
UF SCHOOL PSYCHOLOGY TIMES – 2007–2008



Editor: Stacey Rice



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Director's Column

2007-2008

By: John H. Kranzler, PhD

What is accreditation? As stated by the Committee on Accreditation (CoA) of the American Psychological Association (APA), “accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by an accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one’s peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.”

During the 2006-07 academic year, the PhD and EdS tracks of the School Psychology Program (SPP) were approved as “Nationally Recognized” programs by the National Council for Accreditation of Teacher Education (NCATE) through the National Association of School Psychologists (NASP). The PhD track was also re-accredited by the APA, which only accredits doctoral training programs in psychology. Both tracks were approved and/or accredited for 7 years, which is the longest period of accreditation granted by these accrediting agencies. This is a tremendous accomplishment and reflects the continuing commitment to quality education and training of all faculty and students in the SPP.

As part of the accreditation process, APA requires all accredited doctoral programs to report important educational and training outcomes. Between 2001 and 2007, the median time to completion for the PhD degree was 6.0 years and attrition was a mere 3%. All PhD students during this period were placed in a paid internship and 39% of these internships were at APPIC sites with APA/CoA accreditation. This is an impressive accomplishment given that there are more applicants than internships available and that our students must compete with candidates from other accredited school, clinical, and counseling programs. Moreover, between 1997 and 2005, more than half of all PhD graduates (58%) have obtained a license for independent practice and roughly 20% are employed as faculty in university settings. These data, which are

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displayed on our website at <http://education.ufl.edu/EdPsych/schoolpsych/outcomes.html>), are also quite impressive, particularly in comparison with other top programs in the field.

In addition to meeting the high standards of accreditation by providing quality education and training, the diversity of research interests and the productivity of its faculty and students is another strength of the SPP. As you can see in the Newsletter's listing of publications and presentations at professional conferences, during the past year faculty and students have widely disseminated the results of their research on such topics as response to intervention (RtI), effectiveness of eco-behavioral interventions, peer victimization, emotional intelligence, temperament style, international school psychology, stuttering in preschool children, assessment and treatment of obsessive-compulsive disorder, ethics and standards, bilingual assessment and service delivery, early onset childhood obesity, Prader-Willi Syndrome, and adaptive behavior profiles of children with disabilities, among others.

The recent re-accreditation of the EdS and PhD tracks through 2013 and the diversity of research productivity of its faculty and students are clear signs of a mature and vibrant training program. While we have no intention of resting on our laurels, I'd like to congratulate the faculty and students of the SPP for work well done. We've come a long way over the past 20 years and should be proud of our accomplishments and where we are today. Go Gators!



Peer Supervisors: A Valuable Resource

By Christine Peters and Allison Sullivan

It has become a consensus among students in UF's School Psychology Program that peer-supervisors are about the coolest thing around. As a first- or second- year student, having a student "whose been through it" that you are not only allowed, but encouraged, to ask for assistance or advice is incredibly helpful. And for second- and third- year students, it is a pleasure to offer our wisdom and learned experiences in return for the wonderful supervision we once received. If you're not quite sure what exactly peer-supervisors can offer, here are some ideas!

-If you are feeling overwhelmed, come chat with us, and give us the opportunity to practice our active listening skills that we learned in our counseling class.

-If you're stuck on a case, your supervisor can review the case with you. They may be able to help you identify appropriate assessment instruments and interventions, and will certainly be able to assist in interpreting results.

-If you're experiencing writer's block, ask your supervisor if they have written a report similar to the one you're writing. Many supervisors are willing to share report templates (as long as no identifying information is revealed!)

-Once you have that report written, ask your supervisor to look over it before you turn it in. Just make sure you give us a few days!

-If you are puzzled over the portfolio requirements, your peer supervisor can clarify any lingering questions.

-If you're looking to get involved with research, connect with your supervisor! Your supervisor, or someone s/he knows will likely be working on a PQERS or dissertation and may appreciate some assistance!

-If you're searching for an assistantship, your supervisor may be able to recommend faculty, or point you in the right direction!

-If you would like to start your own research, your supervisor may be able to help you navigate the route starting with IRB.

-If you're facing the prospect of seeking an internship site, your supervisor may be able to help you navigate the search.

-If you're trying to figure out classes to take for specialization courses, many supervisors have searched the course listings for their own specializations and so may be able to help you identify classes.

