grades available      |

## EXCITING NEWS !!

Exciting things are happening in the lives of our fellow students and we wanted to include some of that information here. Congratulations to everyone.

**Liz Weeks McKenney** got married to Marc McKenney in June of 2004

**Jillian Szczepanski** secured an internship in Michigan for the 2005-2006 school year.

**Jack Demspey and Allison Budzynski** got engaged in August 2004 and will be married August 13, 2005

**Erin Anderson** moved to Los Angeles for her internship

**Anne Larmore** recently adopted an adorable puppy named Kahlua

## **AWARDS AND RECOGNITION**

Dr. Tom Oakland was selected as a University of Florida Research Foundation Professor for 2004 to 2007. He also has been awarded the University of Florida Distinguished International Educator of the Year Award for 2004.

Dr. Diana Joyce serves on the FASP Social-Emotional Interest Committee. The mission of this committee is to consult with state school psychologists and provide resources for social-emotional assessment/intervention issues.

Dr. John Kranzler serves as the Associate Dean of Graduate Studies and Technology. He is an Editorial Advisory Board Member for School Psychology Quarterly, the Journal of Psychoeducational Assessment, and School Psychology Review.

Dr. Nancy Waldron serves as a member of the NASP/NCATE Program Approval Board for School Psychology Training Programs and the NASP Ethics Advisory Panel.

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

Dr. John Kranzler was recently selected as a member of the Society for the Study of School Psychology.

Dr. Diana Joyce represents the COE on the UF Senate Student Petitions Committee. The committee makes decisions on student requests for grade forgiveness and reentry into the university based on issues such as disabilities, mental health, and hardship.

Dr. Nancy Waldron is a Faculty-in-Residence at P.K. Yonge Developmental Research School and coordinates school psychological services to students in kindergarten through 12<sup>th</sup> grade.

## **RESEARCH PROJECTS**

Dr. Oakland  
Adaptive behavior among children, youth, and adults with various disabilities (e.g., developmental delays, ADHD, language, learning disabilities, mental retardation); temperament qualities displayed by children in 12 countries; motor development of children ages 3-21; academic and language abilities of Spanish dominant children, youth, and adults.

Dr. Joyce  
Review of SED program effectiveness to measure effects of program intervention on attendance/absenteeism, discipline referral rates, suspension rates, and GPA.

Dr. Waldron  
Academic progress of students with disabilities in inclusive and resource room settings; efficacy of



inclusive school programs; school psychologists' attitudes about inclusion; accreditation and credentialing issues.

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.

## **SCHOOL PSYCHOLOGY INTERNS 2004-2005**

### Doctoral Interns

*\* APA accredited sites*

Erin Anderson  
USC Children's Hospital\*  
Los Angeles, CA

Debbie Birke Caron  
St. Lucie County Schools  
Port St. Lucie, FL

Elayne Colon  
MDTP  
Gainesville, FL

Christina Hayes  
Indian River County Schools  
Vero Beach, Florida

Gina Jackson  
Virginia Beach City Public Schools\*  
Virginia Beach, VA

Gretchen Majors  
Syracuse City Public Schools  
Syracuse, NY

Amy Loomis Roux  
MDTP  
Gainesville, FL

Jennifer Sellers  
Marcus Institute Behavior Center\*  
Atlanta, GA

Lacy Skinner  
Cypress-Fairbanks Independent  
Houston, TX School District\*

### Specialist Interns

Shana Axelberd  
Prince William County Schools  
Manassas, VA

Donna Eaves  
Bradford County Schools  
Starke, FL

Jonielle Figiuolo  
Clarke County Schools  
Athens, GA

Sarah Graman  
Alachua County Schools  
Gainesville, FL

Brooke McDermott  
Volusia County Schools  
Deland, FL

Lee Ray  
Clay County Schools  
Green Cove Springs, FL

Debbie Williamson  
Clarke County Schools  
Athens, GA

Andrea Zale Gelske  
Broward County Schools  
Fort Lauderdale, FL

## GRADUATE ASSISTANTSHIPS

Glenn Sloman, Taketo Nakao, & Marni Finberg—Project GATORSS— working to improve social skills deficits in children with autism spectrum disorder

Katherine Matzen—Working with Dr. Waldron to put together Diversity class curriculum materials and data analysis

Jason Gallant—School psychology test librarian

Tanya Kort, Julie Cotter, Eric Rossen, Rashida Williams—Doctoral clinicians at P.K. Yonge

Linda Radbill-- Regional Project Coordinator for Project KIDS - studying young children with problem behaviors

Liz McKenney—Project Coordinator for Project GATORSS-- working to improve social skills deficits in children with autism spectrum disorder

Allison Budzynski-- National Rural Behavioral Health Center— psychological risk assessor.

