
UF SCHOOL PSYCHOLOGY TIMES – 2007



Editor: Mike Sulkowski

Inside this Issue:

Directors Column:	Page 1
The Old and the New:	Page 3
Welcome Dr. Shermis:	Page 3
Good Advice From Dr. Ademal:	Page 4
Meet the First Years:	Page 5
SPGSA News:	Page 6
Awards & Honors:	Page 7
SPP Interns:	Page 8
Advanced Practicum:	Page 9
Assistantships:	Page 10
NASP Column:	Page 11
Top 10 Things About Being a SP Student at UF:	Page 11
Faculty Research Interests:	Page 12
Upcoming Conferences:	Page 13
Recent Presentations	Page 13
Recent Publications	Page 15



Director's Column 2006-2007

By: John H. Kranzler, PhD

Over the past 20 years, the School Psychology Program (SPP) at the University of Florida has undergone tremendous change. We've grown from a small, primarily non-doctoral training program with state accreditation, one faculty member, and a handful of students, to a primarily doctoral training program with state and national accreditation (from DOE / NASP / NCATE / APA), five faculty members, and approximately 65 students. Here is a list of Directors since 1985 and some highlights of SPP growth and development over the years:

(Continued on the next page)

This Just In . . .

We will be welcoming a new assistant professor to the School Psychology Program in fall 2007! For more information contact Dr. Waldron or Dr. Smith who are in charge of the search. ■

School Psychology Times

1985-1988: Dr. Jeff Braden (Director)
1989-1990: Dr. Craig Frisby (Director)
1991-1993: Drs. Craig Frisby and John
Kranzler (Co-Directors)
1994-1996: Dr. Craig Frisby (Director)
1997-1998: Dr. Thomas Oakland (Director)
1999-2001: Dr. John Kranzler (Director)
2001-2002: Dr. Tina Smith-Bonahue (Director)
2003-2006: Dr. Nancy Waldron (Director)

In the mid-1980s, Dr. Jeff Braden obtained the initial NASP approval of the SPP and re-structured the curriculum to meet APA accreditation standards. He was also instrumental in the move of the SPP from the Department of Counselor Education to its current home in Educational Psychology. In the early 1990s, Dr. Craig Frisby and I served as Co-Directors. During this period, the SPP grew significantly in terms of student enrollment and number of faculty. Drs. Frisby and Tom Oakland directed the SPP during the mid- to late-1990s. Major accomplishments in this period include the first APA accreditation of the doctoral program in 1997, full re-approval by NASP in 1998, and formation of the SPGSA. In 2000, we conducted a comprehensive review of the SPP as part of the APA re-accreditation process. This led to substantial modification of the training philosophy and competencies, required coursework, nature and sequence of practica, SPP self-assessment, and annual evaluation of student progress. From 2002 to 2006, Dr. Tina Smith - Bonahue

**With your help, we'll
continue to evolve and
improve an already
outstanding school
psychology training
program**

and Nancy Waldron served as Directors. One major improvement during this period was replacement of the traditional qualifying examination with a portfolio assessment of student competencies. Last year the doctoral program was again reviewed by APA. Initial feedback from the on-site review team was very positive, thanks in large part to the commitment and leadership of Dr. Nancy Waldron, who served as Director for the past 4 years. We just received news from APA's Committee on Accreditation that the doctoral program has been fully approved for another seven years.

In August 2006, I began serving as Director for the third time. I'm extremely proud of what we've accomplished over the last two decades and I look forward to working with you all to further develop the SPP. This semester, with the help of the SPGSA, we've already accomplished two important tasks. The first was the creation of a completely new website, which went live in mid-October; the second was the development of an intranet site, using Moodle, to facilitate communication and information sharing among SPP faculty and students. We've also taken the first steps toward creating an electronic database with an online interface that will be used to conduct the annual student evaluations and other assessments and to maintain important SPP data. Finally, we just received approval to conduct a national search for a new tenure-track faculty position at the assistant professor level. With your help, we'll continue to evolve and improve an already outstanding school psychology training program ■



CENTENNIAL CELEBRATION



The Old and the New

By: Mike Sulkowski

One-hundred years ago, the University of Florida's College of Education began preparing teachers, counselors, and future school psychologists to assume leadership roles in their profession. At a time when American education was becoming increasingly egalitarian, the University of Florida's school of education was poised to fill the demand for competent educators—a demand that still exists to this day. Visionaries like John A. Thackston and James W. Norman worked incessantly to promote education at the university, and Norman's wisdom still resonates with the college's emphasis on promoting superior didactic education.

