

School
Psychology
Times
2011-2012

Editor:
Jorrel Brinkley



Director's Column

By John Kranzler, PhD

For this edition's Director's Column, I conducted an interview with Dr. Phil Lazarus, who is the first graduate from the University of Florida with a concentration in school psychology. Dr. Lazarus has long been a leader in the field. He is Professor and Director of the School Psychology Program at Florida International University and currently serves as President of the National Association of School Psychologists.

John Kranzler: Hello Phil, it is my pleasure to interview you for our University of Florida School Psychology Newsletter. You have been highlighted as the first school psychology graduate from UF. You are presently serving as the President of the National Association of School Psychologists and are our first gator to do so. We are interested in your background and how you first came to UF.

Phil Lazarus: It actually was most surprising to me to be considered the first school psychology graduate from UF as there was no accredited School Psychology Program UF in 1977 when I graduated.

In 1970, I graduated with a bachelor's degree in psychology from Tulane University. After graduation I was hired as a special education teacher in Broward County, Florida where I taught children referred to at that time as Trainable Mentally Retarded, today we would refer to these youngsters as Intellectually Disabled.

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Director's Column

These are youngsters with IQs from approximately 30 to 55. After teaching for two years I began a master's degree in educational psychology and guidance at the University of Miami. There I was fortunate to secure an assistantship serving as a house mother (though I was considered a house father) at Alpha Epsilon Pi fraternity. This provided me with an apartment at the fraternity house, free tuition and board and a small stipend. During my assistantship, I worked within the university and fraternity structure, counseled fraternity members related to personal, professional and leadership concerns, made sure that fraternity parties were kept within some semblance of control, and ensured that AEP followed all the legal regulations regarding on-campus activities. As part of my studies, I did a practicum at the University of Miami Educational Counseling Center where I worked with college students, families and their children. Also I worked at Village South, a treatment center for young adults with drug dependence and addiction problems. After receiving my master's degree, I still had one semester left on my assistantship and decided to take courses that would enable me to get certified in school psychology.



In the early 1970's, a person already certified in counseling only needed to take a few courses in test and measurement, educational psychology and child development in order to become certified in school psychology. Neither a practicum nor an internship was required. The profession was considered by our Florida Department of Education to be primarily one where practitioners were engaged in psychoeducational assessment. In contrast, today NASP has published *Best Practices in School Psychology V*, a six volume text that is most comprehensive in scope; when I first became certified we didn't even have mediocre practices.

JK: So you are telling me that you were certified by the Florida Department of Education to practice school psychology but that you were totally unprepared to practice the profession.

PJL: Absolutely.

JK: Then we are grateful that you did not work in the schools as a school psychologist!

PJL: Yes, so am I. But there is more to the story.

JK: How did you end up at the University of Florida?

PJL: I was primarily interested in counseling psychology and was accepted into programs at the University of Colorado at Boulder and the University of Florida. Though I fell in love with Boulder, I was promised an assistantship at UF and being a Florida resident I could afford in-state tuition which was relatively inexpensive in the mid 70's so I decided to become a gator.

Director's Column (cont.)

The day after I arrived in Gainesville, a number of us who were promised assistantships showed up off campus to begin our paid assistantships, and we were all told that the funding had fallen through and that none of us had a job. Therefore, I found out that I had no job, had to pay tuition and was relatively broke.

JK: That was certainly not the best welcome to UF.

PJL: Certainly not. Also, I was told that the Department of Counselor Education in the College of Education and the Department of Psychology within the College of Arts and Sciences were putting together a combined program in Counseling Psychology and that there would be a small first year entering class that I could join. This was something that fit my career plans. Unfortunately, this never came to fruition, as the cultures and the requirements in the two different colleges were so dissimilar that all the logistics could not be worked out. Therefore, the best compromise we could develop would be that I would graduate with a degree in Counselor Education and have a minor or specialty in Clinical Psychology (with an area of concentration in personality theory and psychotherapy). At the time, the Counselor Education Program was rated as number one in the country and I ended up taking almost half of my courses in clinical psychology. Therefore I received an excellent education and had professors in both disciplines serve on my doctoral committee.

JK: That sounded like a good compromise. As a professor and as an Associate Dean, I understand all the politics that goes on in academia and can appreciate the challenges in setting up an interdisciplinary doctoral program. In fact, school psychology has been in different departments over the years at our university. So, at this time, school psychology was not on the horizon for you.

PJL: No, it was not. However, I was always interested in children, schools, prevention, mental health and the interface between education and psychology.

JK: So what was academic life like at UF in the mid 70's?

PJL: In the counseling program, there were three tracks. These were mental health counseling, school counseling, and higher education counseling. Because I had an interest in mental health, I elected to enter this track. I was fortunate in that I had a practicum experience at New Dawn Partial Hospitalization, which was a treatment facility for adults who had just been released from the state mental hospital. Also I had two practicum experiences at North Central Florida Community Mental Health Center, one with adults and the other with children and families. Moreover, I had the opportunity to work at Shands Hospital and also supported myself by doing part-time counseling in group treatment homes for mentally challenged youth and adults. Therefore, I had a wide variety of experiences.

Director's Column (cont.)

JK: Tell us about your internship in school psychology. How did that happen considering that we did not have a program?

PJL: Before I discuss the school psychology internship, I had another internship. I had applied for a year-long doctoral internship at the UF Psychological and Vocational Counseling Center. I wanted to stay in Alachua County because I figured it would be the best way to avoid becoming an ABD. I was scheduled for an interview on a Friday, and when I arrived for the appointment, I was told that even though the secretary had me on the schedule, the Counseling Center Director had made a mistake, did not realize there was another interview, and had offered the position to another candidate the day before.

