



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!

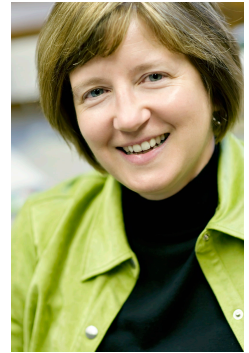
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Editor: Akiko Goen

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.



A message from SPGSA

By Susan Craft

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



Practicum students at PK Yonge. From left: Robert Wingfield, Susan Craft, Meaghan Keenan, Gillian Escalada, Cindi Flores, Suzie Long

Project TIER: Transforming Inquiry and Educational Practice through RtI

Principal Investigators: Dr. Nancy Waldron and Dr. Diana Joyce

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

Justin Gaddis:	Phi Delta Theta Academic Scholarship
Angela Dobbins:	Minority Education Scholarship
Cathy Pasia:	The Everett L. Holden and Marian G. Holden Memorial Scholarship Endowment
Gillian Escalada:	University Alumni Fellowship
Mike Sulkowski:	Melissa Institute - Belfer-Aptman Dissertation Research Award American Psychological Association - Division 55 Patrick H. DeLeon Award American Academy of School Psychology - Irwin Hyman/Nadine Lambert Memorial Scholarship Florida Association of School Psychology - Doctoral Level Graduate Studies Award Research Travel Award, Graduate School & College of Education
Robert Wingfield:	University Alumni Fellowship & Holmes Scholar
Nicole Porter:	University Alumni Fellowship
Lee Ann Lehman:	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
Lindsay Bell:	The Everett L. Holden and Marian G. Holden Memorial Scholarship
Krista Schwenk Garner:	The 2009 Barbara and Richard Anderson Scholarship
Akiko Goen:	Grinter Fellowship

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).

January Meeting of the Crown Council on School Psychology

By Thomas Oakland, PhD

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.



Karen Keroack and Cindi Flores

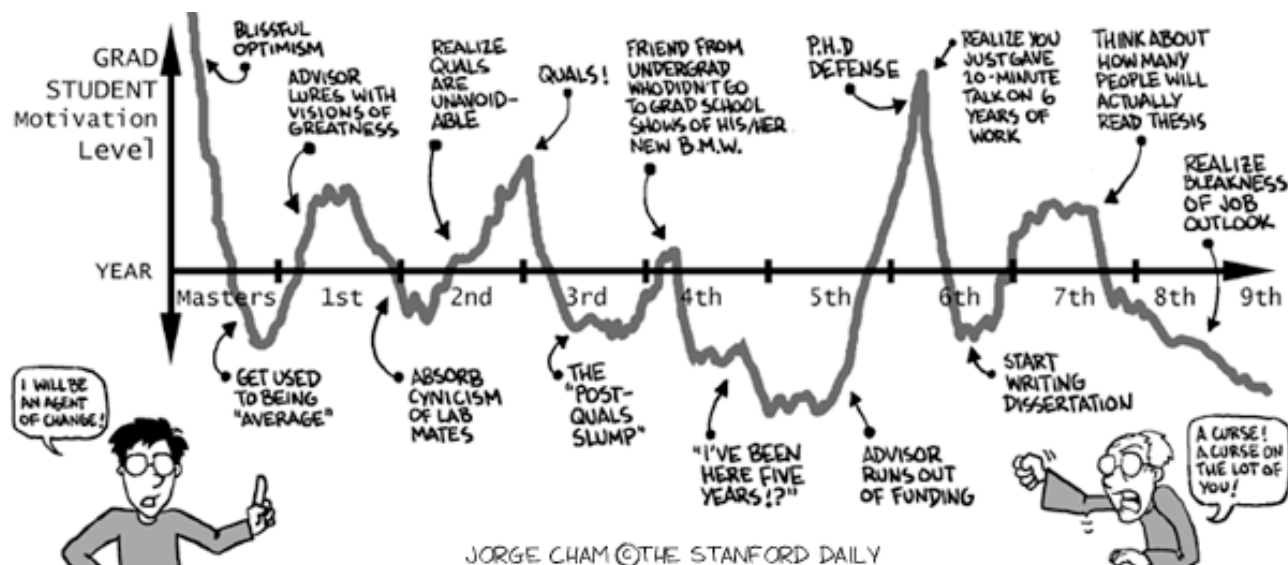


From left: Katrina Moore, Stacey Heck, Susan Craft



From left: Dr. Nancy Waldron, Dr. Diana Joyce, Angelle Callahan, Julie Sloan, and Stacey Heck

Random Funnies



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) - Documents obtained by the Associated Press indicate that grades achieved in post-graduate classes have no effect on future prospects for students enrolled in academic institutions.