**“Do something
supremely well.”
- James W.
Norman**

As we look toward the future, Norman's words are still relevant as professionals in education are becoming increasingly knowledgeable in their area of expertise and learning to collaborate with others from different training backgrounds.

Similar to how school psychology developed from the disciplines of philosophy, education, and clinical and developmental psychology, the School Psychology program at the University of Florida was

always extant in the spirit of the college's professional training prior to its inception. Now, however, along with a collaborative emphasis on many different people each doing “something supremely well,” we have become not only a distinct professional training program, but one that is cognizant of the past and destined to thrive in the future. ■



Welcome Dr. Shermis!

We are excited to extend our warmest welcome to Dr. Mark Shermis as the new professor and Chair of the Department of Educational Psychology. He received his B.A. from the University of Kansas and served on active duty in the U.S. navy for three years before attending graduate school at the University of Michigan and receiving his doctorate in Quantitative

Methods from the department of Educational Psychology. Shortly afterward, Dr. Shermis entered the private sector and worked for a computer firm before deciding to ascend the ivory tower into academia. Over the past eight years, he has played a significant role introducing computerized adaptive testing to the World Wide Web as well as publishing many notable works including the recent book: *Automated Essay Scoring: A Cross-Disciplinary Approach*.

Dr. Shermis's scholarly work can only be matched by his leadership experience. He was recently the Chair of the American Psychological Association's Continuing Education Committee where he took an active role in the professional governance of the organization. Additionally, he also served as the Associate Dean for Research and Grants at Florida International University. Now, as a Fellow of Division 5 of the American Psychological Association and licensed psychologist in Florida, California, and Indiana, we look forward to Dr. Shermis's professional guidance and direction as our new department chair ■

Good Advice From Dr. Ademal

Even though school psychology graduate students are normally imperturbable, everyone needs to take counsel from time to time. For this reason, we welcome your letters of concern; and in return, Dr. Ademal will provide priceless advice in the hopes of assuaging the weary, stressed-out, or tiresome, who stand awestruck at the prospects of navigating their way through graduate school—or

I need your help. I seem to have some sort of stress-induced amnesia.

gasp—the world outside of the bubble we revere as grad school.

Dear Dr. Ademal,

I woke up yesterday and discovered that I cannot remember the last 6 months of my life. Apparently it's October 2006, and I live in Florida now... last thing I remember I was living in a cold and stress-free climate. Where am I? What have I done?

Sincerely,

Dazed and Confused

Dear Dazed and Confused,

Welcome to Grad School! Please refer to your practicum log in order to reconstruct your life since you moved to Florida. You should also find on your computer several lengthy papers which may help to trigger important memories. However, read cautiously, as this may provoke further feelings of anxiety. If all else fails, On the Border has excellent margaritas.

Dear Dr. Ademal,

I am having a fashion crisis. My practicum wardrobe needs serious help; I've had to retire several key pieces of my college wardrobe due to propriety. I miss my micro-minis!!! What's a girl to do?!?

Thanks,
Mini Me

(Reply on next page)

Dear Mini Me,

I have good news! Fortunately, the micro-minis (particularly of the ruffled variety) are no longer in style. Check out the most recent *Communiqué* for the latest fashions in School Psychology. Another suggestion for budding professionals on a budget- Woodcock Johnson has recently released a line of lovely forest green tees with their trendy slogan “Take me to your leader.” Have fun, be creative, and ask yourself: “Would Paris Hilton wear this?” If your answer is affirmative, change clothes before you leave for practicum.

Dear Dr. Ademal,

I have become exasperated with the abominable parallel parking skills demonstrated on SW 5th Avenue after 3:30 PM. I recently noticed a small sedan occupying a space the size of a Cadillac. Is this no longer a part of the admission evaluation process for UF?!?!?

