Director’s Note
By Nancy Waldron, PhD

Welcome to the latest edition of the UF School Psychology Program Newsletter. As we enter into the busiest time of the 2009-2010 academic year everyone is engaged in the full array of annual program tasks. These tasks include interviews with candidates for admission, internship applications, internship interviews, preparation for presentations at the annual NASP conference in Chicago, portfolio oral exams for EdS interns, and doctoral students completing dissertation proposals and final defenses. This year there is one additional task on the program agenda, a re-accreditation site visit to the College of Education and the School Psychology Program by the National Council for Accreditation of Teacher Education (NCATE) and the Florida Department of Education.

It is always rewarding to construct an annual snapshot of the people, activities, and interests that enhance our program community. Enjoy reading about the work and collaboration of program faculty and students that provides a strong foundation for our vibrant and ever changing professional program!
Faculty Research Interests

Dr. Waldron is an Associate Professor in the School Psychology program and also the Program Director. Currently, she teaches graduate courses in academic assessment/intervention and school consultation. Her 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.

Dr. Joyce’s areas of research include social-emotional assessment/intervention issues, behavioral disorders and temperament as related to behavior. She holds credentials as a licensed Psychologist and School Psychologist in the State of Florida. She teaches practicum seminar, social-emotional assessment, developmental psychopathology, and supervises practicum across four county school systems and nine clinical sites.

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 styles, 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, including ethics, important to the practice of psychology; and test development and use.

Dr. Kranzler is a professor who joined the faculty at UF in 1990 after receiving his Ph.D. in School Psychology from the University of California, Berkeley. He has taught classes in school psychology, learning and cognition, the theory of intelligence, psychoeducational assessment, statistics, and individual differences. His major area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.

Dr. Smith-Bonahue teaches courses in direct interventions in school psychology and assessment and evaluation in early childhood. Her primary research interests include the role of culture in the expression of aggression in young children and the interpretation of aggression among adults; challenging behaviors in early childhood and interventions for those behaviors; and teacher beliefs regarding children with special needs.
The School Psychology Graduate Student Association (SPGSA) is a student-run organization designed to represent and serve the interests of students in our program. There are six elected SPGSA officers (Susan Craft, Cathy Pasia, Katrina Moore, Angela Dobbins, Jenny Heretick, and Justin Gaddis) who organize and host events and represent students in program faculty meetings. SPGSA has been busy with a variety of activities this year, and is looking forward to becoming even more involved in the spring!

In terms of social events, we kicked off the year with the orientation luncheon. A few days after the luncheon, SPGSA hosted a pool party and cook-out at Justin’s house. Even though it was a little rainy, many students attended, and it was great to catch up with old friends and meet new ones! Midway through the semester, we hosted a social event at The Swamp to provide a mental health break from the craziness of classes and share some delicious, free food!

We also participated in a school supplies drive in conjunction with the Florida Association of School Psychologists (FASP) Children’s Service Fund. Students from the program and throughout the College of Education donated an entire laundry basket full of notebooks, paper, pens, crayons, and more! It was a huge success. All donations were taken to the FASP conference in October, and they delivered the supplies to an elementary school in Pinellas county.

Next up on our agenda is assisting the faculty with interviews. Besides organizing the luncheon, SPGSA has paired current students with applicants to serve as student buddies. We hope that, as in years past, this buddy system will help the applicants be more comfortable before interviews. Current students are responsible for answering any questions the applicants may have about school psychology, the program, and Gainesville.

Although it’s been a busy year for all of us, SPGSA has a few goals for improvement in the spring. First, we’d like to organize more community service activities, such as Habitat for Humanity. We’d like to further our connection with the community by helping to make a difference in Gainesville. If you have an idea or suggestion for a community service activity, please let us know! Additionally, we’d like to host more social events throughout the semester, such as appetizers/happy hour, bowling, and potlucks. We’d love for all of the current students to get to know each other better, so your attendance means everything!

We appreciate your feedback about activities, so please let us know your ideas for improvement! Looking forward to representing you for another semester.