According to interviews with several current and past graduate students, "grades don't count," said former grad student and now billionaire Jerry Yang, co-founder of Yahoo! Inc. "I got mostly B's in grad school, which at Stanford was really really bad."

A poll conducted by the Los Angeles Times showed that over 85% of first year grads 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 a mother who wished to remain anonymous.

Reaction among graduate TA's was mixed, with some expressing shock that their late hours grading amount to nothing, while others showed visible relief that losing a student's final exam will not really ruin their life.

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."



NOW you tell me?? A grad student expresses frustration over the revelation

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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.

Selected Presentations by faculty and students

- Bell, L. (2009). *An examination of children's potential contributions to the ADHD assessment process*. Presentation given at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Bell, L. (2009). *Long term effects of implicit theory interventions on academic achievement*. Presentation given at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- 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.
- Bell, L., & Long, S. (2009). *The ADHD Stigma Questionnaire: A reliability and internal consistency study*. Poster presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Bell, L., & Long, S. (2010). *The impact of specialized training on teachers' ADHD stigma perceptions*. 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.
- Craft, S., Heretick, J., & Waldron, N. (2010). *The relationship between adolescent reading motivation and academic achievement*. Poster accepted to the National Association of School Psychologists Annual Conference, Chicago, Illinois.
- Craft, S., Wingfield, R., & Cowan, H. (2009). *Preventing Childhood Obesity: A School- and Family-Based Approach*. Paper presentation to the Annual Florida Association of School Psychologists Conference, St. Petersburg, Florida.
- Crowe, C., Pasia, C., Rakap, S., & Snyder, P. (2009). *Counting complete learning trials with embedded instruction observation system*. Poster presented at the annual meeting of the Division for Early Childhood Conference, Albuquerque, NM.
- Dana, T., Colón, E. P., & Gaddis, J. G. (2009). *Beyond skill development: Fostering candidate "stance" toward P-12 learning*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Annual Conference, Atlanta, GA.
- Daley, M., Keenan, M., Casamassino, M. & Jones, E. (2010). *Identification and Treatment of Non-Suicidal Self-Injury*. Poster accepted to National Association of School Psychologists Annual Conference, Chicago, IL.
- Dempsey, J. (2010). *Classroom support for mathematical achievement*. Poster accepted to National Association of School Psychologists Annual Convention. Chicago, IL.
- Dempsey, J., Sulkowski, M. L., & Dempsey, A. G. (2010). *Cyber-bullying: Who is engaging in online aggression?* Paper accepted to the National Association of School Psychologists Annual Conference, Chicago, IL.
- Dobbins, A., & Kummer, M. (2009). *PTSD in schools: Diagnosis, treatment, interventions and resources*. Presented at the annual meeting of the Florida Association of School Psychologists (FASP), St. Petersburg, FL.