-If you are unfamiliar with Gainesville, your peer supervisor may have information about the community, from where to get your car fixed to recommending a fun place to hang on a Friday night!

The bottom line is, we're all in this grad school thing together. Having a supportive cohort, along with knowing members of the cohorts that came in before your time, makes life a little easier. Thank you to Dr. Joyce for facilitating the peer-supervision model and to all of our peer-supervisors!

Meet the First-Years

By: Stacey Rice

We came from all different parts of the country, with different backgrounds and goals, with one thing in common: a strong interest in psychology and the desire to help children. Most of us have only met each in August, but already we feel a close bond within our cohort. This year the incoming school psychology class is made up of eight EdS students and four Ph.D students. Dana, Katrina M, Hollie, John and Katrina B are all graduates of UF in the EdS track. Our other Ed.S students include Cathy from Michigan State, Kelly from University of Central Florida and Jenny from Villanova University. The Ph.d track includes Sally, who graduated from UF, Stacey, who graduated Rutgers University, Susan, an alumna of University of Miami in Ohio, and Susie, who graduated from Missouri State University.

Already this semester we have been exposed to a wealth of academic information as well as important practical knowledge. Many of us have already begun to refine our specific interests in the field, while others are still experimenting with different research projects, grants, and practicum placements. Our interests are as diverse as we are. Sally has a strong interest in early childhood, Cathy wants to learn more about the ESOL program, Stacey and Susan are interested in emotional and behavioral disorders, Suzie is interested in applied behavior analysis, and Katrina Moore is interested in learning about promoting reading success in early grades. As for the rest of us, we still have plenty of time to

cultivate our interests, and certainly plenty of resources within the program to do so. We are looking forward to learning even more about the program and the profession of school psychology.

Reasons to Choose UF

By: Cary Jordan

Usually it is this time of year that we all start to feel the academic pressure and wonder why we decided to put ourselves through such difficult work. Are we masochists? Perhaps. Are we crazy? Yes. But I also I think it is because we want to help children and are passionate about the field of school psychology and rationalize this work as an important step toward our lifelong goals. In case you are like me and sometimes question ‘why graduate school?’ and why UF, here are my TOP TEN important reasons for choosing the University of Florida School Psychology Program:

10. Football tickets (Need I say more)???
9. Basketball tickets (Remember they won the National Title twice in a row)
8. Satchel’s Pizza, best in town
7. Elaine Green and Linda Parsons, they make all our lives easier
6. Gainesville weather, only 10 cold days a year (approximately)
5. Dr. Kranzler, not just for his excellent taste in music, but for his great courses and supervision
4. Dr. Joyce, who makes everyone feel confident and is always willing to mentor students
3. Dr. Waldron, who knows RTI and can explain it in 17 different languages (not really), but she knows her stuff.

2. Dr. Oakland, who knows the ethics code of Zimbabwe, oh yeah and the APA ethics code inside and out.

1. And the number one reason you chose the University of Florida School Psychology Program:

Drum roll please...

The program is APA accredited, provides excellent practicum opportunities in the schools, clinics and various other settings, allows for the prospect to compete for great internship opportunities, has excellent faculty/office staff, and...this list could go on and on for 10 pages.

The real reason for this article is to provide some much needed comic relief and to solidify your decision to be a part of the University of Florida School Psychology Program and the Gator Nation. I know all of you will continue to strengthen our program and make it stronger as the years continue.

Sincerely,

Cary Jordan
UF School Psychology Doctoral Student

SPGSA News & Highlights

By: Emily Kuch

SPGSA is an organization that is dedicated to serving and supporting our program's graduate students. With these goals in mind, SPGSA has planned a number of activities this year that we hope will allow the School Psychology

program to become an even more cohesive and productive group.

As the summer came to a close, Christine, Krista, Allison and I began making plans for a departmental luncheon to welcome our incoming students! New students were paired with peer buddies, existing students who volunteered to answer questions and provide advice during the orientation phase. We hoped that the peer buddies would ease the strain associated with transitioning into the program. A couple of days after orientation, SPGSA organized a potluck picnic at Lake Wauberg. We got to know the new students, caught up with old friends, and the afternoon was a great success!

Feedback from our classmates suggested that a number of you are interested in becoming more involved in community service activities through SPGSA.