Susan Craft is a 3rd year doctoral student in the School Psychology program at the University of Florida. She can be contacted at susancraft@ufl.edu
Project TIER is designed to provide a doctoral specialization in school psychology focusing on increasing student knowledge of research evidence for RtI implementation and systems-level change. This year, four students were selected to participate in Project TIER and complete research associated with RtI implementation and systems change. Currently the Project TIER research team is engaged in multiple research endeavors around RtI implementation at the secondary level, math interventions in grades 3-5, and the use of behavioral data to inform decision making. Noted below are comments from students currently working on the RtI grant related to present and future impacts that Project TIER has afforded them.

“Working for Project TIER has proven to be one of my most valuable learning experiences as a doctoral student at the University of Florida. Upon graduation, I hope to practice in a school district and then pursue a career in academia. The experiences gained from working on Project TIER will be valuable for both career paths. For instance, working at PK Yonge and attending our course seminars has afforded me the opportunity to become more knowledgeable on the best practices of implementation for RTI. My particular areas of interest regarding RTI research include the role of student characteristics (social/emotional and academic) on "responsiveness" to interventions, as well as research related to problem-solving solving teams, which are so crucial for successful RTI implementation.”

Suzie Long  
3rd Year Doctoral Student

“Project TIER focuses on training students to hold a leadership role as RtI emerges in schools. With the shift towards RtI as the primary instructional delivery model, it is important that our school leaders are prepared for and empowered to practice within this new framework. RtI is in the forefront of research and practice, and the training that Project TIER provides is definitely an enhancement to our professional experiences. There are many areas within RtI that have not been fully researched yet, so it is beneficial to think critically about how our projects can have a major influence on the professional literature. My primary interest surrounds parental understanding of and involvement with RtI processes.”

Susan Craft  
3rd Year Doctoral Student

“With the number of school districts adopting RtI increasing, it is of great importance that we, as future school psychologists, have a sound understanding of RtI prevention/intervention practices and systems-level change. Through this placement I have been afforded the opportunity to pursue my interests in mathematics interventions and progress monitoring for students beyond third grade.”

Angela Dobbins  
2nd Year Doctoral Student

“I have been fortunate to become involved with Project TIER this year with my practicum placement at P.K. Yonge Developmental Lab School. The research that I have been involved with in Project TIER has supported my developing knowledge of response-to-intervention models and how schools organize services to meet the academic and behavioral needs of students. As a first year doctoral student in the school psychology program with professional career goals in academia, my involvement in Project TIER has cultivated my interests in literacy research at the secondary level and has afforded me the opportunity to acquire the skills necessary to think critically about research in an applied setting.”

Gillian Escalada  
1st Year Doctoral Student
## Awards and Honors

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<tr>
<th>Student Name</th>
<th>Scholarship/Grant</th>
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<tr>
<td>Justin Gaddis</td>
<td>Phi Delta Theta Academic Scholarship</td>
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<td>Angela Dobbins</td>
<td>Minority Education Scholarship</td>
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<td>Cathy Pasia</td>
<td>The Everett L. Holden and Marian G. Holden Memorial Scholarship Endowment</td>
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<td>Gillian Escalada</td>
<td>University Alumni Fellowship</td>
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<td>Mike Sulkowski</td>
<td>Melissa Institute - Belfer-Aptman Dissertation Research Award</td>
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<td>American Psychological Association - Division 55 Patrick H. DeLeon Award</td>
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<td>American Academy of School Psychology - Irwin Hyman/Nadine Lambert Memorial</td>
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<td>Florida Association of School Psychology - Doctoral Level Graduate Studies Award</td>
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<td>Research Travel Award, Graduate School &amp; College of Education</td>
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<td>Robert Wingfield</td>
<td>University Alumni Fellowship &amp; Holmes Scholar</td>
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<td>Nicole Porter</td>
<td>University Alumni Fellowship</td>
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<td>Lee Ann Lehman</td>
<td>Research Scholarship to attend 3 day training seminar (all expense-paid) sponsored by the National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education on the use of the Pre-Elementary Education Longitudinal Study (PEELS) database, Washington, DC</td>
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<td>Lindsay Bell</td>
<td>The Everett L. Holden and Marian G. Holden Memorial Scholarship</td>
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<tr>
<td>Krista Schwenk Garner</td>
<td>The 2009 Barbara and Richard Anderson Scholarship</td>
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<td>Akiko Goen</td>
<td>Grinter Fellowship</td>
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## Students in the Community

**Justin Gaddis** is Chairman to the Phi Delta Theta Fraternity Chapter Advisory Board.

**Alyson Celauro** belongs to Alpha Kappa Alpha Sorority, UF football recruiting, and Blaque (a mentor program through the UF football team).