- Gaddis, J. G., Tropsf, L. M., Daley, M. L., Kranzler, J. H., & Grapin, S. L. (2009). *Predictive validity of behavior checklists for gifted placement*. Paper presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Harman, J. & Smith-Bonahue, T. (2009). *Development and demographics related to physical and relational aggression*. Paper presented at the annual convention of the National Association of School Psychology, Boston, MA.
- 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.
- Joyce, D., Sulkowski, M., Jones, D., & Flores, C. (2009). *RtI Tier II-III: Applied Counseling Strategies*. Presented at the Putnam County School Psychologists Professional Development In-Service, Palatka, FL.
- Joyce, D. & Waldron, N. (2009). *Response-to-intervention: The new frontier*. Presented at the Alachua County School Psychologists Professional Development Meeting, Gainesville, FL.
- Joyce, D. & Waldron, N. (2009). *Response-to-intervention: The sequel – academic and behavioral case studies workshop*. Presented at the Alachua County School Psychologists Professional Development Meeting, Gainesville, FL.
- Joyce, D., Wojtalewicz, M., Sulkowski, M., Jones, D., & Flores, C. (2009). *RtI Tier II-III Small Group & Individual Applied Counseling Strategies*, CEU Workshop. Presented at the Florida Association of School Psychologists Conference, St. Petersburg, FL.
- Kuch, E., & Craft, S. (2010). *The relationship between pragmatic language skills and depression in ASD*. Poster accepted to the National Association of School Psychologists annual conference, Chicago, Illinois.
- Kranzler, J.H., Flores, C., & Coady, M. (2009). *Examination of the validity of the Culture-Linguistic Interpretive Matrix with children and youth in classes for English Speakers of Other Languages*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, St. Petersburg, FL.
- Kranzler, J. H., Coady, M., & Flores, C. (2009). *Examining the cross-battery approach for assessing diverse children and youth*. Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Lauterbach, A., Brownell, M., King, L, Dobbins, A. (2010). *Effective word study and fluency instruction in special education: A classroom view*. Presentation accepted to the annual meeting of Council for Exceptional Children, Nashville, TN
- Lehman, L.A., Das, R., Hardt, N., & Roth, J. (2009). Enhanced ascertainment of pregnancy-associated mortality through data linkage with hospital and emergency department records. Poster session presented at the meeting of Maternal Child Health Epidemiology, Tampa, Florida.
- Lehman, L.A., Behar-Horenstein, L.S., Bowman, B.J., Bulosan, M., Hancock, S., Johnson, M., & Mutlu, B. (2010, July). *Factors Predicting Success on the National Board of Dental Exams*. Paper to be presented at the meeting of International Association of Dental Research, Barcelona, Spain.
- Long, S., & Bell, L. (2009). *Teachers' perceptions of ADHD stigma: Do training and experience make a difference?* Presentation at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Mancil, T., Moore, S., & Smith-Bonahue, T. (2009). *Emotional expression in children with language disorders: Impact and interventions*. Paper presented at the International Conference of the Division of Early Childhood, Albuquerque, NM.
- 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.
- Oakland, T. (2009). Ethical standards for psychology. Keynote address presented at the biennial conference of the Brazilian Association of Psychological Assessment, Campinas, Brazil
- Oakland, T. (2009). Temperament-based learning styles. Workshop presented at the biennial conference of the Brazilian Association of Psychological Assessment, Campinas, Brazil
- Oakland, T. (2009). The development of a temperament test for use with Brazilian adults. Paper presented at the biennial conference of the Brazilian Association of Psychological Assessment, Campinas, Brazil
- Oakland, T. (2009). The role of the International Test Commission in promoting test standards. Paper presented at the biennial conference of the Brazilian Association of Psychological Assessment, Campinas, Brazil
- Oakland, T., & Dawson, P. (2009). Providing support for research initiatives. Program presented at the annual meeting of the International School Psychology Association, Malta.
- Oakland, T., and Jimmerson, S. (2009). International Institute on School Psychology. Program presented at the annual meeting of the International School Psychology Association, Malta.
- Oakland, T. & Stafford, M. (2009). The ISPA code of ethics: Its ancestry, content, and meaning, and relationship to other codes. Workshop presented at the annual meeting of the International School Psychology Association, Malta.
- 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.
- Pasia, C., McLaughlin, T., Snyder, P., & Rakap, S. (2010). *Coaching preschool teachers on supporting children with disabilities*. Poster accepted at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Pasia, C., Moore, S., & Moore, K. (2009). *Best practices for supporting young children transitioning to kindergarten*. Paper presented at the annual meeting of the Florida Association of School Psychologists, St. Petersburg, FL.
- Peters, C. D., Kranzler, J. H., Daunic, A., P., Smith, S. W., & Algina, J. (2010). *Disproportionality of racial/ ethnic minority students identified with an emotional/behavioral disorder*. Poster accepted for presentation at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Porter, N., Castillo, M., & Waldron, N. (2009). Tier 2 interventions in middle school. Paper presentation at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Rice, S., Dempsey, A., & Waldron, N. (2009) Teacher reactions to prevention curriculum formats. Poster presentation at the National Association of School Psychologists Annual Conference, Boston, MA.
- Smith-Bonahue, T., Harman, J., Mancil, T., & Moore, S. (2009). Challenging behaviors in a culturally diverse context: A school-wide prevention program. Paper presented at the National Association of School Psychologists Annual Conference Boston, MA.
- Smith-Bonahue, T., Harman, J., Mancil, T., Moore, S. (2009). The impact of language and social skills among diverse preschool children. Paper presented at the International Conference of the Division of Early Childhood. Albuquerque, NM.
- Sulkowski, M. L., Jordan, C., & Wingfield, R. (2009). *Overcoming barriers to collaborating with physicians*. Paper presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Sulkowski, M. L., & Wingfield, R. (2009). *Applied strategies for creating a group-based healthy lifestyles program*. Paper presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.