Although you're short on time these days, your hearts are big and you wanted more opportunities to serve those in need. In response, we decided to organize a group of volunteers to spend a weekend at Camp Boggy Creek. Boggy Creek is a camp that hosts children with a range of terminal illnesses and disabilities. During the school year, children are invited to bring their parents and siblings for family weekends. Campers, staff, and volunteers spend the weekend playing, singing, dancing, and participating in traditional camp activities like archery, boating, and crafts. We are very excited to begin planning this event! If anyone would like to participate in a community service activity but cannot commit to an entire weekend, we would love your suggestions for future service projects.

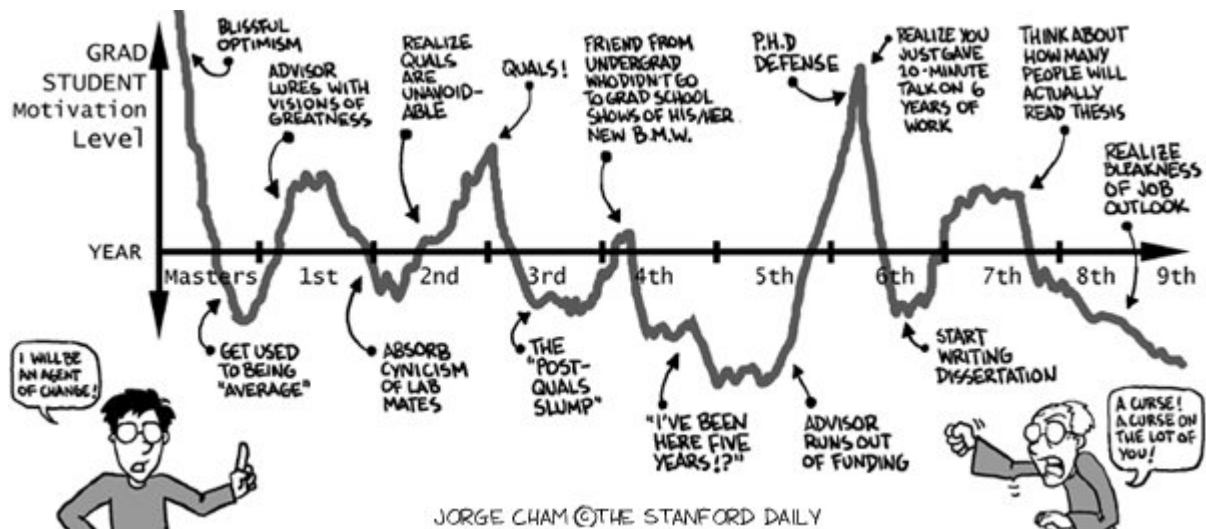
Of course, SPGSA will continue to host social events throughout the year,

including luncheons, potlucks, tailgates, and happy hour outings! We hope these opportunities allow the students to get to know each other and discuss common goals and areas of interest. We will be hosting socials at two professional conferences this year: the Florida Association of School Psychologists conference in Daytona Beach and the National Association of School Psychologists conference in New Orleans. If you'd like more information about registering for or attending one of these conferences, feel free to contact us.

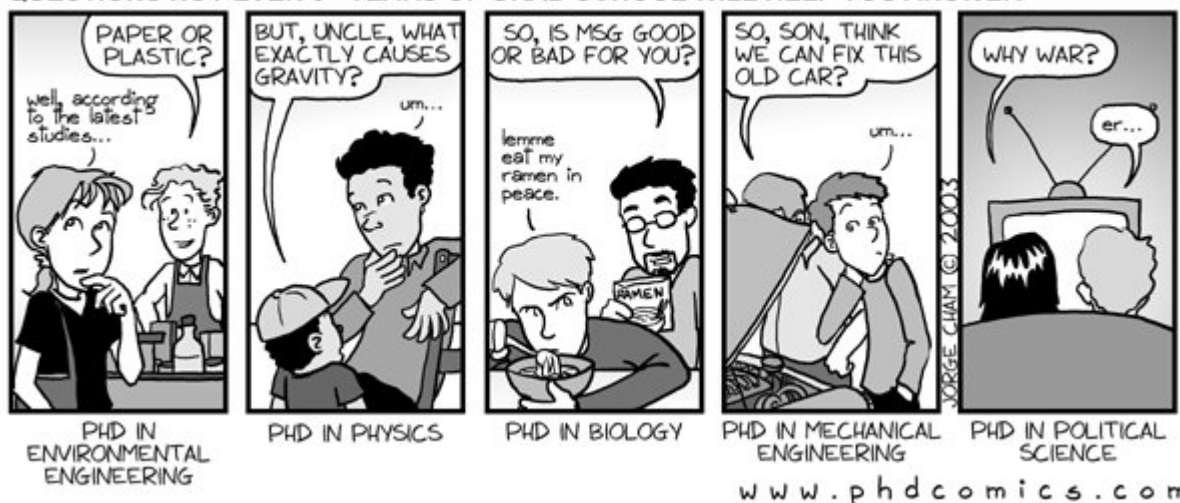
Stay in contact with your SPGSA officers to receive further information regarding program opportunities, such as the upcoming School Psychology Awareness Week! Graduate students

