

School Psychology Times

University of Florida School Psychology Program 2014-2015

Editor: Callie Gilchrest

Director's Column Dr. John Kranzler

The mission of the University of Florida's School Psychology Program (SPP) is to prepare school psychology practitioners whose activities promote the psychological and educational development and well-being of children and youth. The SPP is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between science and practice throughout all academic and professional preparation opportunities. Graduates of the SPP are prepared to work in a variety of settings. Although virtually all Education Specialist (EdS) graduates are employed in school settings, at least initially, graduates of the Doctor of Philosophy (PhD) track work in a number of different contexts. Approximately 33% of our recent PhD graduates work in the schools, whereas 54% work in clinical or health settings and 13% are employed in colleges or universities (e.g., University of Arizona, University of Houston) or professional agencies (e.g., National Association of School Psychologists). Almost 70% of graduates of the PhD track become licensed psychologists, in addition to being credentialed school psychologists. Thus, it is easy to see that the SPP does not prepare school psychologists for a *place*, but for the *profession* of psychology.

The preparation of professionals for a wide range of employment contexts is no easy task. It requires a range of individuals with overlapping skill sets, but with different areas of emphasis. The core faculty of the SPP has been comprised of Drs. John Kranzler, Nancy Waldron (recently appointed Associate Dean in the College of Education), Tina Smith-Bonahue, and Diana Joyce. The core faculty are assigned 100% to the SPP and are directly responsible for its welfare. We are very pleased to announce the addition of Dr. Joni Splett at the rank of Assistant Professor, starting Fall 2015. Dr. Splett received a Ph.D. in School Psychology from the University of Missouri in 2012. She is currently a postdoctoral fellow in the Department of Psychology at the University of South Carolina. Dr. Splett worked as a school psychologist in the Richland Two School District in Columbia during her pre-doctoral internship (June 2012) and the following two years (2012-14). She is a licensed psychologist and has taught practicum and assessment-to-intervention courses in the school and clinical-community psychology graduate programs at USC. Her research interests include school health and mental health services delivered within and across a multi-tiered system of support, universal screening for social-emotional concerns and cognitive-behavioral interventions for youth who bully. We are delighted to have Dr. Splett join the SPP!

In addition to the core faculty, the SPP is also comprised of affiliate and adjunct faculty. Affiliate faculty status recognizes individuals who made longstanding and significant contributions to the SPP. All of these professionals work full-time in other positions, but give their valuable time and energy to the SPP. This group of faculty includes Drs. Elayne Colon (Director of Assessment, College of Education), Garrett Evans (Clinical Psychologist), Gary Geffken (Chief, Children's Mental Health Unit), and Joseph McNamara (Co-Director, Obsessive-Compulsive Disorder Program). All are licensed psychologists who contribute to teaching, practicum supervision, and participate on students' supervisory committees. Adjunct faculty – a number of whom are graduates of the SPP – consist of licensed psychologists and/or certified school psychologists who are involved in on-going practicum supervision and/or classroom instruction. They include Drs. Marcia Leary, Connie Sorice, Chris Raye, Julie Ellis, Tonya Kort, and Gillian Lipari. Last, but certainly not least, are the many school psychologists and psychologists who serve as supervisors for practicum and internship. These professionals are models of exemplary practice and are responsible for supervising the work of our students in the field in school and clinic settings. There are too many supervisors involved with the SPP to name them all individually, but they play an essential role in the professional development of our students.

If, as they say, it takes a village to raise a child, then it takes a community of professionals to prepare school psychologists for the field and academia. I would like to thank each and every one of those individuals who graciously give their time and energy to the SPP. We couldn't run the SPP as well as we do without any of you. Go Gators!

Table of Contents

Faculty	2
Adjunct and Affiliate Faculty	6
The First-Year Cohort	10
School Psychology Graduate Student Association	12
School Psychology Pets	13
Where Are They Now?	14
Wisdom from Past Graduates	18
Peer Mentor Love	19
Congratulations!	20
Practicum and Internship Placements	21
Pre-K ESE	24
Dissertations	25
Assistantships and Fellowships	26
Involvement	27
Love for the UF SPP	28
Conferences	30
Conference Presentations	31
Student Publications	34
Acknowledgements	35

Dr. John Kranzler

Dr. Kranzler is the Program Director, joining 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 areas of scholarly interest concern the nature, development, and assessment of human cognitive abilities, and contemporary issues in psychoeducational assessment.