**Angela Dobbins** volunteers with the Bread of the Mighty Food Bank and is a Community Service Chair for the Black Graduate Student Organization.

**Jacqueline Eckman** volunteers at the Connect Young Adults Ministry Faith in Action

**Jill Welsh** is a teaching assistant for American Sign Language at UF and is involved in Signing Gators, which is a group for students interested in American sign language and deaf culture

**Lee Ann Lehman** volunteers at the School Health Interdisciplinary Program (SHIP) and the Guiding and Teaching Our Remarkable Children (G.A.T.O.R.). She is also a Board Member of City of Haines Library Board, Haines City, Florida

**Maggie Clark** tutors a student at Gainesville High School in chemistry, algebra, and Spanish.

**Stacey Rice** volunteers at the Alachua County Guardian ad Litem program

**Susan Craft** volunteers at the Pineridge 4-H Science Club and Kanapaha Presbyterian Church

**Robert Wingfield** is a member and president elect of the UF Black Graduate Student Organization (BGSO).
The Crown Council on School Psychology, a regional network of school psychologists, held its first 2010 meeting on January 8th at Trinity United Methodist Church in Gainesville. More than 110 persons attended, including all students in UF’s School Psychology Program.

Dr. Terry Scott (University of Louisville) presented a workshop on positive behavioral support in the morning. Dr. Scott Poland (NOVA Southeastern University) presented a workshop on crisis intervention in the afternoon. Both workshops were very positively received.

This meeting also allowed the program, through Dr. Joyce’s leadership, to recognize more than 25 professionals who supervise our school psychology students.
Graduate Assistantships for 2009-2010

Justin Gaddis is a graduate assistant for the College of Education Office of Assessment and Accreditation. His duties include providing technical support to assist with accreditation efforts, assisting with data entry and organization, and preparing for the NCATE review.

Angela Dobbins, Susan Craft, and Suzie Long are graduate assistants with Project TIER; a training grant focused on preparing school psychology leaders in Response-to-Intervention (RTI). The grants co-principal investigators are Dr. Nancy Waldron and Dr. Diana Joyce.

Cathy Pasia is a research assistant with Dr. Patricia Snyder. She works on an IES grant to develop materials and implement professional development on embedded instruction with preschool teachers of children with special needs. They are evaluating two types of follow-up support, on-site coaching and self-coaching supported by a project-developed website. In addition to the development of high quality professional development, they have developed and implemented measures on teacher’s implementation of embedded instruction and child outcomes.

Doug Jones is a graduate assistant for Exceptional People (EEX 3312).

Erika Jones is currently an Athletic Tutor through the Office of Student Life. She tutors students, some with learning disabilities, in a specific subject by attending all classes and holding supplemental sessions to help support them academically.

Gillian Escalada is a University Alumni Fellow and working with Dr. Nancy Waldron and Dr. Diana Joyce on research projects on the response-to-intervention model of service delivery at P.K. Yonge.

Jacqueline Eckman and Mike Sulkowski are teaching Human Growth and Development (EDF 3110).

Melissa Castillo is teaching Adolescent Development (EDF3115).

Jill Welsh has a research position for an Embedded Instruction for Early Learning project. The research project focuses on pre-school classrooms that use an intentional and systematic approach to instruction that promotes child engagement and learning within everyday activities.

Krista Schwenk Garner has been working as a 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.

Lee Ann Lehman is a Research Assistant for Dr. Joe Gagnon working on Project LIBERATE.

Lindsay Bell is a research assistant for Dr. Kim’s Autism Genetics Study in Child and Adolescent Psychiatry. She conducts intelligence and language assessments with children with autism and related disorders and generates reports including treatment recommendations for their families.

Meaghan Keenan is currently an athletic tutor for General Psychology. She monitors the progress and attendance of at-risk student athletes, as well as provides instructional support through supplementary materials designed to enhance understanding of course content.