A few months later one of the psychologists at the UF Psychological and Vocational Counseling Center committed suicide and as a result there were salary dollars now available to fill the vacated position. The director decided that rather than do a national search for another staff member, he would split the funding to hire two interns. He remembered me and I was contacted and was given one of the internships. Fortunately, I was not placed in a position where I was required to provide psychotherapy services to patients of the deceased psychologist, nor did I have to explain the death to future patients. As would be expected, there was a great deal of self-assessment and debriefing going on by the counseling staff as a result of the suicide.

JK: How was that internship for you? Learning advanced counseling skills probably made you a much better school psychologist.

PJL: It was a wonderful learning experience. I believe all my counseling experiences helped me become a better school psychologist and were more valuable than my two years of teaching special education students.

JK: Okay, so how did you end up doing an internship in school psychology after you did an internship at the UF Counseling Center? What prompted you to do two internships?

PJL: Because I did not start at the beginning of the academic year, my internship was less than 12 months and consequently needed to have 2000 supervised clock hours. The Counseling Center Director and my supervisor were both licensed psychologists and supported me in my academic endeavors. I needed to search for another internship and wanted to remain in Gainesville.

JK: So, then what happened?

PJL: I found out that there was a school psychology staff working in Gainesville and all of the staff had been let go. There was some kind of dispute between school psychological services and the school board. The school board then decided to hire a director and the director was looking for individuals to work in this service unit. Now going back to my certificate in school psychology, I was eligible for a position. I applied and was hired. However, we were all hired as paid consultants rather than as regular school board employees.

Director's Column (cont.)

JK: I see. But you told me you were absolutely not qualified to be a school psychologist.

PJL: Absolutely. However, I believe that there are four categories of professional skills: 1. Incompetent/Unconscious 2. Incompetent/Conscious 3. Competent/Unconscious 4. Competent/Conscious. I was incompetent in this position and knew it. Therefore, I needed supervision. I asked my doctoral advisor to work with me to set up supervision and use the hours for my doctoral internship. All parties agreed. Quickly, I learned that I was not getting the competent supervision from the director of school psychological services that I needed. However, he had hired a doctoral intern, Lenny Weiss, who had already worked for a number of years as a school psychologist. I asked Lenny if he would provide supervision and he agreed. Meanwhile, the position was exclusively focused on psychological testing, report writing and eligibility for special education placement. My testing experience was severely limited, and I had no idea how to even interpret a test on the first day of the job. Lenny worked with me on test administration and we discussed test interpretation. Eventually, I read most every book and article on psychological assessment and interpretation as related to school-age youth and established competence in the area. I was at least aware that I was unprepared and therefore, asked Lenny to go over everything I did. Basically, I was working 80 to 100 hours a week to establish competence in psychological assessment, interpretation, and report writing.

PJL (cont.): The director later decided that we would have psychological testers and psychological report writers. I became a tester and brought the data back to the office and the writing staff wrote the reports. Rarely, was there a conference with parents of the student evaluated. Basically, this was a poor model that was in place prior to PL 94-142. This type of provision of school psychological services was not unusual across our country. But I did learn how to evaluate children, interpret educational and psychological data, and write cohesive reports. Of course, we did not have an integrated and comprehensive model for the practice of school psychology as we do now.

The following year in Alachua County, the school board decided to again hire permanent school psychology staff who would become school board employees. Unfortunately, for Alachua County, the year I worked there the Director had hired personnel who were never certified as school psychologists and all their evaluations had to be re-done. This was an expensive enterprise and created a great deal of turmoil for the community as there were unqualified individuals who had [been] conducting psycho-educational evaluations. Fortunately, because I was certified, all my evaluations stood up and I was working in Palm Beach County at the time.

JK: Tell us about the research you did at UF, specifically about your dissertation. Was it related to school psychology?

PJL: My doctoral dissertation was entitled "Affirmation Training: An Experimental Treatment Program for the Amelioration of Shyness in Children." In our department, we were strongly advised to conduct an experimental study.

Director's Column (cont.)

Basically, I developed a 16 week program to help shy youngsters develop a skill set to help them become more outgoing. This program was based on modeling, role playing, guided practice, skill-based homework, and discussion. The activities presented were designed to be fun and not too anxiety-producing. This was based on research that showed that shy children find it most painful to be shy and would prefer to be more extroverted. It would now be described as a targeted intervention. I decided to work with six different school counselors in Gainesville and Ocala. I co-facilitated each group (where I took on a secondary role) and was able to determine which lessons/sessions were most successful and got excellent feedback from experienced school counselors. I conducted this pilot study on a staggered schedule with each group starting two weeks after the beginning of the previous one. Using this protocol we were able to make timely changes in the program and fine tune it along the way. After all six pilot studies were completed, and with the feedback of all the counselors, I again fine tuned the program and developed a manual. Then, the subsequent program was the one that was used for the actual research. This also had the secondary benefit of having each counselor who would participate in the dissertation study have input and therefore buy-in into the research. I did not co-lead the six groups used for the dissertation. However, all the school counselors involved in the pilot study did. Also, I had to develop instruments used for measuring the results of the study. Therefore I gained skills in test construction.

JK: So, how were the results? Was this program successful?

PJL: Yes. The program was highly successful. Children felt more skilled, more confident, and teachers rated all the youngsters who participated as less shy following the 16 session intervention. Moreover, I published two studies in referred journals related to the research.

JK: Is there anything else you would like our students to know about UF at the time you graduated?

PJL: As I said before, there were three tracks in Counselor Education, and we were all supposed to choose one track. I began in mental health counseling. Then when I did my internship at the UF Psychological and Vocational Counseling Center, I was then considered in the higher education track. Then, I did my dissertation in school counseling, and therefore was considered in the school counseling track. This created some controversy, but eventually I was permitted to be in all tracks even though I had not taken the requisite coursework for each separate track. Moreover, I was permitted to do a year-long internship in school psychology. Throughout this experience, I learned a great deal about university politics, how to navigate through a system with its own rules and structures, and how to get the best education possible. I learned how to speak to power in a diplomatic way and that just because something was not done in the past did not mean that it could not be done in the future. This political education served me well when I became the Program Director of the School Psychology Program at Florida International University and has helped me navigate the complex political world of NASP where it is important to understand what Jim Collins refers to as legislative leadership.