Recent Publications

- Kranzler, J. H., & Floyd, R. G. (2013). *Assessing intelligence in children and adolescents: A practical guide*. Guilford: New York.
- Farmer, R. L., Floyd, R. G., Reynolds, M. R., & Kranzler, J. H. (2014). IQs are very strong but imperfect indicators of psychometric g: Results from joint confirmatory factor analysis. *Psychology in the Schools*. DOI: 10.1002/pits.21785
- Peters, C. D., Kranzler, J. H., Algina, J., Smith, S. W., & Daunic, A. P. (2014). Understanding disproportionate representation in special education by examining group differences in behavior ratings. *Psychology in the Schools*, 51, 452-465.
- Floyd, R. G., Reynolds, M. R., Farmer, R. L., & Kranzler, J. H. (2013). Are the general factors from different child and adolescent intelligence tests the same? Results from a five-sample, six-test analysis. *School Psychology Review*, 42, 383-401.
- Grapin, S. L., Kranzler, J. H., Daley, M. L. (2013). Normative assessment of the research productivity and scholarly impact of faculty in APA-accredited school psychology programs: 2005-2009. *Psychology in the Schools*, 50, 87-101.

Dr. Kranzler is also an member of the Editorial Board of the Journal of Psychological Assessment

Dr. Diana Joyce-Beaulieu



Dr. Joyce-Beaulieu's research interests include social-emotional assessment and multi-tiered systems of support (MTSS) services for behavioral and mental health disorders. Her focus is on school-based applications of direct service. Dr. Joyce is also a member of the *School Psychology Quarterly* Editorial Board.

Current Grants

Waldron, N. & Joyce, D. 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 2014. USDOE

Recent Publications

- Joyce-Beaulieu, D., & Sulkowski, M. (in press). *Cognitive behavioral therapy in K-12 schools: A practitioner's toolkit*, (pp 1-315). NY: Springer Publishing. ISBN 9780826196385
- Joyce, D., & Rossen, E., (2014). Preparation of school psychologists in the United States. *International Journal of School and Educational Psychology*, 2(3), 166-171. DOI:10.1080/21683603.2014.934643
- Poitevien, C. Sloan, A., & Joyce, D. (2014). The new DSM-5 and Interventions for Autism Spectrum Disorder: What school psychologist need to know. *Florida Association of School Psychologists Newsletter* 40(2), 38-43.
- Soutullo, O., Palma, L., & Joyce, D. (2014). DSM-5 Depression symptoms and interventions: What school psychologist need to know. *Florida Association of School Psychologists Newsletter* 40(1), 34-47.
- Joyce-Beaulieu, D. & Grapin, S. (in press). Support for those with mental illness beyond high school. *Kappan* 96(4).

Recent Presentations

- Grapin, S. Kranzler, J., Waldron, N., Joyce, D., & Algina, J. (2014). Developing Local Risk Cut Scores for Curriculum-Based Measures. Presented at the National Association of School Psychologists Conference, DC.
- Joyce, D., Parekh, N., Flores, C., Poitevien, C. Kraul, K., & Waldron, N. (2014). Cognitive-Behavioral Counseling Skills for Effective School-based Interventions. Presented at the National Association of School Psychologists Conference, DC.
- Waldron, N., Parker, J., Kort, T., Wallace, J., Purvis, L., & Joyce, D. (2014). MTSS in High Schools: Improving core instruction and student outcomes. Presented at the National Association of School Psychologists Conference, DC.

Dr. Tina Smith-Bonahue

Dr. Tina Smith-Bonahue is an associate professor in the School of Special Education, School Psychology and Early Childhood Studies (SESPECS). She teaches courses in direct interventions in school psychology and assessment and evaluation in the Unified ProTeach Early Childhood program. Her primary research interests include aggression and challenging behaviors in early childhood, intervention for challenging behaviors, and teacher beliefs regarding children with special needs. She is interested in improving classroom quality in pre-kindergarten and providing professional development for early childhood educators.



Current Grants

Project Faculty, Florida Master Teachers Initiative. I-3 Grant from the US Department of Education. \$5,000,000 over 5 years, in Year 4

Recent Publications

- Smith-Bonahue, T., Harman, J., & Smith, S. (in press). "I Won't Be Your Friend if You Don't!" Preventing Relational Aggression in Preschool Classrooms. *Young Children*.
- Smith, S., Pereira, J., Socarras, K., Bodurtha, K., Davis, E., & Smith-Bonahue, T. (2012). Preparing to Play: A Qualitative Study of Graduate Students' Reflections on Learning Play Therapy in an Elementary School. *International Journal of Play Therapy*.
- Smith-Bonahue, T. (2013). Intervention. In S.R. Hooper & W. Umansky (Eds.). *Young Children with Special Needs*, (418-461). Upper Saddle River, NJ: Pearson.