Sincerely,

Norman Nomad

Dear Norm,

In the words of a wise man, “It’s not a Cadillac; it’s a Chevy!” If you’re worried about this, you probably have too much time on your hands. Go write a reflection paper. (Every graduate student could use a little more exercise.)

If in need of psychological help, please contact your local mental health service provider—not Dr. Ademal.

Meet the First-Years

By: Mike Sulkowski

With clipboards on our laps and stopwatches in hand, we are poised, ready, and awaiting a deluge of students needing to be assessed. Being eager and willing to put training into practice, we are perfect for the job. Our experience may be limited and our knowledge of school psychology inchoate, but our drive to learn, grow, and succeed is unlimited. We are full of promise, we are the future; we are the first-years—get to know us—because we will be around for a while . . .

As group of individuals from many different places, we bringing with us our own dynamic experiences and life histories. From the Buckeye state are Lindsay Bell, who graduated from Purdue and taught in Ecuador, and Lee Ann Lehman—a great asset to the program and experienced school psychologist. They, along with Cary Jordan, Twyla Mancil, Cindi Flores, and Mike Sulkowski, round out the new crop of doctoral students.

We are full of promise, we are the future; we are the first-years.

As an individual with much life experience, Cary graduated from USF and Twyla is bringing her knowledge of clinical psychology from Georgia Southern University. Cindi, who traveled the furthest to matriculate, studied at Cal State San Bernardino and Mike is a graduate of Canisius College located in Buffalo, New York.

An ambitious group of EdS. students include Allison Sullivan, Stacy Zebrick, Jessica Nease, Lauren Brown, and Stephanie Perez. Allison graduated from the University of Illinois at Urbana-Champaign; Lauren, from the University of Miami; and the local Gator graduates include Jessica, Stacy, and Stephanie who are all proud natives of the Sunshine state ■

SPGSA News & Highlights

By: Allison Dempsey

As this year's SPGSA president I am excited to work with the other officers to serve our program's graduate students. This semester we successfully eased the transition for incoming students by hosting a luncheon for faculty, new students, and their student buddies and providing them with an informal orientation to the program. We then welcomed all students to a new semester with a student social at On the Border.

Shortly after, we began working to make this year the most productive ever for SPGSA. One major goal for this year is to encourage communication and collaboration across the cohorts. To enable this, we have been working in conjunction with Dr. Kranzler to create the School Psychology Lounge site using the Moodle program. The site is an interactive web page in which students can communicate with one another via forums for such topics as research, practicum, internship, and student events/activities. We have also posted a number of helpful resources on the site, such as links to professional organizations, dissertation and research help sites, and necessary program documents (i.e., handbooks, practicum consent forms, planned program forms). I strongly encourage all students to browse the site and participate in the forums by posting questions or responding to other students' posts and downloading needed forms. I also welcome any feedback regarding the site and suggestions for its improvement.

Another goal of SPGSA this year is to host a number of special topics symposia designed specifically for students. We hosted

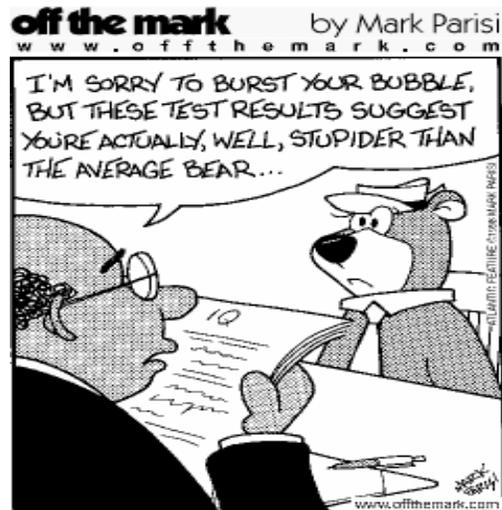
the first of these events during School Psychology Awareness Week (please see Kristen Petter's article for more information). The speaker for this event was the redoubtable Dr. Eric Storch from the Department of Psychiatry who spoke convincingly about the efficacy of CBT and treatment for OCD.

A final mission of SPGSA is to continue the precedent for charity work set by SPGSA officers in previous years. We supported the Children's Service Fund this year by contributing approximately 30 teddy bears at the Florida Association of School Psychologists' Annual Conference, held this past October. The teddy bears were donated to first responders in crisis situations to who distributed them to children affected by the crisis. In the future, we are also planning to participate in the March of Dimes walk in the spring and other charitable activities.