Director's Column (cont.)

JK: Phil, we have certainly come a long way in school psychology since you graduated. We now have the *NASP Model for Comprehensive and Integrative School Psychology Services*, *NASP Principles for Professional Ethics*, *NASP Standards for Graduate Preparation of School Psychologists* and *NASP Standards for the Credentialing of School Psychologists*. In addition, we have a number of new journals in the field and *Best Practices in School Psychology* is now in its fifth edition.

PJL: Yes, John. Graduate students are now getting an excellent and comprehensive education in school psychology at UF. You have produced outstanding graduates. Both Doris Paez and Nick Benson (both UF graduates) have served on the faculty at FIU and are well-respected professionals. Moreover, I am now working closely with Michael Sulkowski (a UF graduate) and we have published research related to threat assessment, responding to technological disasters, terrorism and children, and the promise of social-emotional learning for improving the mental health of children. Also, another UF graduate, Eric Rossen, is working at the NASP office and he has been instrumental in developing continuing education opportunities for school psychologists and I have been working closely with him on this endeavor.

JK: Briefly tell me about your theme for the NASP Convention is Philadelphia.

PJL: John, the theme is "Advocating for the Emotional Well-Being of our Nation's Youth." As NASP President, I have crisscrossed the country this year and asked fellow school psychologists, "Please raise your hand if you believe that we are doing a good job in nurturing the emotional well-being of our children." In state after state, I have surveyed the room and not one hand has been raised. We as school psychologists understand the connection between mental health and learning. We know that we must do a better job in advocating for our children's emotional well-being. Because if we do not, then who else will? Consequently, we need to emphasize to all stakeholders that we must educate the whole child, which includes their mind, body and spirit.

Everyone in the schools works hard to help children and youth perform better academically. Lawmakers stress the importance of high-stakes testing. However, unless our nation's youth are emotionally ready to learn, they will not be able to do so. I believe that school psychologists are ethically obligated to get this point across to all stakeholders.

Today, one out of every five children need some type of mental help support in order to succeed in schools. More teenagers died from suicide than from cancer, birth defects, AIDS, pneumonia, influenza, and chronic lung disease combined. In serving on the NASP National Emergency Assistance Team for 15 years, I have responded to tragic shootings and have seen the devastating impact committed by targeted school shooters who have severe mental health problems. I believe that our nation's youth are in trouble and that we must support and nurture their emotional well-being in order for them to be successful in life.

Director's Column (cont.)

I have a favorite quote from a conservative columnist David Brooks, he wrote, "And one thing is clear: It's crazy to have educational policies that, in effect, chop up children's brains into the rational cortex, which the government ministers to in schools, and the emotional limbic system, which the government ignores. In nature, there is no neat division. Emotional engagement is the essence of information processing and learning." He also notes, "...Schools filled with students who can't control their impulses, who can't focus their attention, and who can't regulate their emotions will not succeed, no matter how many reforms are made by governors, superintendents or presidents."

JK: I want to thank you for giving us your time for this interview. We certainly have come a long way in our preparation of school psychologists. I am glad you have worked with some of our graduates and know how much you respect our training program here at UF. I hope to see you in Philadelphia.

PJL: I enjoyed our talk today. Please tell all your UF students to come to the city of Brotherly Love for our NASP Convention. It will be a great learning experience for them. We have a number of events planned specifically for graduate students. As your students consider going to Philadelphia, I will leave them with two quotes from Ben Franklin, one of our nation's founding fathers and an icon in the city. *An investment in knowledge pays the best interest. Beer is proof that God loves us and wants us to be happy.*

JK: Phil, thanks again. And now we know the story behind the story. See you soon. Be well.

School Psychology Faculty Research Interests



Dr. John Kranzler is the new Program Director and 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, psycho-educational assessment, statistics, and individual differences. His major area of scholarly interest concerns the nature, development, and assessment of human cognitive abilities.



Dr. Nancy Waldron is an Associate Professor in the School Psychology program. Her research interests include the inclusion of students with disabilities in general education settings, contextual factors effecting implementation of a Response to Intervention (RtI) model, school improvement and systems change, and school psychology accreditation and credentialing.



Dr. Diana Joyce's research interests include social-emotional assessment and response-to-intervention (RtI) services for behavioral and mental health disorders. Her focus is on school-based applications of direct service.



Dr. Tina 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.

Spotlight on Affiliate and Adjunct Faculty



Dr. Elayne Colón has served as the College of Education's Director of Assessment and Accreditation since 2006. She holds state and national certifications as a school psychologist and is a Licensed Psychologist in Florida. Her areas of interest include individual and systems-level assessment, program evaluation, the accreditation and regulation of educator preparation programs, and measuring educator impact on P-12 student learning.

Dr. Gary Geffken has served as the Director of the Department of Psychiatry for the Children's Mental Health Unit including Inpatient Psychiatric Pediatric Diabetes Unit, Pervasive Developmental Disorders Unit, and the Diabetes Project Unit. He provides clinical practica supervision for students specializing in anxiety disorders.



Dr. Chris Raye is a nationally certified School Psychologist teaching Practica I. His course includes professional development issues and academic test administration training (e.g., WJ-III, WIAT, DIBELS, GORT, CTOPP, TOWRE). In addition, he holds an Assistant Professor position at Santa Fe College in the psychology department and conducts evaluations for the Disability Resource Center at UF.