Recent Conference Presentations

- Smith, T., Smith-Bonahue, T., Wechsler, M., & Golan, S. *Innovative, systemic professional development: Working together to improve school quality in a diverse urban school district*. National Association for the Education of Young Children, Washington, DC. (November, 2013).
- Conroy, M., Abrams, L., Sutherland, K., Smith-Bonahue, T., Wilson, R., & Daley, M., Garner, K., Sulsona, C., Miller, J., Kranzler, J., & Driscoll, D. (2013). *Genotype/phenotype comparisons of cognitive ability and academic achievement profiles of individuals with Prader-Willi syndrome*. Paper presented at the Annual Conference of the Prader-Willi Syndrome Association. Orlando, FL.
- Moore, S., Smith-Bonahue, T., & Tiplady, K. (2013, October). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the Florida Association of School Psychologists, Orlando, FL.
- Moore, S., Smith-Bonahue, T., & Tiplady, K. (2014, February). *Relationships between preschool teacher cultural beliefs and classroom practices*. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Dr. Nancy Waldron



Dr. Nancy Waldron teaches courses in cultural diversity, consultation, and academic assessment and intervention. Her research interests include the inclusion of students with disabilities in general education, contextual factors effecting implementation of multi-tiered systems of support, school improvement and systems change, and school psychology accreditation and credentialing.

Current Grants

Waldron, N., & Joyce, D. Co-Principal Investigators. Project TIER - Transforming Inquiry and Educational Practice Through Response-to-Intervention – is designed to provide a doctoral specialization for school psychologists in RtI implementation and research. Award: \$800,000. 2009-2014.

Recent Publications

- McKenney, E., Waldron, N., & Conroy, M. (2013). The effects of training and performance feedback during behavioral consultation on general education middle school teachers' integrity to functional analysis procedures. *Journal of Educational and Psychological Consultation*, 23(1), 63-85.
- McLeskey, J., Waldron, N., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *Journal of Special Education*, 48(1), 59-70.
- McLeskey, J. Waldron, N.L., Spooner, F., & Algozzine, B. (2014). *Handbook of effective inclusive schools: Research and practice*. New York: Routledge Press
- McLeskey, J., Waldron, N.L., Spooner, F., & Algozzine, B. (2014). What are effective inclusive schools and why are they important? In J. McLeskey, N.L. Waldron, F. Spooner, & B. Algozzine (Eds.). *Handbook of effective inclusive schools: Research and practice* (pp. 3-16). New York: Routledge.

Recent Conference Presentations

- Waldron, N., Parker, J., & Purvis, L. (2014). Improving high school students' achievement through multi-tiered systems of support (MTSS). Presented at the National Youth-At-Risk Conference, Savannah, Ga.
- Parker, J., Purvis, L., & Waldron, N. (2014). Community building with high schools: Teachers as natural mentors. Presented at the National Youth-At-Risk Conference, Savannah, Ga.
- Waldron, N., Parker, J., Kort, T., Wallace, J., Purvis, L., & Joyce, D. (2014). MTSS in high schools: Improving core instruction and student outcomes. Presented at the National Association of School Psychologists Convention, Washington, DC.
- Grapin, S., Kranzler, J., Waldron, N., & Joyce, D. (2014). Developing low risk cut scores for curriculum-based measures. Presented at the National Association of School Psychologists Convention, Washington, DC.
- Parker, J., Purvis, L., Waldron, N., & Kort, T. (2014). High school students as active participants in the response-to-intervention process. Presented at the National Association of School Psychologists Convention, Wash-

Dr. Nancy Waldron was appointed in July 2104 to serve as the Associate Dean for Student Affairs and Graduate Education in the College of Education.

Dr. Elayne Colón



Dr. Colón is a licensed psychologist who graduated from our program in 2005. She serves as the Director of Assessment and Accreditation for the UF College of Education. Her scholarly interests include assessing quality educator preparation, the impact of candidates and completers on P-12 student learning, and issues related to accountability and accreditation in higher education. She serves as the Research Committee Chair and Executive Board Member for the Florida Association of Colleges for Teacher Education. She also serves as a member of the university's General Education Committee and Subcommittee on Assessment.

Recent 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.

Recent Conference Presentations

Colón, E., Colvin, S., & Dana, T. (2014, March). *Changes in Models and Practices Used to Assess Impact of Teacher Education Program Graduates in First Year of Teaching*. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.