will be giving presentations about careers in school psychology to undergraduate classes and we'd love for everyone to get involved and spread the word about our program. Also, we appreciate your feedback regarding activities and events that you would find beneficial, so let us know if you have suggestions. Here's to another great year!

Random Funnies



QUESTIONS NOT EVEN 5+ YEARS OF GRAD SCHOOL WILL HELP YOU ANSWER



The Benefits of Being the Only Male in your Cohort

By: John Murty

Being the only male in an all female cohort does not have to be a bad thing; you just have to look at the positives. It gives me the opportunity to increase knowledge of America's Next Top Model and The Hills (I can't stand that Spencer). It provides an inflated sense of worth when I'm the first asked to move tables or change light bulbs. Last, but certainly not least, it is a nice ego boost to know that I will always remain "hottest male in the cohort."

Increasing Importance of ESOL Training

By: Cindi Flores

As a result of changes in our country's demographics, it is imperative that school psychologists are equipped with the skills to work with diverse populations. Last year, I had the opportunity to work on a project developed by Dr. Maria Coady, a professor from the School of Teaching and Learning, called *Libros de Familia*. The focus of the project is to bring multi-cultural books into migrant households, with the goals of promoting literacy development. Through this project I was able to observe some of the challenges migrant families face, including poverty, transportation issues, communication, and limited access to education materials. These experiences also led to a manuscript that is currently in preparation, which looks at home-school communication between migrant parents and other key stakeholders (i.e., the Migrant Education Program, ESOL, and teachers). Findings illustrated that the schools in the study communicated primarily in English, and key individuals (e.g., advocates) often filled in gaps that were left by the schools. These findings have practical implications for school personnel who want to

increase collaboration with migrant parents and emphasize the need for more nontraditional outreach, as migrant families have unique circumstances.

Recent Awards and Honors

Allison Dempsey

UF College of Education Alumni Scholarship
Nadine Lambert Memorial Scholarship

Mike Sulkowski

Norman F. Nelson Fellowship Fund
Joseph-Lillian Damon Scholarship

Jeff Ditterline

Ralph D. Turlington Scholarship and Fellowship Fund, College of Education, University of Florida

Lauren Brown

Margaret Rosenberger Annual Award Scholarship

Jack Dempsey

Graduate Student Council Travel Grant
Sara Lavinia de Keni Scholarship
AERA Grants Program: AERA Institute on Statistical Analysis for Education Policy

School Psychology Interns

They have taken the classes, conducted the research, and developed specific interests and areas of expertise. Their journey has been long, but throughout it, they have gained the necessary skills, professionalism and theoretical knowledge of a school psychologist. Now, they enter the professional world with the confidence and experience gained from graduate studies. It is during internship that UF students will be students for

the last time. Proficient in their craft, they will now take their experiences into the working world, where their background in practicum, research and assistantships will give them the tools they need to become successful school psychologists.

Sara Heidenescher

Dupage County Schools
Villa Park, IL

Kristen Petters

Sarasota County Schools
Sarasota, FL

Tiffany Sanders

The Menta Group
North Aurora, IL

Desiree Hood

Broward County Schools

Tanya Kort

PK Yonge
Gainesville, Florida

Cynthia Speights

Duval County Schools

Kelly Tibbles

Pinellas County Schools

Linda Radbill

Sarah Reed Children's Center
Erie, PA

Katrina Raia

Riverbend Community Health Inc.
Concord, NH

Advanced Practicum Placements

By: Mike Sulkowski

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 ■

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Amy Rosenthal

Advanced practicum in Marion County

Jenn Harmon

Private Practice with Lisa Schiavoni helping to conduct early intervention with toddlers engaging in early childhood assessment activities