Stacey Rice and Jenny Heretick are graduate assistants for NCIPP working with Dr. Mary Brownell and Dr. Paul Sindelar on induction and mentoring programs for beginning special education teachers.

Nicole Porter is a University Alumni Fellow working with Dr. Patricia Snyder on the Embedded Instruction for Early Learning grant. This research focuses on professional development for preschool teachers in inclusive classrooms.

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Amy Rosenthal, Katherine Matzen, and Carmelo Callueng are teaching An Introduction to Diversity for Educators (EDF2085).

Akiko Goen is the School Psychology Testing Librarian and editor of the School Psychology Times.

Exciting News!

Alyson Celauro is going to Spain in March and it is her first trip to Europe!

Cathy Pasia adopted a new puppy from a shelter! Moreover, her aunt – Cristeta Comerford, the executive chef at the White House, recently competed on Iron Chef and won!

Erika Jones says she is excited about going on internship next year!

Gillian Escalada’s brother is getting married this June and she will be one of the bridesmaids.

Jacqueline Eckman is getting married in June 2010!

Krista Schwenk Garner and her husband, George, are very excited to be expecting their first child, George Cameron “Cam” Garner, due May 24, 2010.

Lee Ann Lehman says “hooray!” for her 11 year old daughter, Michaela, who is living with her as of July 1 this year. She is also excited that she led a Congressional briefing to U.S. Senators Bill Nelson and Mel Martinez and U.S. Representative Adam Putnam in Washington, DC in July 2009 asking for their support for the resolution recognizing National School Psychology Week (Senate Res 210 and House Res), Increased Student Achievement through Increased Student Support Act (HR 1361 and S538), and the Mental Health in Schools Act of 2009 (HR 2531)(Part of the SAMHSA reauthorization).

Meaghan Keenan is getting married on July 17th, 2010! She will be getting married at the St. Thomas of Villanova Church, where she and her fiancée attended college as undergraduates.

Random Funnies

Grades Don’t Matter, Sources Say

Palo Alto, CA (AP) - A poll conducted by the Los Angeles Times showed that over 85% of first year grades believe getting high marks “is worth the effort” and “a valuable way to spend my time”. Fewer than 10% of fifth year students felt the same way.

In reality, neither employers nor your parents appear to care if you get an A or a B in your advanced Nonlinear Optimization class: “I’m just glad I don’t have to pay for tuition any more,” said Smith, “it’s too bad I didn’t study harder.”

Sources close to academic faculty reveal that this fact is well known among professors: “Of course grades don’t matter,” said Prof. Smith, “we only care about the lab work.” Grades only serve to “feed the ego of the smart students, and break the spirit of the mediocre ones.”
Practicum Placements: Some of the experiences of our students this year

Justin Gaddis and Lindsey Tropf are placed at A. Quinn Jones, which is a school in Alachua County for children with emotionally and behavioral disorders. There is a school-wide intervention plan (the Phase system) and a low teacher-student ratio. They have also been able to collect data on student standardized achievement scores, the new Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) for school-based program analyses.

Alyson Celauro and Sally Grapin are placed at Archer Community Elementary School in Alachua County. They are currently in the process of revising reading reports from last semester and will present results at an Educational Planning Team meeting next month. They also participate in a mentoring program at the school.

Nicole Porter, Yulia Tamayo, Michelle Judkins, Angell Callahan, and Akiko Goen are currently in Putnam County as first year practicum students. The county has recently begun using an RtI model. They have observed IEP meetings, testing sessions, and special education eligibility meetings, and are actively involved in making changes in accordance to students’ educational needs.

Susan Craft, Angela Dobbins, Gillian Escalada, Cindi Flores, Meaghan Keenan, Melissa Kummer, Suzie Long, and Robert Wingfield, are placed at P.K. Yonge Developmental Research School, which is the K-12 research school for UF. Some of their experiences include comprehensive academic assessments in an RtI format, college courtesy re-evaluations with high school students, small group counseling, individual counseling, consultation with teachers, and social-emotional evaluations.

Lindsay Bell is currently working at Southeastern Health Psychology assisting with neuropsychological assessments. She participates in clinical interviews, conducts evaluations, and provides results and feedback to clients and supervisors.

Maggie Clark is currently placed at Lincoln Middle School in Alachua County.