Colón, E., Dana, T., and Vernetson, T. (2013, October). *Revision of Initial and Continued Approval Standard Guidelines for Initial Teacher Preparation*. Presented at the fall meeting of the Florida Association for Colleges of Teacher Education, Estero, FL. (invited)

Colón, E., and Colvin, S. (2013, February). *What Matters Most: Lessons Learned Through Analysis of Student Learning Gains Produced by Teacher Education Program Graduates*. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.

The First Year Cohort!



Top Row (from left to right):

**Kendra Saunders, Callie Gilchrest, Kristen VanGoeye,
Lia Thibodaux, Raquel Concepcion, Erica Mesnard**

Bottom Row (from left to right):

**Melissa Gonzalez, Laura Navia, Lisa Guerrero,
Theresa LaPuma, Jihye Jung, and Elisavet Kampouri**

Meet the First Year Cohort!

- My name is Laura Navia. I was born in Colombia but raised in central Florida. I've been a Gator all my life, I completed undergrad here at the University of Florida. I absolutely love traveling, France has been my favorite! I also enjoy spending time with family and friends, and cooking.
- Hello all! My name is Raquel Concepcion and I am a Miami girl, born in the state raised by Cuban parents. I have my Masters in mental health and have recently been licensed by the state. I love working with families and young children. I enjoy yoga, playing with my dog, the beach, BBQs, music, dancing, and football!
- My name is Callie Gilcrest, I am from Fort Lauderdale, Florida. I graduated from University of Miami and love all things Hurricanes. I have two orange cats, Simba and Nala. Some of my favorite things to do are travel, cook, play soccer, watch college football, and spend the day at the beach with family and friends.
- Hi! I'm Kristen VanGoeye and I am from Kalamazoo, Michigan and did my undergrad at Central Michigan. I love the sun and the beach, hence why I moved away from the cold and snow. I love to play all sports and attend the Gator football games. I also love travel, car rides, hiking trails, watching movies, and hanging out with friends.
- My name is Erica Mesnard and I am from Asheville, NC. I did my undergrad at Appalachian State University. I enjoy eating, thinking about eating, and cooking things to eat. I also love all things Disney and country music!
- My name is Kendra Saunders, and I am originally from Fort Lauderdale, FL. Four years ago, I moved to Jacksonville, FL and completed my undergraduate degree in Psychology. Post graduation, I worked as a Kindergarten teacher for two years. My hobbies include reading fiction (I am a Jane Austen fanatic), listening to music, watching tv/movies, coffee and tea tastings, and traveling.
- My name is Lisa Guerrero. I am originally from Cali, Colombia but I've been living in South Florida since 2001. I did my undergrad here, at UF. Some of my hobbies include: swimming, yoga, reading, dancing, and spending time with family and friends. I enjoy traveling but I've only traveled around the United States and South America.
- Hi everyone, my name is Melissa Gonzalez. I am originally from Fort Lauderdale, FL, but did my undergraduate at the University of Hawai'i and spent the last three years there before moving to Gainesville. I enjoy going to the beach, watching movies, hiking, and stand-up paddle boarding. I also really love traveling and hope to experience as many countries as possible in my lifetime.
- My name is Theresa LaPuma. I am from Upstate New York. I did my undergrad at Syracuse University. I absolutely love Disney, any food involving cheese, and hanging out with friends and family!
- My name is Jihye. I grew up in Pembroke Pines FL, and did my undergrad here at UF. Some of my hobbies are binge watching old movies, traveling and searching for new places to eat. I am also a huge lover of batman, gummy bears and the color mint.
- Hi my name is Lia Thibodaux, and I am originally from Panama City. I did my undergrad at University of South Florida in Tampa. I love small towns, elephants, sign language, and cooking. I hate being far away from beach, but I like Gainesville better than Tampa!
- My name is Elisavet Kampouri. I was born in Greece, but have lived in Palm Beach, Florida since 2001. I did my undergrad at the University of Florida. Go Gators! Some of my hobbies include spending time with my family and friends, cooking and baking, and going to the beach!

School Psychology Graduate Student Association (SPGSA)

What is SPGSA?

The School Psychology Graduate Association (SPGSA) is a student-run organization designed to represent and serve the interests of students in our program. Your six elected officers plan, host, and organize events to encourage positive relationships among students, with faculty, and with other professional and graduate organizations across campus. SPGSA was busy with activities throughout the fall semester and looks forward to more events in the spring!