Maria Arzola, Tiffany Sanders, Traci Wagner – EDG2701 – Teaching Diverse Populations.

## PRESENTATIONS

Adams, A., Dana, N., Bondy, E., Ross, D., Bermudez, P., Clark, M.A., Dow, J., Lane, H., Yendol-Hoppey, D., **Baker, J.**, Crawford, Y., Jacobs, J., Marks, D., Tilford, K., & Wright, T. (2005).

*Teacher inquiry in action: High poverty elementary schools using inquiry to improve student achievement.* Paper to be presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

**Baker, J.**, Crawford, Y., **Sanders, T.**, & **Williams, R.** (2004). *Still separate, Still Unequal: The school-to-prison pipeline of African American males.* Roundtable presented at the Frederick D. Patterson Research Institute Annual Conference, Washington, DC.

**Baker, J.** (2004). *The relationship between teacher efficacy, cultural receptivity, and the decision to refer.* Poster presented at the Association of Black Psychologists, 36<sup>th</sup> Annual International Convention, Washington, DC.

**Baker, J.**, **Sanders, T.**, & **Williams, R.** (2005). *School psychologists and teachers: Collaborating to meet the needs of a diverse student population.* Presentation at the 9<sup>th</sup> Annual Recruitment and Retention Conference, Florida Fund for Minority Teachers, Orlando, FL.

**Baker, J.**, Crawford, Y., & Thompson, M. (2005). *How school systems propagate the school-to-prison pipeline of African-American male youth.* Roundtable presented at the Holmes Partnership Annual Conference, Philadelphia, PA.

Bentley, B., Carter, E., Kim, C., **Anderson, E.**, Bradford Harris, A., & Turman, J. (2005). *Impact of gestational age on feeding development*. Poster to be presented at the annual meeting of the American Psychological Association, Washington, D.C.

Boyd, B. A., Conroy, M. A., & **McKenney, E. L. W.** (2005). *Effective Strategies to Address the Social Challenges of Children with Autism in Inclusive Classrooms*. Presented at the annual meeting of the Center for Autism and Related Disorders in Orlando, FL

Conroy, M. A., **McKenney, E. L. W.**, Boyd, B. A., Alter, P., Fullerton, E. (2005). *A Functional Approach to Social Skills Assessment for Young Students with Autism in Inclusive Settings*. Presentation accepted for the annual meeting of the Association for Positive Behavior Support, Tampa, FL.

Conroy, M. A., Ladwig, C. N., Boyd, B., **Madera, D. D.**, & **Weeks, E. L.** (2004) *Project GATORSS: Social skills assessment and intervention for young children with Autism*. Poster presented at the annual meeting of the Council for Exceptional Children in New Orleans, LA.

Gewirtzman, B., & **Birke-Caron, D.** (2004). *Strategies for improving phonemic awareness in preschoolers and young children*. Paper presented at the annual meeting of the Florida Association of School Psychologists, Sarasota, FL.

Joyce, D., & **Larmore, A.** (2004). *School psychology career options: From the probable to the possible*. Presented at the Florida Association of School Psychologists Convention, Sarasota, FL.

Joyce, D., **Harmon, J.**, and Oakland, T. (2004). *Comparison of observed classroom behaviors for referred and nonreferred children*. Paper presented at the annual meeting of the Florida Association of School Psychologists Convention, Sarasota, FL.

Keith, T. Z., Fine, J., Taub, G. E., Reynolds, M. R., & Kranzler, J. H. (2005). *Hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fourth Edition*. Paper accepted for presentation at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

**Kort, T. L.**, **Rossen, E.**, & Prosje, M. A. (2004). *Stand up to bullying: The need for prevention*. Poster presentation at the 112<sup>th</sup> Annual Convention of the American Psychological Association, Honolulu, Hawaii.