Dr. Connie Sorice teaches courses in counseling skills, crisis intervention, systems level prevention and academic assessment/intervention. Her work has been influenced by her prior teaching experience at the elementary level, her 30 years experience as a school psychologist (Pre-K to HS) and her prior role as Coordinator of School Psychological Service in Volusia County.



Interview with Dr. Eric Rossen

Dr. Eric Rossen is a 2007 graduate of the UF School Psychology program and was recently appointed as NASP's new Director of Professional Development and Standards. Anushka Joseph, a 1st year SPP student, was able to interview about his experiences in the program and a little about NASP.

Why did you choose the UF School Psychology program?

Like many prospective students, I was initially overwhelmed at the number of graduate programs to choose from, especially given that I wasn't tied to any geographic region. While I don't recall how many programs existed when I applied, there are approximately 240 institutions offering a school psychology program in the United States. To help filter my search, I wanted to focus on programs that maintained a high standard for graduate preparation and would increase my eligibility to work in a variety of settings or capacities. Given that I applied for admission into doctoral programs, I looked only at those that were both APA-accredited and NASP-approved.

The University of Florida had a history of maintaining APA-accreditation and NASP-approval, along with a well-rounded faculty and various opportunities to engage in research and supervised clinical experiences. My on-site interview, however, truly impressed and inspired me. I simply "saw" myself as a student there. I had made up my mind to attend almost immediately upon receiving my invitation.



What were your interests at that time? Have they changed? If yes, what are they now?

My interests upon enrollment, broadly, included psycho-educational assessment and applying assessment data to select, implement, and monitor appropriate school-based interventions. As I went through the program, my interests in relation to assessment grew more focused on assessing cognitive, social, and emotional functioning. These remain an interest of mine, in addition to crisis response and prevention, trauma, students in transition (e.g., homeless, military, foster care), school-wide interventions and positive discipline, obesity, and bullying. I have also maintained an interest in public policy as it relates to school psychology.

Interview with Dr. Eric Rossen (cont.)

While in the program, what did you enjoy and value the most?

First and foremost, I valued the camaraderie among the students. Aside from keeping me sane, my cohort as well as the other students in the program kept me engaged, challenged, interested, and helped me recognize that it's ok to not always have the answers. I also enjoyed the myriad opportunities available for those interested in taking them – opportunities to engage in research, co-author scholarly papers or book chapters, and participate in various school practicum placements helped me become a better professional and kept me competitive when looking for my first job. Since graduating, I now appreciate the relationships the program has built with other university departments, public schools, and practitioners. These community relationships are critical.

...and, what are you doing now?

I currently serve as NASP Director of Professional Development and Standards. My role is broad, although some of my major responsibilities include liaising with national leaders on topics relevant to school psychology, credentialing and the application of NASP standards, program approval, and professional development. However, I often am working with practitioners or states on matters related to professional practices, presenting on new initiatives within NASP, collaborating on NASP's public policy initiatives, helping develop materials for stakeholders, and participating in various coalitions and partnerships. For example, I have recently worked on various projects with SAMHSA, the US Department of Education's Safe, Supportive Schools grants, and with the Federal Partners in Bullying Prevention Summit to name a few.

How did you get involved with NASP?

After working for several years in a local public school, I came across an opportunity to work in the national office. This opportunity appealed to me given my interest in having a larger voice in advocating for best practices in school psychology across the country. I have been in this role for close to 18 months, and I remain humbled by my colleagues and the leaders in the field that generate incredible amounts of high quality work that provide the lifeblood of the field.

School Psychology Graduate Student Association

By Nicole Jean-Paul, 2011-2012 SPGSA President

The School Psychology Graduate Student Association (SPGSA) is a student-run organization designed to represent and serve the interests of the students in our program. There are six elected SPGSA officers: **Nicole Jean-Paul** (President), **Jill Welsh** (Vice President), **Jamie Runyons** (Secretary), **Sally Grapin** (Treasurer), **Shanee Toledano** and **Reynolds Wilson** (Ambassadors). The officers have worked to support incoming first year students, share information about the School Psychology program with UF's undergraduates, and organize social events. SPGSA officers also represent the student body at program meetings and at Graduate Student Council (GSC) meetings. SPGSA participation in GSC allows our students to be eligible to apply for travel grants for presentations and professional development at professional conferences.

A strength of our program is the willingness of our students to work together and support each other. In this spirit, this past summer SPGSA officers compiled information that would be useful to students in the program, especially incoming students. This idea was prompted by feedback from students in the program. The information included housing tips, general information about Gainesville and tips on what to expect in the first year of the program – all from the students' perspective. In order to transmit this information and open the lines of communication between students, we updated the student Facebook site. Additionally, incoming students were paired with “summer buddies” that assisted them by answering any questions and helping to facilitate the students' transition.

To start off the school year, SPGSA organized the orientation luncheon and followed the event up with a student social. Students from varying years in the program got together and enjoyed a barbeque and pool party. There was a great turn-out and students were able to catch up and meet the incoming students! SPGSA officers also initiated a few smaller social opportunities throughout the semester, including a regular football block, as well as an end of the semester social at the Swamp.



School Psych Social
SPGSA Welcome Back

Lunch, Pool, Game Room,
Socializing & Relaxing

Saturday, August 20th
12:00 to 5:00 pm

Towne Parc Apts. Clubhouse
2930 SW 23rd Terrace
(Off Archer Road)

**Everyone
Is Welcome**

Please Bring:
1st Years: Drinks (Soda,
Tea, Beer, etc.)
2nd Years: Desserts,
Snacks & Chips
Advanced Students: Side
Dishes (Salads, Veggies,
Fruit)

Directions or Questions, Call:
Nicole (786) 487-3410
Jill (813) 416-8836

School Psychology Graduate Student Association (cont.)

During the semester, Nicole and Sally followed up Dr. Oakland's October presentation to UF's Psi Chi Chapter and undergraduate Psychology Honor Society with some specific information about our School Psychology program. We helped inform undergraduates about potential careers in School Psychology, and we hope we encouraged students to consider our program.