This semester we have reached out to students at both the University of Florida and Santa Fe College to spread awareness of school psychology, provide information on graduate school and a career in school psychology, and to answer any questions individuals have about school psychology. One of our officers spoke to an Introduction to Counseling class at UF and another spoke to an Introduction to Psychology class at Santa Fe. We hope to continue to speak to various undergraduate courses next semester. In the future, we have plans to put together a bulletin board within Norman Hall that tells about school psychology and our program. We will also continue to spread awareness about the field by reaching out to undergraduate organizations in both education and psychology.

The beginning of the semester social on August 28th was a fantastic time for students to relax after the first week of classes and for the different cohorts to get to know each other. Then on October 18th, we had a tailgate that was a great time for students to commune together and have some Gator pride! On December 5th we will also have a Holiday end of semester potluck for students where they will be able to unwind and have some fun after a productive Fall semester! There, SPGSA will be collecting clothing and toy donations to make the wishes of two children (ages 1 and 6) come true! We look forward to continuing the fun and volunteering next semester with a Spring kick off get-together at Rokey's Dueling Piano Bar, a Super Bowl party, an a St. Patrick's day event! SPGSA can't wait to see you all there!



SPGSA Officers

Co-Presidents: Christopher Poitevien (3rd Year) and Kaitlyn Tiplady (3rd Year)

Secretary: Olivia Soutullo (3rd Year)

Treasurer: Alyssa Scafidi (2nd Year)

Social Chair: Brittany Ubaldini (2nd Year)

PR Chair: Elizabeth Kenney (2nd Year)

Interview with Dr. Christina Hayes

Dr. Christina Hayes is a graduate of the University of Florida School Psychology Program, and now serves as a District Program Specialist for Psychological and Gifted Services in the School District of Indian River County, Florida.

Please describe your current position, roles, and responsibilities.

I serve as a District Program Specialist for Psychological & Gifted Services. In this position, my roles and responsibilities involve: coordinating and supervising school psychological services for the district, coordinating and supervising gifted services for the district, serving as the coordinator of the District Crisis Team, serving as the chair of the District MTSS Core Design Team, serving on the District Level Core Design Team for district systems change, and providing guidance and coaching for Exceptional Student Education and Student Services Staff members.

What experiences in the UF SPP helped you reach your current position?

While in UF's SPP, the coursework, practicum experiences, and internship provided integrated and comprehensive preparation which laid a firm foundation for additional growth and development as a school psychologist. While at UF, I gained the core knowledge and background needed to effectively function across school psychological competency areas, and also had the invaluable opportunity to specialize in working with linguistically and culturally diverse populations. Additionally, the diversity of practicum experiences (i.e., elementary and secondary level schools, PK Yonge Developmental Research School, UF Juvenile Law Clinic, Shands at Vista Crisis Stabilization Unit, etc.) that I had the opportunity to take part in increased my skills and comfort level with fulfilling the diverse roles of a school psychologist. Finally, my research assistantship experiences including serving as a teacher assistant for the College of Education and a research assistant within the college of Medicine well-prepared me for the leadership roles I currently undertake in the area of district level professional development and our district systems change initiative.

Did you feel well-prepared from your experiences in the program when starting your current position?

I definitely felt well-prepared when entering work as an intern and school psychologist by the program at UF. In my current position as a supervisor of school psychological services, I also have observed that UF graduates enter internship and their first years as a school psychologist with a depth of knowledge and caliber of training that is impressive. Certainly, I attribute the foundation that was built from my years in the program as vital to my ability to effectively function as a supervisor of school psychological services and know that I was able to greatly benefit from subsequent experiences as a school psychologist due to the high quality of initial preparation received.

What advice would you give to current students in the program?

During your years within the program, as well as throughout your career the cultivation of a mindset characterized by maintaining a state of continuous professional growth is vital to continued optimal functioning and satisfaction as a school psychologist. I find that school psychologists who maintain this growth mindset demonstrate incredible resilience and effectiveness, despite any challenges they may encounter when engaged in the work of this gratifying field.

Advice from Students on Internship

What advice do you wish to give to current students about the internship application process and the internship experience in general?

“The best way to prepare for internship is to BREATHE! We really are prepared and districts look at our program highly. When you go into an interview, they aren't just interviewing you.. you are interviewing them too! I would definitely suggest that all prospective interns have their possible sites ranked before match day. You don't want to get wrapped up and accept your first call if that isn't your top choice. Good luck!”