I hope you are all enjoying the semester and I hope to see you at future SPGSA events ■

Random Funnies

(For your enjoyment or disgust)



Recent Awards and Honors

Allison Dempsey

APA Division 16 Paul Henkin Travel Award, Sara Lavinia de Keni Scholarship

Jack Dempsey

Sara Lavinia de Keni Scholarship

Kristen Petters

NASP student leader & SPGSA secretary

Jeff Ditterline

Sara Lavinia de Keni Scholarship

Jason Gallant

Travel Grant from UF Graduate School to present at the NASP annual conference

Krista Schwenk

The Irwin Hyman Memorial Scholarship from the American Academy of School Psychology

Liz McKenney

NASP Student Leader Outreach Award for outstanding contributions to School Psychology Awareness Week

Katrina Raia

Minority Education Scholarship

Eric Rossen

Irwin Hyman Memorial Scholarship

School Psychology Interns

After years of attending class, conducting empirical research, administering assessments, working with diverse groups of people, and carrying out intervention services in a supportive environment, UF students are more than ready to assume roles as bona-fide practitioners of School Psychology. They, under the supervision of knowledgeable professionals, consummate their graduate studies and practicum experiences through a comprehensive internship of their choosing. The following students have done it all: they have engendered respect and impressed the people that they have worked with and they now stand on the cusp of inaugurating promising careers as Gator School Psychologists ■

Maria Arzola
Hillsborough County School District
Tampa, FL

John Baker
Howard County School District
Elkridge, MD

Julie Bell
Sarasota County Schools
Sarasota, FL

Rashida Brown
Indian River School District
Palm Bay, FL

Natasha Brunner
Pasco County Schools
St. Petersburg, FL

Julie Cotter
PK-Yonge
Gainesville, FL

Susan Davis
Gainesville, FL
Shands Vista

Marni Finberg
Fairfax County School District
Fairfax, VA

Danielle Madera
Children's Assessment Center
Houston, TX

Eileen Rodriguez
Volusia School District
Deland, FL

Eric Rossen
Prince George's County School District
Silver Spring, MD.

Deirdre Shearer
Multidisciplinary & Diagnostic Training
Program (MDTP)
Gainesville, FL

Traci Wagner McGough
Hillsborough County School District
Sarasota, FL

Kelly Winkles
Gwinnett County School District
Buford, GA

Advanced Practicum Placements

The University of Florida espouses a comprehensive training program in School Psychology. In addition to completing coursework, graduate students concomitantly help students and clients to better approximate their academic and life-abilities. We serve as proactive agents in the schools, and many advanced students choose to procure alternative placements in the community. While bringing their own training and experience to the table, students work on interdisciplinary teams and collaborate with members in related disciplines. To summarize: at the University of Florida, School Psychology students can expect to receive superior training in educational settings while also being at liberty to develop professional skills in areas appropriately suited to their own unique interests and penchants ■

Lee Ann Lehman

Gator Law Team Clinic: prepares lawsuits with members of UF's Law School and other issues related to forensics.

Jen Harmon, Chris Raye, Amy Rosenthal

P.K. Young: implementing RTI, individual counseling, bully-prevention, consultation services and other research based programs.

Allison Dempsey

National Rural Behavioral Health Center: currently implementing a bully prevention program and family therapy.

Jack Dempsey

Putnam County: working with the director of school psychology services as well as with low incidence, SED, preschool (Head Start), and general education populations doing both assessment and intervention.

Christine Peters

Union County Residential Treatment Center: Providing inpatient services to juvenile sex offenders.

Katrina Raia

Works along side a privately licensed school psychologist to provide services to the 0-3 population. She does evaluations for adoption subsidies and provides intervention to children and families in the home environment.

Jason Gallant

Shand's Pediatric Therapy Unit: Administers high quality cognitive behavior therapy using principles of exposure-response prevention to children and adolescents with obsessive-compulsive disorder.