- Sulkowski, M. L., Wingfield, R., & Jones, D. (2009). *Evidenced-based treatments for obsessive-compulsive spectrum disorders*. Paper presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Sulkowski, M. L. (2009). *Identifying and treating social anxiety in the schools*. Paper presented at the National Association of School Psychologists Annual Conference, Boston, MA.
- Waldron, N. & Joyce, D. (2009). *Implementing academic and behavioral RtI: Student case studies*. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Waldron, N., Kort, T., Raye, C., & Joyce, D. (2009). *RtI implementation in secondary schools: A complex task*, CEU Workshop. Presented at the Florida Association of School Psychologists Conference, St. Petersburg, FL.
- Waldron, N., & McLeskey, J. (2009). *Developing schools that are both inclusive and effective*. Paper presented at the International Association of Special Education Conference, Alicante, Spain.
- Wingfield, R.J. (2010). *Investigating the relationship between fitness achievement and academic achievement in third to fifth graders*. Paper accepted to the National Association of School Psychologists Annual Conference, Chicago, IL.

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

- Bell, L., Kellison, I., Garvan, C., Bussing, R. (in press) Relationships between child-reported activity level and task orientation and adult ADHD symptom ratings. *Journal of Developmental and Behavioral Pediatrics*.
- Benson, N., Hulac, D. M., & Kranzler, J. H. (in press.) Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV Measure? *Psychological Assessment*.
- Dempsey, A. G., Sulkowski, M. L., Nichols, B., & Storch, E. A. (2009). Differences between peer victimization in cyber and physical settings and associated adjustment in early adolescence. *Psychology in the Schools*, 46, 962-972.
- Dempsey, A.G., & Storch, E.A. (In press). Psychopathology and health problems affecting involvement in bullying. In E.M. Vernberg and B.K. Biggs (Eds.), *Preventing and treating bullying and victimization*. New York: Oxford University Press.
- Ditterline, J., & Oakland, T. (2009). Relationship between adaptive behavior and impairment. In S. Goldstein & J. Naglieri (Eds.), *Assessing impairment: From theory to practice* (pp. 31-48). New York, NY: Springer.
- Farook, J. M., Lewis, B., Gaddis, J. G., Littleton, J. M., & Barron, S. (2009). Lobeline, a nicotinic partial agonist attenuates alcohol consumption and preference in male C57BL/6J mice. *Physiology & Behavior*, 9, 503-506.
- Farook, J. M., Lewis, B., Gaddis, J. G., Littleton, J. M., & Barron, S. (2009). Effects of mecamylamine on alcohol consumption and preference in male C57BL/6J mice. *Pharmacology*, 83(6), 379-384.
- Hambleton, R., Bartram, D., & Oakland, T. (in press). Technical advances and guidelines for improving testing practices.
- Harman, J.L. & Smith-Bonahue, T. (in press). The Bayley III Adaptive Behavior Scale. In L. Weiss, T. Oakland, & L. Aylward (Eds.), *Bayley III: Clinical use and interpretation*. Academic Press.
- Harman, J., Smith-Bonahue, T., & Oakland, T. (2010). Assessment of adaptive behavior development in young children. In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and health assessment: Applying ICF guidelines* (pp. 333-352). New York: Springer.
- Jordan, L. M., Jordan, C., Sulkowski, M. L., Reid, A., Geffken, G. R., & Storch, E. A. (in press). Hairstylists' experience with chronic hair pulling and their willingness to refer clients for treatment. *Psychology, Health & Medicine*.
- Joyce, D. (2010). *Essentials of temperament assessment*. Hoboken, NJ: John Wiley & Sons.
- Joyce, D., & Dempsey, A. (2009). The Diagnostic and Statistical Manual model of impairment. In S. Goldstein & J. Naglieri (Eds.), *Assessment of impairment: From theory to practice* (pp. 77-92). New York: Springer.
- Kellison, I., Bussing, R., Bell, L., & Garvan, C. (In press) Assessment of stigma associated with Attention Deficit Hyperactivity Disorder: Psychometric evaluation of the ADHD Stigma Questionnaire. *Psychiatry Research*.
- 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*.
- Lee, D. H., Oakland, T., & Ahn, C. (in press). Temperament styles of children in South Korea and the United States. *School Psychology International*.