-Jeisha Gleaton (3rd Year)

“It may not be helpful now, but I stressed myself out way more than necessary. It's not as scary as you think it is. Take deep breaths. Stay organized. When you interview, remember that you're interviewing them as well...the internship site should be selling themselves to you, too. Ask questions...lots, and lots, of questions, and seek out information, especially regarding your interests and experiences you want from your internship. It'll actually be over before you know it. You're all brilliant, competent individuals....let them know it! Best of luck!”

-Jillian McFarlan (3rd

“I offer this advice to current students: Know yourself and don't underestimate the power of your support system! Have a general or specific career plan, as your career goals can help you identify specific internship sites that may be more suitable for you. Be able to discuss your strengths and the skills that you expect to bring “to the table.” After all, you may have unique skills and experiences that will set you apart from other candidates. Reach out to your peers and graduate faculty for support. You may want to talk to current or previous interns about their experiences with interviewing at specific sites. Your cohort members can assist you with enhancing your interview skills, which may include conducting mock interviews and providing invaluable feedback. Graduate faculty members can help you enhance your vita and cover letter. They also may offer additional tips given their knowledge of current trends in the field. There may be other ways in which these individuals (or others) can support you, so my final words of advice is try not to feel like you have to tackle this process alone!” -Janise Parker (5th Year)

Peer Mentor Love

Students of the UF School Psychology Program are assigned mentors and mentees. Students are linked with other students to seek support and advice. It is a positive experience for everyone involved and inspires inter-cohort bonding. Here are some quotes of love about peer mentors:

- *“Kaitlyn Tiplady has been super helpful as a peer mentor this year! She is always there for support and willing to help out in any way that she can.” -Alyssa*
- *“Brittany U. has helped me so much in giving advice about classes and assignments. Anytime I have questions she readily answers back and tries to provide me with any relevant, helpful information. Adjusting to the program has been much easier with her help.” -Jihye*
- *“Elizabeth Kenney has been instrumental to my successful transition into graduate studies. She is friendly, caring, and extremely knowledgeable. I could not ask for a better peer mentor!” -Kendra*
- *“Olivia S. is a great peer mentor! She always provides useful information and is wonderful at giving advice, as well as offering help when needed!” -Pamela*
- *“My peer mentor is Brian. He has been so great answering any questions I have. He is always available when I need something and has been so kind and helpful!” -Laura*
- *“Pamela is an awesome peer mentor! She is always there to provide advice whenever I need it! It has been very helpful to have her to turn to for questions and for support.” -Elisavet*
- *“Anna has been super helpful! She is always available to answer my questions and meets with me weekly. She has been a great resource for academics as well as other aspects of the program!” -Lia*
- *“Kaitlyn has been a positive role model and is there to give me guidance whenever I have questions about the program or practicum.” -Katie*
- *“Katie has been a great help in starting the program. We share similar backgrounds, having both entered the program with a previous Master's degree. She has helped in review of school work, connecting me with a possible job opportunity, and enjoying fun times like Gator Growl and football tailgates” -Raquel*
- *“Lee Purvis has been a great mentor, able to help me through an issues I have.” -Chris P.*
- *“Brittany U. has been an amazing peer mentor! Without her, I would have been so overwhelmed with information. Thank you so much for being there for me during this transition into graduate school.” -Melissa*
- *“Olivia Soutullo, thank you for being such a fantastic peer mentor, role model, and friend in the program for two years now. I don't know what I would do without you!” -Elizabeth Klinepeter*
- *“I love my peer mentor Kaitlyn! It's great to know that, as a second year, there is someone in the program who has been where I am and is always ready and willing to share their experiences and give advice! I look forward to my meetings with Kaitlyn immensely and am very grateful for her help and guidance! She's awesome! I also love that all of the other third years are also ready and willing to help! “ - Elizabeth Kenney*
- *“Elizabeth Klinepeter is an awesome mentor! She has helped me so much throughout the semester, talking to me about the program and helping me get started with research. She has been very valuable to me.” -Lisa*
- *“Dear Jana, thanks so much for always making yourself available to answer any questions and offer your support!” -Lauren*
- *“Alyssa is such a great peer mentor and is readily available to help me at anytime. She is always there for me and very supportive and I cannot thank her enough for everything!” -Kristen*

Congratulations!

- Anna Schrack got married on August 9th to the love of her life, Shane Troutman.
- Cecelia had her little miracle baby boy, Michael James Ribuffo, Jr., on April 29th.
- Lindsey is making significant progress in the development of her educational gaming startup, Immersed Games. With a successful Kickstarter, she was able to raise \$50,000!