Jason Gallant

-University of Florida, Shands Hospital UFOCD clinic – conduct evidence-based cognitive behavioral therapy on children, adolescents, and adults presenting with obsessive compulsive disorder
-Union County School District, Lake Butler Elementary School
-Columbia County School District, Independent contractor – conducting EMH, LD, and gifted assessments for the school district

Krista Schwenk

P.K. Yonge Developmental Research School

Allison Dempsey

Pediatric Psychology with Dr. Christina Adams: Work with children with a range of chronic illnesses (e.g., Cystic Fibrosis, Muscular Dystrophy, Asthma) in a pediatric outpatient pediatric setting, inpatient hospitalizations, and at the Psychology Clinic. Working as a member of a multidisciplinary team to screen patients for behavioral, emotional, social, and academic problems that exacerbate their medical conditions and provide direct and indirect interventions

Christine Peters

PK Yonge. Conducting assessment, intervention, and consultation services,

in addition to liaison between 6th grade teachers and school psychology team.

Emily Kuch

Shands Vista: providing individual counseling and leading therapy groups with the patients.

PALS program; working at Ft Clarke Middle School, providing individual and group counseling to students in need.

Jack Dempsey

Working with Dr. Marcia Leary in Alachua County providing direct and indirect intervention services to students with low-incidence disabilities.

Student News

Elizabeth McKinney

and her husband Mark recently welcomed their daughter Samantha into the world on February 21, 2007.

Lindsay Bell's

Husband has recently moved from Ecuador to the United States

Jennifer Harmon

Defended her dissertation this year.

Chris Raye

Got engaged this summer. His fiancée and he are planning for a summer wedding.

Jason Gallant

Recently adopted a 6 year old rat terrier from the Alachua County Humane Society named "Stewie".

Jeff Ditterline

PQER paper was accepted this summer for publication

Emily Kuch

Adopted a puppy named Holly in March

Assistantships

In addition to classes, research and practicum placements, there are even more ways that we can gain practical knowledge in a variety of settings. From research with a professor, to teaching a class, to working on a grant (and possibly saving a little tuition money while doing it), assistantships are just one more opportunity to learn at UF. Here are some of a few assistantships for Fall 2007.

Elizabeth McKinney: Co-teaching assessment, curriculum, and instruction for students with mild disabilities with Dr. Penny Cox. It is a masters level course for the Special Education ProTeach students

Amy Rosenthal: Research appointment with Dr. Tina Smith. Investigating parent involvement in low SES schools, particularly patterns of parent involvement spanning the transition between pre-school and elementary school. The research also looks at the possibility of cultural mismatch between elementary teachers and new students as a reason for lack of parental involvement.

Stacey Rice: Test Librarian and Editor of the *School Psychology Times*.

Susan Craft: Working on a grant-funded project with Dr. Waldron and Lynda Hayes (at PK Yonge) investigating the effects of three high school reading intervention programs on student motivation, engagement, and achievement

Hollie Cowan: Research position with the FCRR (Florida Center for Reading Research) through Anne Bishop.

Lindsay Bell: Research assistantship in the ADHD: Detection and Service Use lab with Dr. Regina Bussing.

Jenn Harmon: Teaches the Young Child. Also working on a research project looking at the social-emotional functioning of foster care children in the schools, a research project examining the impact of the environment on behavior, and a research project examining the link between behavior and language skills.

Chris Raye: Graduate Assistant for EEX 3312
Doctoral Assistant at PK Yonge

Suzie Long: Teaching TA-EME 2040 (Educational Technology)

Allison Sullivan: Teaching EDG2701: Teaching Diverse Populations

Jason Gallant: Graduate Assistant, Office of Educational Research

Krista Schwenk: Research assistant with Drs. Daniel Driscoll and Jennifer Miller in the Department of Pediatrics on their "Translational Research in Prader-Willi Syndrome and Obesity" grant

Jeff Ditterline: Research position working as an assessment tester for the Florida Center for Reading Research of Florida State University.

Christine Peters: Conducting research with Drs. Stephen Smith and Ann Daunic (dept of Special Education) on the effectiveness of a 27-lesson curriculum taught in regular education 4th and 5th grade classrooms. The curriculum is a cognitive-behavioral intervention that teaches students how to problem solve and it hypothesized to reduce and prevent aggressiveness, anger, and other problem behavior.