Jenny Heretick and Robert Wingfield work at Shands Hospital, Behavioral Health Unit, providing cognitive behavioral therapy, exposure response prevention therapy. They see clients with OCD, Anxiety Disorders, and PTSD.

April Ponder is placed at M.K. Rawlings Elementary School which is a part of the Alachua County School System.

Cathy Pasia is completing practicum in Marion County which utilizes a transdisciplinary assessment model for preschool evaluations. She collaborates with a social worker, speech language pathologist, occupational therapist, physical therapist, and school psychologist in the administration and interpretation of the assessment.

Doug Jones is currently working at Behavioral Health Unit, Shands Hospital. He participates in individual CBT for anxiety disorders; therapy and behavioral consultation for children with ADHD, ODD. He also works at Lake Butler Elementary, Middle, and High Schools to provide general school psychological services.

Erika Jones is placed in Maplewood Elementary in Marion County which is beginning to implement Rti and has large self-contained special education service unit. She has conducted assessments with children who are identified as gifted, with learning disabilities, and with physical impairments.

Stacey Rice is placed at the Multidisciplinary Diagnostic Training Program (MDTP). She is working with a team of school psychologists, learning specialists, physicians, nurses, speech/language pathologists, occupational therapists to complete comprehensive evaluations with students and help implement evidence based interventions.

Jill Welsh is placed at Hidden Oak Elementary in Alachua County. She has had experience in an RtI model implementing interventions, and working with students with selective mutism. She also works under the supervision of Dr. Marcia Leary, working with students with low incidence disabilities including Autism Spectrum Disorder and Deaf/Hard of hearing populations.


Bell, L. (2010). *Relationships between child-reported temperament and parental ADHD symptom ratings.* Presentation accepted to the National Association of School Psychologists Annual Conference, Chicago, IL.


Bussing, R., Porter, P., Mason, D., Bell, L., & Garvan, C. (2009). *Academic achievement trajectories of students with ADHD and matched unaffected peers.* Poster session presented at Children and Adults with Attention Deficit/Hyperactivity Disorder International Conference. Cleveland, OH.


Heretick, J., Bae, J., Rice, S., & Spitler, C. (2010). Special education mentoring practices in two innovative districts. Accepted to the Council for Exceptional Children. Nashville, TN.

Jones, D. & Oakland, T. (2010). An examination of the geopolitical knowledge of school psychology students. Poster accepted to the National Association of School Psychologists Annual Conference, Chicago, IL.


McLaughlin, T., Pasia, C., & Snyder, P. (2010). *Coaching early educators to use embedded instruction practice*. Paper accepted at the annual meeting of the National Coalition for Campus Child Care Centers, Buena Vista, FL.
Moore, K., Pasia, C., & Moore, S. (2010). *Best practices for supporting young children transitioning to kindergarten*. Paper accepted at the annual meeting of the National Association of School Psychologists, Chicago, IL.


Pasia, C., Thomas, S. E., & Herbert, J. (2010). *Implementation of a program-wide developmental screening program: A case example from a university child care center*. Paper accepted at the annual meeting of the National Coalition for Campus Child Care Centers, Buena Vista, FL.


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**Current Internships**

### Doctoral Interns

*APPIC/APA accredited site*

- Jack Dempsey
- Munroe-Meyer Institute*
- Omaha, Nebraska

- Elizabeth McKenney
- Round Rock Independent School District
- Round Rock, Texas

- Christina Peters
- Hillsborough County Schools
- Tampa, Florida

- Christopher Raye
- P.K. Yonge Developmental Research School
- Gainesville, Florida

- Glenn Sloman
- Somerset Hills School District
- Barnardsville, New Jersey

### Specialist Interns

- Katrina Biondo
- Broward County Schools
- Sunrise, Florida

- Hollie Cowan
- Pasco County Schools
- Land O’Lakes, Florida

- Kelly Gross
- Broward County Schools
- Ft. Lauderdale, Florida

- John Murty
- Citrus County Schools
- Inverness, Florida

- Dana Schenkerman
- Prince William County Schools
- Woodbridge, Virginia
Selected Publications by faculty and students


Leach, M. & Oakland, T. (in press). Displaying ethical behaviors by psychologists when standards are unclear. To appear in a special issue of *Ethics and Behavior.*