- Raquel started working as a Comprehensive Behavioral Health Assessor. She will be conducting observations of children placed in relative or foster care and making recommendations to the dependency court.
- Jeisha became the Leadership Seminar Chair for the Hugh O'Brian Youth Leadership Seminar that aims to develop leadership abilities in high school sophomores.
- Elizabeth Klinepeter was recognized as 1 of 8 finalists for Catholic Charities of the USA's 2014 Volunteer of the Year Award this year for seven years of service at Camp I Am Special in Jacksonville, FL.
- Kristofer is excited and humbled to be nominated for the 2014 FASP Graduate Studies EdS Level Award!
- Lia recently adopted a cat named Kalayo, which means fire in Cebuano!
- Kristen is fostering dogs through Helping Hands Pet Rescue in Alachua County.
- Laura Navia got engaged to her fiancé Ryan this summer in Paris at the Palace of Versailles!



- Dr. Nancy Waldron was appointed in July to serve as the Associate Dean for Student Affairs and Graduate Education in the College of Education.
- Janise Parker got married on February 8th!



Practicum Placements

Callie Gilchrest (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu
Elisavet Kampouri (1st Year, Ed.S.) Interlachen Elementary, Putnam County with Audrey Lamoureux
Erica Mesnard (1st Year, Ed.S.) CL Overturf and Jenkins Middle School, Putnam County with Julie Sloan
Jihye Jung (1st Year, Ed.S.) C.W. Norton Elementary, Alachua County with Kathryn Anderson
Kendra Saunders (1st Year, Ed.S.) Ochwilla Elementary, CL Overturf, and Jenkins Middle with Julie Sloan
Kristen VanGoeve (1st Year, Ed.S.) Pre-K ESE Evaluation Services in Alachua County with Tracey Bryant
Laura Navia (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu
Lia Thibodaux (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu
Lisa Guerrero (1st Year, Ed.S.) PK Yonge Developmental Research School with Dr. Chris Raye
Melissa Gonzalez (1st Year, Ed.S.) PK Yonge Developmental Research School with Dr. Chris Raye
Raquel Concepcion (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu
Theresa LaPuma (1st Year, Ph.D.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu



“At PK Yonge, I participate in school consultation, counseling, assessment, development of intervention plans, and supervision of peer students.” -Alyssa Scafidi

“I am placed with Dr. Marcia Leary in Alachua County. I take part in assessments, interventions, counseling, and consultation services for students with low incidence disabilities throughout the county.” - Elizabeth Klinepeter

“At PK Yonge, I have administered assessments such as curriculum based measurements and gifted screening. I have participated in classroom observations in elementary, middle, and high school, and observed an IEP meeting. I have consulted with a teacher and helped create a behavior plan for a child with behavior problems. I am lucky to have such a wide variety of experiences in my first semester of practicum.” -Laura Navia

Alyssa Scafidi (2nd Year, Ed.S.) PK Yonge Developmental Research School with Dr. Diana Joyce-Beaulieu
Anna Schrack (2nd Year, Ph.D.) Ocala Springs and other schools in Marion County with Krista Garner
Brian Zabowski (2nd Year, Ph.D.) PK Yonge Developmental Research School with Dr. Chris Raye
Brittany Thomas (2nd Year, Ed.S.) Anthony Elementary, North Marion Middle School, and North Marion High School, Marion County with Stacy Heck
Brittany Ubaldini (2nd Year, Ed.S.) PK Yonge Developmental Research School with Dr. Chris Raye
Elizabeth Kenney (2nd Year, Ph.D.) Maplewood and Wyoming Park Elementary Schools with Candice Scott
Elizabeth Klinepeter (2nd Year, Ph.D.) Alachua County Schools with Dr. Marcia Leary
Katie Marsh (2nd Year, Ph.D.) Milestones in the Making, Alachua County with Lisa Schiavoni
Lee Purvis (2nd Year, Ph.D.) Shands Psychiatric Adolescent Outpatient Care
Pamela Mendoza (2nd Year, Ed.S.) Marion County Schools with Yvette del Nodal

Advanced Practicum Placements

Christopher Poitevien (3rd Year, Ph.D.) Shands Psychiatric Adolescent Outpatient Center

Kaitlyn Tiplady (3rd Year, Ph.D.) McKnight Brian Institute

Olivia Soutullo (3rd Year, Ph.D.) Shands Psychiatric Adolescent Outpatient Center