Linda Radbill, Mike Sulkowski, & Kelly Tibbles

Shands Vista: providing mental health services to children and adolescents affected by anxiety, depression; conduct and bipolar disorder, oppositional defiant disorder, substance abuse, and other life-disrupting problems.

Jeff Ditterline

UF Disabilities Office: assesses and evaluates UF student referrals for SLD and other conditions.

Carey Jordan

Shands Pediatric Obesity and Diabetes Clinic: Providing clinical assessment, cognitive-behavioral therapy, and life-styles interventions to obese, diabetic, or clients with high cholesterol.

Glenn Sloman, Taketo Nakao

Alachua Low Incidence Specialization: works on handicapped, multiple disabled, co-morbid, and medically complex cases.

Liz McKenney

Works on an *NIH grant* investigating the use of functional analysis to assess social communicative behavior in children with Autism Spectrum Disorders. Her responsibilities include developmental assessment, protocol development, conducting functional analyses, and case management.

Nicole Nasewicz

The Craniofacial Center: collaborates on a multidisciplinary team that assesses and supports children with various craniofacial malformations particularly with concerns that they may have regarding school.

Assistantships

Taketo Nakao: NRBHC

Christine Peters & Sarah

Heidenescher: Research assistants to Drs. Stephen Smith and Ann Daunic on an aggression prevention research grant.

Mike Sulkowski: Test Librarian and Editor of the *School Psychology Times*.

Liz McKenney: Research assistant on a NIH grant.

Katrina Raia: teaches Human Growth and Development

Jeff Ditterline: Research with Dr. Oakland investigating adaptive behavior

Tiffany Sanders: Teaches Diverse Populations

Krista Schwenk: Research on a grant with Drs. Daniel Driscoll and Jennifer Miller in the Department of Pediatrics

Jen Harman: teaches The Young Child and works for the KIDS project as a research assistant.

Emily Kuch: Teaches Human Growth and Development and conducts research for Dr. Therriault.

Jason Gallant: Graduate Research Assistant in the Office of Educational Research.

Chris Raye, Lindsay Bell, & Cary Jordan: Teach Human Growth and Development

Lee Ann Lehman: Teaches Educational Psychology

Melissa Castillo & Amy Rosenthal: Teach Human Growth and Development

NASP Column

By: Kristen Petters

Hi everyone! My name is Kristen Petters, and I am the 2006-2007 NASP student leader for the University of Florida's School Psychology program. Throughout the year, I will serve as the liaison between NASP and our graduate program. I will also help organize School Psychology Awareness Week in the fall and the Outreach Activity in the spring. The purpose of School Psychology Awareness week is to provide useful information about the field to students who may be unaware of what school psychology is. School Psychology Awareness Week gives us the opportunity to promote our field and share our experiences as graduate students, so start thinking of activities to support this event.

Also, don't forget that the 2007 NASP Convention is in New York, NY this year! The convention is a great way to learn about advances in the field of school psychology, network with professors and other students, and have a great time. If you have any questions about the convention, please feel free to contact me or check out the NASP website (www.nasponline.org) ■

Hope everyone has a great year!

Kristen Petters

For additional information on School Psychology Awareness Week, please visit:
www.naspcarecenter.org/students/spweek/students.html



**NATIONAL
ASSOCIATION OF SCHOOL
PSYCHOLOGISTS**

4340 East West Highway, Suite 402
Bethesda, Maryland 20814
301-657-0270 (Voice)
301-657-0275 (Fax)
301-657-4155 (TDD)
e-mail: NASP8455@AOL.COM
<http://www.uncg.edu/~ertccas2/nasp>

Top Ten Best Things about Being a School Psych Student at UF

- 10) The 1st year jokes about a certain standardized test battery never get old.
- 9) When giving directions in Gainesville, you use public schools and coffee shops as landmarks.
- 8) You have the names "Reschly" and "Ysseldyke" saved in your spell-check.
- 7) The phrase, "SPGSA is giving an in-service about the use of FBA in an RTI model under the new IDEIA," actually makes sense to you.
- 6) You don't understand the concept of a job where you go to the same place every day.
- 5) When you clean your car you find protocols under the seats... and get excited.
- 4) You have a better sticker collection now than you did when you were eight.
- 3) You may not have a great social life, but you belong to a lot of swell clubs (SPGSA, NASP, APA, FASP...) Some of them even have secret names (Division 16).
- 2) You can differentially diagnosis "first year adjustment," "second year stress," "portfolio panic," and "dissertation delirium."
- 1) You've taken a nap somewhere in Norman Hall.