Next semester, SPGSA will be assisting with the Supervisor's Luncheon as well as with student interviews and the interview luncheons. We also hope to organize community service opportunities. In the past, SPGSA has organized community services events, and this year we hope to plan events that encourage students to participate in ongoing service. In addition to service, we would love to organize a few social events for the spring semester. We appreciate your feedback and suggestions so please share your ideas with us! We are looking forward to another great semester!



we now return to our feature documentary: "The Grad Student: Call of the Wild"...

THOUGH A SIMPLE CREATURE, THE GRAD STUDENT HAS A COMPLEX FEEDING CYCLE...



ALWAYS HUNGRY, THE GRAD STUDENT PREYS UPON THE OCCASIONAL HERD OF PEOPLE CHATTING, SIGNIFYING WHAT ARE KNOWN AS "HAPPY HOURS" OR "SOCIAL EVENTS."



A MASTER OF CAMOUFLAGE, THE GRAD STUDENT EASILY BLENDS IN AND GORGES ON ITS SOLE SOURCE OF NUTRITION: A SUBSTANCE CALLED "FREE FOOD."



HAVING FEASTED, THE GRAD STUDENT ENTERS A LETHARGIC STATE CALLED "RESEARCHING", IN ANTICIPATION OF THE NEXT FREE MEAL.

when we return: the Grad Student's Mating Habits!

[HTTP://PHD.STANFORD.EDU](http://phd.stanford.edu)

JORGE CHAM ©THE STANFORD DAILY

Exciting News!

This year, **Kelly Carrasco** was married, had a baby boy, moved to Gainesville, and started graduate school!!

On July 11, 2011, **Gillian Escalada** was engaged to her fiancé, Nick Lipari. They are very excited to get married on October 6, 2012 in Ocala, FL. Congratulations!!

Anushka Joseph went on a road trip with her family, best friend and her family. They drove from Florida all the way to Canada, seeing Niagara Falls, Toronto, the Thousand Islands, etc. She enjoyed driving through the mountains on the way up to Canada, driving to Gatlinburg, TN, and seeing the Smoky Mountains. She also hiked on a mountain trail. Sounds like an adventurous summer!

Awards and Honors

Congratulations to **Carmelo Callueng** on receiving the FASP Graduate Studies Doctoral Level Research Award!

Carmelo's research and professional development accomplishments are notable. As a doctoral student at the University of Florida, he has been selected for a research assistantship through the Dean's Office and often co-facilitated faculty professional development workshops in statistical methods. His publications include seven manuscripts and an additional seven articles in review in various peer-reviewed journals. The topics of his journal articles range from children's temperament to counseling strategies (e.g., cognitive-behavioral therapy). His research projects have included both local and international studies as well as two baseline studies that will provide the first norms for bullying behaviors (Samoa children) and ADHD symptomology (Filipino University) among students in other countries. His dissertation is a cross-sectional international study examining the temperament qualities of youth across multiple cultures. Carmelo has actively participated in the acquisition of an impressive data sample of over 16,000 participants from several countries.



2011 FASP
Conference in
Orlando

In addition, he also has made nine conference presentations and co-presented several CEU workshops including an APA approved assessment workshop for regional psychologists in private practice with a focus on collaboration within public school districts. Carmelo is a student member of NASP, ISPA, APA, the International Association of Cross-cultural Psychology (IACCP), the International Positive Psychology Association (IPPA) and the Psychological Association of the Philippines.

Awards and Honors

Justin Gaddis Phi Delta Theta Academic Scholarship, Research Travel Award (Office of Education Research - 2011), and Research Travel Award (SESPECS - 2011)

Akiko Goen Grinter Fellowship

Myshea Reynolds Going the Extra Mile Award

Shanee Toledano Grinter Fellowship and Everett L. and Marian G. Holden Memorial Scholarship

Jana Wallace Grinter Fellowship

Robert Wingfield Holmes Scholar

School Psychology Students in the Community

Angela Dobbins Ronald McDonald House

Gillian Escalada SPGSA

Justin Gaddis Phi Delta Theta Fraternity – University of Florida

Akiko Goen Dollies with Borders, Head Start, & Parent surrogate program

Sally Grapin Parent surrogate program for children in foster care

Cassandra Griffith Big Brothers Big Sisters of Central Florida

Anushka Joseph SPGSA

Jennifer Morris Impact Autism

Jamie Runyons Haven Hospice & Behavioral Assistant Volunteer in Gainesville community

Shanee Toledano Parent surrogate program for children in foster care

Kimberly Trimble Black Graduate Student Organization

Jana Wallace America Reads

Robert Wingfield Black Graduate Student Organization

Recent Graduate Accomplishments



Jason Gallant (right), a recent graduate from the program, and Robert Wingfield, Jr. presenting their poster on Obsessive Compulsive Disorder Treatments at the NASP Convention in San Francisco in 2011.

Meet the First Year SPP Students!