- Miller, J., Couch, J., Schwenk, K., Long, M., Towler, S., Theriaque, D. W., He, G., Liu, Y., Driscoll, D. J., & Leonard, C. M. (2009). Early childhood obesity is associated with compromised cerebellar development. *Developmental Neuropsychology*, 34(3), 272-283.
- Mpofu, E., & Oakland, T. (2010). *Assessment in rehabilitation and health*. Upper Saddle River, NJ: Merrill.
- Mpofu, E. & Oakland, T. (2010). *Rehabilitation and health assessment: Applying ICF guidelines*. New York: Springer.
- Mpofu, E. & Oakland, T. (2010) Trends in rehabilitation and health assessments. In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and health assessment: Applying ICF guidelines* (pp.699-706). New York: Springer.
- Mpofu, E. Oakland, T., & Gwiravi, P. (in press) Temperament styles in Zimbabwean early adolescents: A Rasch Measurement Model Analysis. *South African Journal of Psychology*.
- Oakland, T. (in press). Adaptive Behavior Assessment System-Second Edition. In J. Caplan (Ed). *Encyclopedia of Clinical Neuropsychology*. New York: Springer
- Oakland, T. (2009). Report from the IV Brazilian Conference of Psychological Assessment and meetings with Brazil's Institute of Psychological Assessment, *Testing International*, 22, 7-8
- Oakland, T. (in press). *Forward for Thinking Positively, Staying On Top*. E. Frydenberg, author. London: Continuum International Publishing Group.
- Oakland, T. (in press). The preparation of entry-level abilities in specialist-degree school psychologists: A professional community's effort. FASP newsletter.
- Oakland, T., & Harris, J. E. (2009). The impact of test-taking behaviors on full-scale IQ scores from the Wechsler Intelligence Scale for Children-IV Spanish Edition. *Journal of Psychoeducational Assessment*, 27, 366-373.
- Oakland, T. & Hatzichristou, C. (in press). Temperament styles of Greek and U.S. children. *School Psychology International*.
- Oakland, T., Leach, M.M., Bartram, D., Lindsay, G., Smedler, A.C., & Zhang, H. (in press). An international perspective on ethics codes in psychology. In M.M. Leach, M. Stevens, A. Ferrero, Y. Korkut, & G. Lindsay (Eds.), *Handbook of international psychological ethics*. New York: Oxford University Press.
- Osterlind, S., Mpofu, M., and Oakland, T. (2010). Item response theory and computer adaptive testing. . In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and health assessment: Applying ICF guidelines*. New York: Springer, 95-120.
- Pence, S. L., Jr., Sulkowski, M. L., Jordan, C., & Storch, E. A. (in press). When exposures go wrong: Trouble-shooting guidelines for managing difficult scenarios that arise in exposure-based treatment for obsessive-compulsive disorder. *American Journal of Psychotherapy*.
- Peters, C., Kranzler, J. H., & Rossen, E. (2009). Validity of the Mayer-Salovey-Caruso Emotional Intelligence Test: Youth Version-Research Edition. *Canadian Journal of School Psychology*, 24, 76-82.
- Peterson, D. B., Mpofu, M., & Oakland, T. (2010). Concepts and models in disability, functioning, and health. In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and health assessment: Applying ICF guidelines*. New York: Springer, 3-26.
- Rossen, E., Kranzler, J. H. (2009). Incremental validity of the Mayer-Salovey-Caruso Emotional Intelligence Test Version 2.0 (MSCEIT) after controlling for personality and intelligence. *Journal of Research in Personality*, 43, 60-65.
- Saklofske, D., Joyce, D. J., Climie, E., & Sulkowski, M. L. (in press). Principles and models of personality assessment: Models of personality for children/adolescents and assessment methods.
- Salloum, A., Sulkowski, M. L., Sirrine, E., & Storch, E. A. (2009). Overcoming barriers to using empirically supported therapies to treat childhood anxiety disorders in social work practice. *Child and Adolescent Social Work Journal*, 26, 259-273.