Mike Sulkowski: Southeastern Health Psychology—conducting psychological assessments to determine cognitive strengths and weaknesses in with individuals affected by neurological or neurodegenerative disorders.

Emily Kuch: Working with Dr. Therriault, a faculty member in the Ed Psych program.

Multiculturalism in Our Daily Lives

By: Melissa Castillo

For many graduate students, it is difficult to take up a new hobby or develop an interest outside of school. The multiculturalism and diversity training we receive in the classroom often gets lost outside academic areas. Unlike other hobbies and interests, however, exposure to diversity can be incorporated into what little leisure time we have. Although it is sometimes

difficult and intimidating to try new things, expanding your horizons outside of your own culture can be exciting. Gainesville is full of free or responsibly priced activities that fit student budgets. That being said, here are some suggestions for making multiculturalism a daily practice.

First, if you haven't tried food from other regions, there are many places in our town where you can start. In the immediate vicinity of Norman Hall you can dine at Saigon Legend, Reggae Shack, Merlion and Gyros Plus. Saigon Legend has amazing food and most meals average about seven dollars. Reggae Shack offers a taste of Jamaica with their cuisine and fantastic reggae music. All the way from Singapore is Merlion on 13th street, which, in addition to their meat dishes, also has amazing synthetic meat dishes.

Also, if you head down University towards Main Street you will run into the heart of downtown Gainesville. Here, in addition to great restaurants and watering holes, there are many cultural activities. The Hippodrome theatre features thought provoking 3entertainment (student tickets \$10) as well as shows and movies from around the world. The Hippodrome often has different ethnic film festivals, such as the Latin film festival. While you're in downtown, stop by the Alachua County Library and sign up for a library card so you can check out books and have access to free DVD's and CD's. In addition, the downtown plaza often has art shows, cultural activities and free concerts. Be sure to keep an eye out for the latest event.

On 34th street you will find the Harn art museum as well as a cluster of other museums. The Harn is a fantastic place to learn about different cultures

through their exhibits. In the past I have seen exhibits of Tibetan art, African spirituality, and thought provoking exhibits from Cuba. Did I mention that the Harn is free? If you're hungry after attending the Harn, you can head down 34th to Mi Apa Latin Café for affordable Latin cuisine.

These are just a few of the activities that will open doors to new cultural opportunities in Gainesville. Having first-hand experience in other cultures can help you feel more comfortable when meeting someone with a different background. It can even help you in your professional development as a school psychologist! At the very least, it will help generate conversation, and may assist in building rapport. However, as a word of caution; ask questions, don't assume. Remember that individuals are often involved in a variety of complex systems and cultures, and their cultural identities are as different as fingerprints. However, realize that by educating yourself you are allowing for greater understanding of multiple backgrounds, each offering a new lens of understanding as psychologist.

Top Ten Lies Told by Graduate Students

- 10) It doesn't bother me at all that my college roommate is making \$80,000 a year on Wall Street.
- 9) I'd be delighted to proofread your book/chapter/article
- 8) My work has a lot of practical importance.
- 7) I would never date an undergraduate.

- 6) Your latest article was so inspiring.
- 5) I turned down a lot of great job offers to come here.
- 4) I just have one more book to read and then I'll start writing.
- 3) The department is giving me so much support.
- 2) My job prospects look really good.
- 1) No really, I'll be out of here in two more years.

Faculty Research & Teaching Interests

Diana Joyce, Ph.D.

Dr. Joyce is an Assistant Scholar and licensed School Psychologist/Psychologist. 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; oppositional defiant disorder/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



www.fasp.org

The 34th Florida Association of School Psychologists Annual Conference

Daytona Beach, Florida

November 7 - 10, 2007

**National Association of
School Psychology**

**40th Annual Convention
New Orleans, LA**

February 6–9, 2008



Recent Presentations (2007)