Back row (left to right): Jorrel Brinkley, Will McCloud

Front row (left to right): Kimberly Trimble, Kelly Carrasco, Anushka Joseph, Kaycee Reese, Natasha Parekh, Brittany Werch, Christine Salama, Jana Wallace, Chelsea Thorne, and Myshea Reynolds

Graduate Assistantships and Employment

Jorrel Brinkley is the School Psychology Test Librarian. He also works in the Extended Day Enrichment Program (after-school program) in Alachua County

Kelly Carrasco, Angela Dobbins, Gillian Escalada, and Nicole Jean-Paul have Teaching Assistantships for Teaching Diverse Populations (EDF 2085)

Janise Coleman, Gillian Escalada, Sally Grapin, and Jana Wallace are on the Project TIER grant, which focuses on increasing student knowledge of research evidence for RtI implementation and systems-level change

Cassandra Griffith is a Graduate Assistant at the Career Resource Center (CRC) where she is the Gator Launch Director. Gator Launch is a mentoring program for students underrepresented in the Science, Technology, Engineering, and Math (STEM) fields. In addition to finding and matching mentors, she conducts monthly career development seminars with Gator Launch students. She also provides career counseling and advising to students at the CRC

Justin Gaddis is a Research Assistant for Project LIBERATE, a federally funded study of reading intervention in a juvenile correctional facility

Sally Grapin is an Alumni Fellow and conducts research with her advisor, Dr. John Kranzler. This past year, they examined the research productivity of faculty in APA-accredited school psychology programs

Jennifer Morris has a Research Assistantship with Dr. Smith-Bonahue where they are investigating teacher-child social-emotional relationships in early childhood settings. She also teaches The Young Child (EDF 3122)

Jamie Runyons has a Teaching Assistantship teaching Human Growth and Development to undergraduates here at UF. She also works on the Embedded Learning Project grant with Dr. Snyder. Additionally, she tutors student athletes for supplemental income.

Shanee Toledano is the Graduate Assistant for Assessment, part of the Reitz Union Administration

Practicum Placements

Kelly Carrasco: She is currently working in Marion County.

Gillian Escalada: She is at the P.K. Yonge Developmental Research School, which is the K-12 research school for UF. Some of her 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. This year, she has been given the opportunity to supervise universal screening procedures across K-2.

Justin Gaddis: He works with Dr. Gary Geffken and Dr. Joseph McNamara in the Behavioral Health Unit at UF. There, he's conducted exposure-based cognitive behavioral therapy and habit reversal therapy to treat anxiety, mood, and behavioral disorders in youth, adolescents, and adults. He's also conducted clinician-administered assessments, semi-structured screening instruments, and clinical intake interviews. He provides psychoeducation to parents and consults with schools to facilitate student reentry.

Akiko Goen: Her practicum placement this year is the Southeastern Health Psychology. She's learning a variety of neuropsychological assessment under the supervision of Dr. Susan Davis. She's involved in conducting psychoeducational assessment for children and adolescents and neuropsychological assessment for adults.

Sally Grapin, Janise Coleman, Angelina Nortey, Adrian Solis, Shanee Toledano Jana Wallace, Natasha Parekh, and Jorrel Brinkley are placed at P.K. Yonge Developmental Research School providing academic, cognitive, and social-emotional assessment, progress monitoring, interventions, small group counseling, and teacher consultation within an RTI model.

Cassandra Griffith: She is in Marion County with Stacy Heck. They use an RtI/Problem Solving delivery model. This semester, she has been working on teacher consultation, counseling, and social-emotional assessment.

Nicole Jean-Paul: This year, she is with Dr. Garrett Evans in Columbia County, providing one on one and family counseling services to students with a variety of social, emotional and academic concerns. She works directly with students and families and provides support to improve mental health concerns that interfere with learning and other functioning. She works with students at the elementary and middle school level.

Anushka Joseph: She is currently placed with Ms. Phyllis Hilliard at Metcalfe Elementary School and Howard Bishop Middle School. She has observed Ms. Hilliard conduct assessments such as WRAT, RIAS, etc. She's seen her consult with the Guidance Counselors, Staffing Specialist and the School administration. She's also attended an EPT workshop and meetings.

Jennifer Morris: She is at Head Start conducting observations, providing counseling and consultation services.

Practicum Placements

Myshea Reynolds: She's currently working with Tracey Bryant at Metcalfe Elementary. The Alachua District adopts the "consultation model" of delivery of services in the schools. The model relies on the EPT (Educational Planning Team), which serves as a resource for teachers, administrators, parents, and staff to help students with learning and behavioral problems. She has had the opportunity to work with Pre-K children alongside Tracey Bryant to see how they are evaluated, and how intervention plans are developed for those who are developmentally delayed.

Jamie Runyons: She currently is in Marion County at Maplewood Elementary working with low incidence populations. Additionally, she works with Dr. Leary on some cases here in Alachua County.

Kimberly Trimble: She is in Alachua County providing general services.

Robert Wingfield: His primary practicum placement is in the Behavioral Health Unit at Shands Hospital. His duties include assessment, diagnosis, and treatment of various psychological disorders in children, adolescents, and adults. The vast majority of referrals include patients with social phobia, obsessive-compulsive disorder, and other anxiety disorders.

Internship Placements

Susan Craft: She is currently an intern with Hillsborough County Public Schools. She works 4 days/week at a middle school and 1 day/week at an elementary school. At the middle school, she works mostly with students in the self-contained EBD classrooms, provides individual and group counseling, and does crisis intervention. She's also completing several re-evaluations at this time. Her experiences at the elementary school revolve mostly around gifted testing, as well as the RtI process.



Conferences



2nd year students attended FASP in 2010

In addition to the Florida Association of School Psychologists Annual Conference in Orlando, school psychology students also are attending /presenting at other conferences including:

Janise Coleman- National Conference on African/Black Psychology (Tallahassee, FL)

Nicole Jean-Paul, Angela Dobbins, Cassondra Griffith, Gillian Escalada, Akiko Goen, Jana Wallace, Shanee Toledano, Sally Grapin, Jennifer Morris, Janise Coleman- National Association of School Psychologists Annual Convention 2012 (Philadelphia, PA)

Akiko Goen- American Psychological Association Annual Convention (Orlando, FL)

Grants

Dr. Nancy Waldron & Dr. Diana Joyce, Co-Principal Investigators. Transforming Inquiry and Educational Practice Through Response-to-Intervention (Project TIER) is designed to provide a doctoral specialization for school psychology in response-to-intervention (RtI) implementation. \$800,000. August 2009-August 2013. USDOE

Lastinger Center and **Dr. Tina Smith-Bonahue,** Project Faculty: Florida Master Teachers Initiative. I-3 Grant from the US Department of Education. \$5,000,000 over five years.