Faculty Research & Teaching Interests

Diana Joyce, Ph.D.

Dr. Joyce is a Lecturer and Psychologist in the Department of Educational Psychology with Affiliated Assistant Professor status in Civil Engineering. She teaches courses in social-emotional assessment, developmental psychopathology and supervises practicum across four county school systems and nine clinical sites. Her areas of research include social-emotional assessment/intervention issues; temperament as related to giftedness, oppositional defiant disorder, and conduct disorder; and teachers/psychologists' perceptions of developmentally appropriate classroom behaviors.

John Kranzler, Ph.D.

Dr. Kranzler is a Professor of Educational Psychology and Director of the School Psychology Program. He has taught classes in school psychology, learning and cognition, measurement and evaluation, theories of intelligence, psychoeducational assessment, statistics, and individual differences. Dr. Kranzler's major area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.

Thomas Oakland, Ph.D.

Dr. Oakland maintains an active and diverse research program. His interests include: adaptive behavior and skills, their profiles for children with various disabilities, and interventional strategies to help promote the development of these behaviors and skills; children's temperament, its impact on behavior, temperament-based values and learning styles, and its development in other countries (currently with data from 14 countries); international

issues important to psychology, including school psychology; legal and professional issues important to the practice of psychology; and test development and use. He served as editor of the Journal of School Psychology. He currently serves as associate editor for two other scholarly journals and is on the editorial boards of more than 20 journals.

Tina Smith-Bonahue, Ph.D.

Dr. Smith is an associate professor in Educational Psychology. She teaches courses in direct interventions in school psychology and assessment and evaluation in the Unified PROTEACH Early Childhood program. Her primary research interests include aggression and challenging behaviors in early childhood, intervention for challenging behaviors, and teacher beliefs regarding children with special needs.

Nancy Waldron, Ph.D.

Dr Waldron is an Associate Professor in the School Psychology program within the Department of Educational Psychology. She teaches graduate courses in academic assessment/intervention and school consultation. Dr Waldron's research interests include the following areas: inclusion of students with disabilities in general education classrooms, academic and behavioral supports for students at-risk for school failure, and teacher/school variables related to the adoption of a response-to-intervention (RtI) model.

Upcoming Research Conferences



FASP Summer Institute

July 19 -22, 2006

<http://fasp.org/>

National Association of School Psychology

NASP's 39th Annual Convention in
New York, NY

March 27 - 31, 2007



**Responsiveness:
The Fourth "R"**

[http://www.nasponline.org/conventions/
2007NewYork.html](http://www.nasponline.org/conventions/2007NewYork.html)

Recent Presentations

Dempsey, A. (October, 2006). *Bullying prevention programs: How to select a program for your middle school.* Poster presentation at the Florida Association of School Psychologists Annual Convention. Orlando, Florida.

Joyce, D., **Gallant, J.** (March, 2006). *School-Wide Reading Intervention for Emotionally Disturbed Self-Contained Program.* Paper presented at the National Association of School Psychologists (NASP) Annual Conference, Anaheim, CA.

Joyce, D., **Gallant, J.** (March, 2006). *School-Wide Behavioral Intervention for Emotionally Disturbed Self-Contained Program.* Paper presented at the National Association of School Psychologists (NASP) Annual Conference, Anaheim, CA.

Joyce, D., Oakland, T., Nicholas, B., **Ditterline, J., & Rossen, E.** (2006, October). *International classification of functioning disability, and health model.* Presented at the Florida Association of School Psychologists Conference, Orlando, FL.

Joyce, D. & Bergeron, J. (2006). *Gender similarities and differences in reading, writing, and cognitive abilities.* Presented at the Florida Association of School Psychologists Conference, Orlando, FL.