- Carney, R. N., Levin, J. R., & Long, S. K. (April, 2007). *Improving students' multiple-list serial learning: Pegwords and keywords and memory, oh my!* Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Daunic, A. P., Smith, S. W., Becker, M., Barber, B., **Peters, C.**, & Naranjo, A. (2007, October). *Assessing teacher behaviors that relate to social-emotional learning outcomes: The multi-informant teacher assessment system (MITAS)*. (Poster Presentation.) Council for Children with Behavioral Disorders 2007 International Conference, Dallas (Irving), TX.
- Daunic, A. P., Smith, S. W., Garvin, C., Naranjo, A., Barber, B., Becker, M., **Heidenescher, S.**, **Peters, C.**, & Taylor, G. (2007, July). *First year progress of a universal cognitive-behavioral intervention for elementary students to reduce disruptive/aggressive behavior*. (Poster Presentation). U.S. Department of Education, Institute of Education Sciences 2007 Research Conference, Washington, DC.
- Dempsey, A. G.**, & Storch, E. A. (March, 2007), Relational victimization in adolescence and psychosocial adjustment in early adulthood. Paper presentation at the National Association of School Psychologists Annual Convention. New York, New York.
- Dempsey, J.** & **Kranzler, J.** (2007). Socioeconomic status, cognitive abilities, and mathematical achievement. National Association of School Psychologists Annual Convention. New York, New York. March 27-31, 2007.
- Laramore, A., **Harman, J.**, **Castillo, M.** **Smith-Bonahue, T.** (2007, March) Perceptions of Parents and Teachers of the Social and Behavior Problems of Children with Learning Disabilities. Presented at the National Association of School Psychologists Conference, New York, NY

- Miller, J., **Schwenk , K.**, Long, M., Towler, S., Driscoll, D., & Leonard, C. (2007, August). *Brain Size and Cerebellar Volume in Individuals with PWS – What Factors May Influence Brain Development and IQ*. Paper presentation to the 29th Annual PWSA (USA) National Conference and 22nd Annual PWSA (USA) Scientific Day Conference, Dallas, Texas.
- Rossen, E., **Kranzler, J.H.**, & **Peters, C.** (2006, October). Validity and predictive ability of emotional intelligence. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Rossen, E.**, & **Kranzler, J. H.** (2007, March). *An examination of the validity of emotional intelligence and its ability to predict important outcomes*. Paper presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
- Rossen, E.**, **Kranzler, J.H.**, & **Peters, C.** (2006, October). Validity and predictive ability of emotional intelligence. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Schwenk, K.**, Miller, J., **Kranzler, J.**, & Driscoll, D. (2006, October). *Changing Perceptions of Prader-Willi Syndrome and Obesity*. Paper presentation to the 2006 Annual Florida Association of School Psychologists Conference, Orlando, Florida.
- Schwenk, K.**, Miller, J., **Kranzler, J.**, & Driscoll, D. (2007, August). Individuals with Prader-Willi Syndrome and Others with Early-onset Morbid Obesity Share Similar Relative Strengths in Cognition and Achievement. Paper presentation to the 29th Annual PWSA (USA) National Conference and 22nd Annual PWSA (USA) Scientific Day Conference, Dallas, Texas.
- Schwenk, K.**, Miller, J., **Kranzler, J.**, & Driscoll, D. (2007, March). Changing Perceptions of Prader-Willi Syndrome and Obesity. Paper presentation to the 2007 Annual Florida Prader-Willi Syndrome Association Conference, Westgate River Ranch, Florida.
- Schwenk, K.**, Miller, J., **Kranzler, J.**, & Driscoll, D. (2007, June). *Prader-Willi Syndrome and Others with Early-onset Morbid Obesity Share Similar Strengths in Cognition and Achievement*. Paper presentation to the 6th International Prader-Willi Scientific Conference and the 1st Romanian Prader-Willi and Rare Diseases Conference, Cluj-Napoca Romania.
- Schwenk, K.**, & **Raye, C.** (2006, October). *Eating Disorders: What Should School Psychologists Can Do*. Paper presentation to the 2006 Annual Florida Association of School Psychologists Conference, Orlando, Florida.

Waldron, N., & McKenney, E. L. W. (2007, March). *Improving middle school improvement through a student empowerment model*. Presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Weiss, L., and **Ditterline, J.** (2007). Understanding and Working with Students and Families from Poverty. Presentation for the 5th Annual Serving Youth Summit: Strategies That Work Training Conference hosted by the Office of the Florida State Attorney 8th Judicial Circuit and The Florida Network of Victim Witness Services, Gainesville, FL, January 26, 2007.

Recent Publications (2007)

Boyd, B. A., Conroy, M. A., Asmus, J. M., **McKenney, E. L. W.**, & Mancil, G. R. (In press). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. Accepted for publication in *Education and Training in Mental Retardation and Developmental Disabilities* (January, 2007).

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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