Selected Faculty & Student Publications

- Emihovich, C., Dana, T., Vernetson, T., & Colón, E. (2011). Changing standards, changing needs: The gauntlet of teacher education reform. In P.M. Earley, D.G. Imig, & N.M. Michelli (Eds.), *Teacher Education Policy in the United States* (pp. 47-75). New York: Routledge
- Floyd, R. G., & Kranzler, J. H. (in press). Processing approaches to interpretation of information from cognitive ability tests: A critical review. To appear in D. P. Flanagan & P. Harrison (Eds.), *Contemporary intellectual assessment* (3rd ed.). New York: Guilford Press.
- Grapin, S.L., Kranzler, J.H., & Daley, M.L. (under review), Normative assessment of the research productivity and impact of school psychology faculty. *Psychology in the Schools*.
- Jones, D. T., Callueng, C., Oakland, T. D., Gaddis, J.G., & Daley, M. L. (submitted). International knowledge displayed by undergraduate students taking courses in a U.S. college of education.
- Joyce, D. (2010). *Essentials of temperament assessment*. Hoboken, NJ: John Wiley & Sons.
- Joyce, D., & Rossen, E. (2010). Personality. In E. Mpofu & T. Oakland (Eds.), *Assessment in rehabilitation and health* (pp. 790-836). Boston, MA: Allyn & Bacon.
- Joyce, D. J., Tropf, L. M., & Gaddis, J. G. (submitted). Comparing the WRAT-4 and the FAIR: A state progress monitoring system for students with emotional/behavioral disturbance.
- Kranzler, J. H. (in press). Mental chronometry. In N. Seel (Ed.), *Encyclopedia of Sciences of Learning*. Springer: New York.
- Kranzler, J. H., Grapin, S. L., & Daley, M. L. (in press). Research productivity and scholarly impact of APA-accredited school psychology programs: 2005-2009. *Journal of School Psychology*.
- Kranzler, J. H. (2011). *Statistics for the terrified* (5th Ed.). Upper Saddle River, NJ: Prentice Hall.
- McLeskey, J., & Waldron, N.L. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research & Practice*, 26 (1), 48-57.
- Oakland, T., Singh, K., Callueng, C., Puri, G. S., & Goen, A. (in press). Temperament styles of Indian and U.S.A. children. *School Psychology International*.
- Saklofske, D., Joyce, D. J., Climie, E., & Sulkowski, M. L. (in press). Models for the personality assessment of children and adolescents. In C. R. Reynolds (Ed.), *Oxford handbook of psychological assessment of Children and Adolescents*. NY: Oxford University Press.
- Sulkowski, M.L., Wingfield, R.J., Jones, D.T., & Coulter, W.A. (2011). Response to intervention and interdisciplinary collaboration: Joining hands to support children's health development. *Journal of Applied School Psychology*, 1-16.
- Waldron, N.L., & Redd, L. (2011). Providing a full circle of support to teachers in an inclusive elementary school. *Journal of Special Education Leadership*, 24(1), 59-62.
- Waldron, N.L., & McLeskey, J. (2010). Inclusive school placements and surplus/deficit in performance for students with intellectual disabilities: Is there a connection? *Lifespan and Disability*, XIII (1), 29-42.
- Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.

Selected Faculty & Student Publications – Continued

- Waldron, N. L., McLeskey, J., & Redd, L. (2011). Setting the direction: The role of the principal in developing an effective, inclusive school. *Journal of Special Education Leadership*, 24(2), 109-120.
- Wingfield, R.J. & Rossen, E. (in press). Childhood obesity: Trends, issues, and school-based solutions. *Newsletter of the Florida Association of School Psychologists*.
- Wingfield, R.J., Graziano, P.H., McNamara, J.P., & Janicke, D.M. (2011). Is there a relationship between body mass index (BMI), physical fitness, and academic performance? Mixed results from a southeastern elementary school. *Current Issues in Education*, (14) 2.
- Wingfield, R.J, Reese, R., & West-Olatunji, C.A. &. (2010). Counselors as leaders. *Florida Journal of Educational Administration & Policy*, 4, 114-130.

Selected Faculty & Student Presentations

- Colón, E. (2011, September). *Data Analysis Toward Program Improvement*. Invited presentation at the annual meeting of Florida Educator Preparation Institutes, Florida Department of Education, Lake Mary, FL.
- Colón, E. & Wilson, R. (2011, November). *Rethinking Pay for Performance: Implications and Opportunities for School Psychologists*. Presented at the annual meeting of the Florida Association of School Psychologists, Orlando, FL.
- Colvin, S., & Colón, E. (2011, October). *Lessons Learned from Looking at K-5 Student Performance Data of Program Graduates*. Presented at the annual meeting of the Florida Association of Teacher Educators, St. Petersburg, FL.
- Craft, S. (2011, November). *Parents' Understanding of and Participation in an RtI Process*. Paper presentation to the 2011 Annual Florida Association of School Psychologists Conference, Orlando, Florida.
- Daley, M. L., Grapin, S. L., & Kranzler, J. H. (2010, November). *Research productivity and scholarly impact of doctoral programs in school psychology*. Paper to be presented at the Annual Conference of the Florida Association of School Psychologists, Miami, FL.
- Dobbins, A., Escalada, G., Waldron, N., Nortey, A., & Joyce, D. (February, 2011). *Longitudinal effects of RtI implementation on reading achievement*. Presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- Dobbins, A., Escalada, G., Waldron, N., Nortey, A., & Hayes, L. (2011). *Multi-year effects of RTI implementation on elementary reading achievement*. Paper presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- Dobbins, A., Portell, M., Long, S., Craft, S., Waldron, N., & Joyce, D. (February, 2010). *Math progress monitoring and tiered instruction: Practical implications*. Presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- Farmer, R. L., Floyd, R. G., Roberts, M. R., & Kranzler, J. H. (2011, February). *Relations between IQs and the general factor of intelligence*. Poster submitted for presentation at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Gaddis, J. G., Daley, M. L. (2011, March). *Asperger's disorder: Brain & behavior relationships*. Presentation at the A. Q. Jones Center, Gainesville, FL.