- McKenney, E. L. W., Sellers, J. A., Conroy, M. A., & Daunic, A. P.** (2006, May). *Functional analysis of social communicative behavior for young children with autism spectrum disorder*. Poster session presented at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.
- McKenney, E. L. W., Sellers, J. A., Sloman, G. M., & Conroy, M. A.** (2006, May). *Using digital video to analyze outcomes of the social interactions of children with autism*. Presented at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.
- Radunovich, H. L., Glenn, J., **Dempsey, A., & Rosen, H.** (June, 2006). *Rural/urban differences in beliefs about psychotherapy: Preliminary data*. Poster presentation at the Third Annual Summer Institute of the Family Research Consortium IV. Spokane, WA.
- Schwenk, K. A.** Miller, J., Kranzler, J.H., & Driscoll, D. A. (2006, July). *Cognitive and achievement abilities in individuals with Prader-Willi Syndrome and Early-Onset Morbid Obesity*. Paper presented at the Prader-Willi Syndrome Association USA National Conference, Grand Island, NY.
- Sellers, J. A., Conroy, M. A., **McKenney, E. L. W., Sloman, G. M., Nakao, T., Petters, K., & Daunic, A. P.** (2006, May). *Evocative effects of antecedent contexts on the peer-related social behavior of children with Autism Spectrum Disorders*. Presented at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.
- Sivinski, J., **Dempsey, A.,** Wiens, B. (August, 2006). *The Relationship of Gender, Age, and Ethnicity to Rural Bullying Behaviors*. Poster presentation at the American Psychological Association Annual Convention. New Orleans, Louisiana.
- Sloman, G., Gallant, J.** (October, 2006). *A School-Based Treatment Model for Pediatric Obsessive-Compulsive Disorder*. Paper to be presented at the Florida Association of School Psychologists (FASP) Annual Conference, Orlando, FL.
- Sloman, G., Dempsey, J., Gallant, J.** (October, 2006). *Obesity: A School-Based Prevention Model*. Paper to be presented at the Florida Association of School Psychologists (FASP) Annual Conference, Orlando, FL.

Recent Publications

- Boyd, B. A., Conroy, M. A., Asmus, J. M., **McKenney, E. L. W.**, & Mancil, G. R. (In preparation). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. Submitted to: *Education and Training in Mental Retardation and Developmental Disabilities* (September 2006).
- Christian, H., Radunovich, H. L., & **Dempsey, A.** (2006). Assessment of social behaviors in a violence prevention context: An investigation of the SSRS and peer nomination. *Merrill-Palmer Quarterly, Submitted.*
- Colón, E., & Kranzler, J. H. (in press). Effect of instructions on curriculum-based measurement of reading. *Journal of Psychoeducational Assessment.*
- Ditterline, J.** & Oakland, T. (in press) Adaptive behavior. To appear in T. Oakland & P. Harrison (Eds.). *Assessment in Rehabilitation and Health*: Boston: Allyn & Bacon
- Edwards, O., & Oakland, T. (in press). Factorial invariance of Woodcock-Johnson scores for African Americans and Caucasian American. *Journal of Psychoeducational Assessment.*
- Farrell, P., Jimerson, S., & Oakland, T. (2007). School psychology internationally: A synthesis of findings. In S. Jimerson, T. Oakland, and P. Farrell (Eds.). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage, 501-510.
- Gallant, J.**, Storch, E.A., Valderhaug, R.K., Geffken, G.R. (submitted). School psychologists' views and management of obsessive-compulsive disorder in children and adolescents.
- Jimerson, S., & Oakland, T. (2007) School psychology in the United States. In Jimerson, Oakland, and Farrell (Eds.). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage, 415-426.
- Jimerson, Oakland, and Farrell (Eds.). (2007). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage.
- Jimerson, S., Oakland, T., & Farrell, P. (2007). Introduction to The Handbook of International School Psychology. In S. Jimerson, T. Oakland, and P. Farrell (Eds.). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage, 1-6.
- Joyce, D., & **Rossen, E.** (in press). Transitioning high school students with learning disabilities into postsecondary education: Assessment and Accommodations. *Communique*'.