**Madera, D.**, & **Kort, T. L.** (2004). *When a child discloses abuse: Forensic interviewing skills for school personnel*. Student research presentation at the 31<sup>st</sup> Annual Florida Association of School Psychologists Conference, Sarasota, FL/

**McKenney, E.L.W.**, Asmus, J.M., Conroy, M.A., **Sellers, J.A.**, **Sloman, G.**, **Nakao, T.** (2005). *Project GATORSS: A comprehensive model for assessing and treating social skills in children with Autism Spectrum Disorders (ASD)*. Poster accepted for presentation at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

**McKenney, E.L.W.**, **Sellers, J.A.**, Asmus, J.M., Conroy, M.A., Boyd, B.A. (2005). *Project GATORSS: A comparison of perceived functions in naturalistic observations and functions*

*identified via functional analysis*. Poster accepted for presentation at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

Oakland, T. (2004). *Assessment and intervention services to children with emotional handicaps*. An invited workshop presented to staff of the Clay County (Florida) School District.

Oakland, T. (2004). *Adaptive behavior and skills of infants and young children*. An invited workshop presented to staff of the Clay County (Florida) School District.

Oakland, T. (2004). *Ethics in school psychology: An advanced workshop*. Workshop presented to the school psychology and social work staff of the Palm Beach County Schools. Palm Beach County, FL

Oakland, T. (2004). *Adaptive behavior: Its assessment and uses in intervention*. Workshop presented to the school psychology and social work staff of the Palm Beach County Schools. Palm Beach County, FL

Oakland, T. (2004) *Learning styles: Qualities often overlooked in student evaluations*. Invited workshop presented at the annual meeting of the Florida Association of School Psychologists, Sarasota, FL.

Oakland, T. (2004) *Ethics in psychology: An advanced workshop*. Invited workshop presented at the annual meeting of the Florida Association of School Psychologists, Sarasota, FL.

Oakland, T. (2004) *Adaptive behavior of young children*. Invited workshop presented at the annual meeting of the

Florida Association of School Psychologists, Sarasota, FL.

Prosje, M., & Waldron, N. (2005). *Improving instructional practices through consultation with novice teachers*. Paper accepted for presentation at the National Association of School Psychologists Convention, Atlanta, GA.

Prus, J., & Waldron, N. (2004). *Performance assessment and accountability in school psychology graduate programs*. Invited workshop presented at the National Association of School Psychologists Annual Convention, Dallas, TX.

Prus, J., Waldron, N., Bear, G., & Smallwood, D. (2004). *Current issues and future directions in national certification and accreditation*. Invited panel presentation at the annual meeting of the Trainers in School Psychology (TSP) at the National Association of School Psychologists Annual Convention, Dallas, TX.

**Radbill, L., & McDermott, B.** (2004). *Comprehensive Guide to Drug Abuse Prevention: "It's not about just saying no!"* Presented at the annual meeting for the Florida Association of School Psychologists, Sarasota, FL.

**Rossen, E., & Oakland, T.** (2004). *A new model for identifying gifted and talented students in light of national conditions*. Presented at the annual meeting of the Florida Association of School Psychologists, Sarasota, FL.

**Rossen, E., & Christian, H.** (2004) *Increasing positive outcomes for students in crisis situations*. Presented at

the annual meeting of the Florida Association of School Psychologists, Sarasota, FL.

**Rossen, E., & Oakland, T.** (2005). *A new model for identifying gifted and talented students*. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

**Sellers, J. A., Asmus, J. M., Conroy, M. A., Boyd, B. A., Weeks, E. L., & Ladwig, C. N.** (2004). *Functional analysis of socially withdrawn behavior in young children with Autism*. Presented at the annual meeting of the Association for Behavior Analysis in Boston, MA.

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## NEWSLETTER CONTRIBUTIONS

We would like to thank all of those who helped to make this year's newsletter a success; without your help we wouldn't have been able to do it! We would love to hear from you regarding current research, and both the professional and personal experiences of UF School Psychology students and alumni. If you would like to contribute to upcoming newsletters please send an email to Jason Gallant at [sideout25@aol.com](mailto:sideout25@aol.com).