- Shalev, I., & Sulkowski, M. L. (2009). Relations between distinct aspects of self-regulation to symptoms of impulsivity and compulsivity. *Personality and Individual Differences*, 47, 84-88.
- Shalev, I., Sulkowski, M. L., Geffken, G. R., Ricketts, E., & Storch, E. A. (2009). Letter to the Editor: Long-term durability of cognitive behavioral therapy treatment gains for pediatric obsessive compulsive disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 766-768.
- Smith-Bonahue, T., Bruehl, A.L., Harman, J., & Castillo, M. (in press). Perceptions of parents and teachers of the social and behavior characteristics of children with reading problems. *Learning Disabilities: A Contemporary Journal*.
- Smith-Bonahue, T., Harman, J., & Duncan, T. (2009). Intervention. In S.R. Hooper & W. Umansky (Eds.). *Young Children with Special Needs* (418-461). Upper Saddle River, NJ: Pearson.
- Sulkowski, M. L., Jordan, C., & Nguyen, M. L. (2009). Current practices and future directions in psychopharmacological training and collaboration in school psychology. *Journal of Canadian School Psychology*, 24, 237-244.
- Sulkowski, M. L., Jordan, C., Reid, A., Graziano, P. A., Shalev, I., & Storch, E. A. (2009). Relations between impulsivity, anxiety, and obsessive-compulsive symptoms in a non-clinical sample. *Personality and Individual Differences*, 47, 620-625.
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- Waldron, N., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*.
- Weiss, L., Oakland, T. and Aylward, G. (Eds.) (in press). *Bayley-III Clinical Use and Interpretation: A Scientist – Practitioner Perspective*. New York: Elsevier
- Wiens, B., & Dempsey, A.G. (in press). Bystander involvement in peer victimization: The value of looking beyond aggressors and victims. *Journal of School Violence*.
- Wingfield, R.J., Craft, S., (in press) Unexpected death of an immediate family member. In B. Hull and E. Rossen (Eds.), *Educating traumatized children: A guide for educators and professionals*. Cambridge, MA: Harvard Education Press.
- Woolf, S., Woolf, C., & Oakland, T. (in press). Adaptive behavior among adults with intellectual disabilities and its relationship to community independence. *Intellectual and Developmental Disabilities*.
- Yan, G., Saklofske, D., & Oakland, T. (2009) Views of Chinese psychologists toward intelligence. *School Psychology International*, 456-577.

Random Funnies

THE AUTHOR LIST: GIVING CREDIT WHERE CREDIT IS DUE

The first author
Senior grad student on the project. Made the figures.

The third author
First year student who actually did the experiments, performed the analysis and wrote the whole paper. Thinks being third author is "fair".

The second-to-last author
Ambitious assistant professor or post-doc who instigated the paper.

Michaels, C., Lee, E. F., Sap, P. S., Nichols, S. T., Oliveira, L., Smith, B. S.

The second author
Grad student in the lab that has nothing to do with this project, but was included because he/she hung around the group meetings (usually for the food).

The middle authors
Author names nobody really reads. Reserved for undergrads and technical staff.

The last author
The head honcho. Hasn't even read the paper but, hey, he got the funding, and his famous name will get the paper accepted.