- Joyce, D. (2006, Summer). [Review of the book Assessment of children: Behavioral, social, and clinical foundations (5th ed.).] *The School Psychologist*, 60(3), pp.123-124.
- Joyce, D., **Radbill, J., Gallant, J.**, Weiss, L. (submitted). Review of disciplinary infractions for students in a self-contained program for severely emotionally disturbed.
- Keith, T. Z., Goldenring Fine, J., Taub, G. E., Reynolds, M. R., & Kranzler, J. H. (2006). Hierarchical, multi-sample, confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fourth Edition: What does it measure? *School Psychology Review*, 35, 108-127.
- Kranzler, J. H. (2007). *Statistics for the terrified* (4th Ed.). Upper Saddle River, NJ: Prentice Hall.
- Leach, M. & Oakland, T. (in press). Ethics standards impacting test development and use: A review of 31 ethics codes impacting practices in 35 countries. *International Journal of Testing*.
- Miller, J., Kranzler, J. H., Hatfield, A., Theriaque, D., Shuster, J., & Driscoll, D.J. (2006). Early onset morbid obesity is related to cognitive dysfunction and behavioral problems. *Journal of Pediatrics*, 149(2), 192-198.
- Oakland, T. (2007) The International School Psychology Association: Its formation, accomplishments, and future missions. In S. Jimerson, T. Oakland, and P. Farrell (Eds.). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage, 475-480.
- Oakland, T. (in press). International Test Commission. In F. Leong (Ed.). *Encyclopedia of Counseling*, Thousand Oaks, CA: Sage.
- Oakland, T. (2006). The publication of Dr. Anders Poulsen's *Childbirth, Spirits and the Khwan. Development and Culture Observed Over 40 Years in a North- Eastern Thai Village. World-Go-Round*.
- Oakland, T. & Jimerson, S. (in press). History and current status of school psychology internationally. A chapter to appear in *Best Practices in School Psychology-Fifth Edition*. Bethesda, MD: National Association of School Psychologists.
- Oakland, T., and Jimerson, S. (2007) School psychology internationally: A retrospective view and influential conditions. In S. Jimerson, T. Oakland, and P. Farrell (Eds.). *The Handbook of International School Psychology*. Thousand Oaks, CA: Sage, 453-462.

- Oakland, T. & Lu, Li. (2006). Temperament styles of children from the People's Republic of China and the United States. *School Psychology Internationally*, 27, 192-208.
- Oakland, T., Mogaji, A., & **Dempsey, J.** (2006). Temperament Styles of Nigerian and U.S. Children. *Journal of Psychology in Africa*, 16, 27-34.
- Oakland, T., Mpofu, E., Gregoire, G., & Faulkner, M. (in press). An exploration of learning disabilities in four countries: Implications for test development and use in developing countries. *International Journal of Testing*, Volume 7, Issue 1.
- Oakland, T., Mpofu, E., & **Sulkowski, M.** (in press). Temperament styles of Zimbabwe and U.S. children. *Canadian Journal of School Psychology*.
- Oakland, T., & Soto, C. M. (2006) Aspectos individuales que influncian en el desempeño durantes el examen psicologicas. *Rev. Psicopedagogia*, 23 (71): 152-157 (Brazil).
- Partilla, J. S., **Dempsey, A. G.**, Nagpal, A. S., Blough, B. E., Baumann, M. H., & Rothman, R. B. (in press). Interaction of amphetamines and related compounds at the vesicular monoamine transporter. *Journal of Pharmacology and Experimental Therapeutics*.
- Schwenk, K.**, Conture, E., & Walden, T. (in press). Reaction to background stimulation of preschool children who do and do not stutter. *The Journal of Communication Disorders*.
- Sloman, G., Gallant, J.**, Storch, E.A. (submitted). A School-Based Treatment Model for Pediatric Obsessive-Compulsive Disorder.
- Waldron, N., Joyce, D., Amateur, E., Clark, M. A., & Daniels, H. (2006). *Improving Professional Preparation of School Psychologists and School Counselors in a Response-to-Intervention Model: A Curriculum Module*. Gainesville, FL: Florida Department of Education, 1-117.
- Yan, G, Saklofske, D., and Oakland, T. (article submitted for publication). Intelligence: Comparing the views of Chinese and American psychologists.

For additional information, please visit:
<http://education.ufl.edu/edpsych/schoolpsych>
or feel free to write to:
School Psychology Program
University of Florida
PO Box 117047
Gainesville, Florida 32611-7047
Fax: (352) 392-5929 Phone: (352) 392-0723