Selected Faculty & Student Presentations– Continued

- Gaddis, J. G., & Gagnon, J. C. (2011, October). *Treating anxiety disorders: Implications and strategies for using CBT with E/BD youth*. Presentation given at the Teacher Educators for Children with Behavioral Disorders (TEBCD) Annual Conference, Tempe, AZ.
- Goen, A., Tamayo, Y., Ponder, A., & Callahan, A. (2011). *Preventing weight-related problems in children and adolescents*. Poster presentation given at the Florida Association of School Psychologists Annual Conference, Orlando, FL
- Grapin, S.L., Kranzler, J.H., & Daley, M.L. (2011). *Normative assessment of the research productivity and scholarly impact of school psychology faculty in APA-Accredited Programs from 2005 to 2009*. Paper presented at the Annual Conference of the Florida Association of School Psychologists, Orlando, FL.
- Grapin, S.L., Kranzler, J.H., & Daley, M.L. (2012). *Normative assessment of the research productivity and scholarly impact of school psychology faculty in APA-Accredited Programs from 2005 to 2009*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Joyce, D., & Callueng, C. (2010, November). *Temperament Assessment for Children and Adolescents: Workshop for APA Approved Continuing Education Credits*. Presented at the North Central Florida Chapter of the American Psychological Association.
- Joyce, D., Castillo, M., Portell, M., Tropf, L., & Waldron, N. (2011, February). *RtI Services Addressing Behavioral and Social-Emotional Needs*. Presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- Joyce, D., Portell, M., Long, S., Castillo, M., & Waldron (November, 2011). *Applications of Behavioral RtI for Elementary School: Tiers I, II, III*. CEU Workshop, Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Joyce, D., Rice, S., Portell, M., Dobbins, A., Wojtalewicz, M., & Waldron, N. (2011, February). *Counseling Skills for School Psychologists Delivering Tier I-II RtI Interventions*. Workshop presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- Joyce, D., & Wojtalewicz, M. (August 2011). *Counseling Interventions within an RtI Model*. Palm Beach County School Psychologists Professional Development CEU Workshop. West Palm Beach, FL.
- Joyce, D., Wojtalewicz, M., Dobbins, A., Rice, S., & Waldron, N. (2010, November). *Counseling Interventions within an RtI Model: Tiers II and III*. Presented at the Florida Association of School Psychologists Conference, Miami, FL.
- Joyce, D., Wojtalewicz, M., Portell, M., & Waldron, N. (November, 2011). *Applied Counseling Interventions for School Psychologists: Tiers II-III*. CEU Workshop, Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Kranzler, J. H., Daley, M. L., & Grapin, S. L. (2011, February). *Research productivity and scholarly impact of APA-accredited school psychology programs*. Paper submitted for presentation at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.

Selected Faculty & Student Presentations– Continued

- Morris, J. A., Smith-Bonahue, T., Kemple, K. (2011, November). How to create a positive classroom verbal climate. Presentation at the Florida Association of School Psychologists, Orlando, FL.
- Nortey, A., Coleman, J., and Waldron, N. (2012). *Reading outcomes: Determining the effects of multi-year tiered intervention*. National Association of School Psychologists 2012 Annual Conference. Pennsylvania, Philadelphia.
- Runyons, J., Sills, K., & Leary, M. (2011). *Behavior Management Strategies for Teachers in Pre-K Disabilities Classrooms*. Skill building session at the Florida Association for School Psychology (FASP) conference, Orlando, FL.
- Shearer, D., & Colón, E. (2011, February). *Pay for Performance for School Psychologists*. Presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Steinberg, M., Gaddis, J. G., & Ribuffo, C. (2011, November). *Reading progress monitoring in juvenile corrections: A case study*. Presentation given at the Educational Strategies & Student Engagement Institute (ESSE) Annual Conference, St. Petersburg, FL.
- Tropf, L., Gaddis, J., & Joyce, D. (2010, November). *Comparison of Achievement Measures for an EBD Population*. Presented at the Florida Association of School Psychologist Conference, Miami, FL.
- Waldron, N., Kort, T., & Crosby, M. (2011). *Symposium: Improving implementation of RtI in secondary schools*. Invited presentation at the School Psychology Crown Council Annual Meeting, Gainesville, FL .
- Waldron, N., Kort, T., Joyce, D., & Castillo, M. (2010, November). *Constructing RtI Systems in Secondary Schools*. Presented at the Florida Association of School Psychologists Conference, Miami, FL.
- Wingfield, R.J., Celauro, A., & Callueng, C. (2011). *Relationships between body mass index, physical fitness, and academic performance in 6th, 7th, and 8th grade students*. Poster presented at the National Association of School Psychologists Convention, San Francisco, CA.
- Wingfield, R.J., Gallant, J.P., & Rice, S. (2011). *Treating Obsessive Compulsive Disorder with exposure response prevention: A case study of a 17- year-old female patient*. Poster presented at the National Association of School Psychologists Convention, San Francisco, CA.
- Wingfield, R., & Joyce, D. (2011, February). *Response to Intervention (RTI) K-12 Schools: Implications for Students and Clinicians*. Presented at the Psychiatry Rounds, Shands Hospital.
- Wojtalewicz, M., & Joyce, D. (2011, August). *Consulting with Teachers to Support Executive Functioning Skills*. Palm Beach County School Psychologists Professional Development CEU Workshop. West Palm Beach, FL.