Brittany Werch (4th Year, Ph.D.) Haile Therapy and Behavioral Medicine

Jana Wallace (4th Year, Ph.D.) Haile Therapy and Behavioral Medicine

Kelly Carrasco-Decker (4th Year, Ph.D.) Fundamental Therapy Center

Natasha Parekh (4th Year, Ph.D.) Shands Psychiatric Adolescent Outpatient Center

Kaycee Reese (4th Year, Ph.D.) Shands Psychiatric Adolescent Outpatient Center

Cecelia Ribuffo-Duggan (5th Year, Ph.D.) McKnight Brian Institute

Colleen Butcher (5th Year, Ph.D.) McKnight Brian Institute

Internship Placements

Adrienne Sloan (3rd Year Ed.S.) Duval County Public Schools

Angelina Nortey (5th Year Ph.D.) Dallas Independent School District

Christopher Wilson (3rd Year Ed.S.) Alachua County Public Schools

Janise Coleman (5th Year Ph.D.) PK Yonge Developmental Research School

Jeisha Gleaton (3rd Year Ed.S.) Hillsborough County School District

Jillian McFarlan (3rd Year Ed.S.) Sarasota District Schools

Kristofer Kraul (3rd Year Ed.S.) Pinellas County School Board

Lauren Palma (3rd Year Ed.S.) The School District of Palm Beach County

Matthew Daley (7th Year Ph.D.) UF Division of Medical Psychology

Nichol Inman (3rd Year Ed.S.) Volusia County School District

Nicole Jean Paul (3rd Year Ed.S.) Volusia County School District

Ph.D. Dissertations

Michelle McDonald (4th):

School Psychologists' Perceptions of their Role Transition into Effective Change Agents in the Response to Intervention Model

Chair: Dr. Nancy Waldron

Co-Chair: Dr. Diana Joyce.

Angelina Nortey (5th):

Topic: Racial Disparities in School Discipline

Chair: Dr. Nancy Waldron

Colleen Butcher (5th):

Based on: Social Skills Assessments of Children with Autism Spectrum Disorders

Chair: Dr. Smith-Bonahue.

Jill Welsh (6th):

Understanding the Process in which Parents Make Treatment Decisions for their Children with Autism Spectrum Disorders

Chair: Dr. Nancy Waldron

Sally Grapin (6th):

Developing local cut scores for curriculum-based measure of oral reading fluency in multi-tiered systems of support (MTSS)

Chair: Dr. John Kranzler

Akiko Goen (7th):

Topic: Traumatic Brain Injury

Chair: Dr. John Kranzler

Doug Jones (7th):

Executive Functioning and Academic Achievement in Students with ADHD

Chair: Dr. Thomas Oakland

Gillian Escalada Lipari (7th):

Reading Comprehension Intervention: Metacognitive Strategy Instruction with Sixth Grade Students

Chair: Dr. Nancy Waldron

Justin Gaddis (7th):

Reading Performance and High-stakes Statewide Assessment in a Juvenile Corrections Facility

Chair: Dr. John Kranzler

Lindsey Troph (7th):

Motivation, Goal Orientation, and Academic Performance in Educational Games and Affinity Spaces

Chair: Dr. John Kranzler

Co-Chair: Dr. Ritzhaupt (Educational Technology)

Matt Daley (7th):

Effects of Obesity on Neurocognitive Ability of Children with Early-Onset Morbid Obesity and Prader-Willi Syndrome

Chair: Dr. John Kranzler

Co-Chair: Dr. Daniel Driscoll

Assistantships and Fellowships

Callie Gilchrest (1st Year, Ph.D.) Graduate Assistantship as Test Librarian, Research Assistantship with Dr. Brain Reichow, Grinter Fellowship, Irving and Rose Fein Reading Fellowship

Erica Mesnard (1st Year, Ed.S.) Graduate Assistantship College of Liberal Arts and Sciences Advisor

Kendra Saunders (1st Year, Ed.S.) Graduate Assistantship Santa Fe College Student Life Business Office

Laura Navia (1st Year, Ph.D.) Graduate School Fellowship

Lia Thibodaux (1st Year, Ph.D.) Graduate School Fellowship, Research Assistantship with Dr. Brain Reichow

Raquel Concepcion (1st Year, Ph.D.) Graduate School Fellowship

Theresa LaPuma (1st Year, Ph.D.) Graduate School Fellowship

Alyssa Scafidi (2nd Year, Ed.S.) Graduate Assistantship with the University of Florida Office of Education, Institute of Education Sciences, National Center for Special Education Research

Anna Schrack (2nd Year, Ph.D.) Graduate Assistantship in the Reitz Union Administration

Brian Zabowski (2nd Year, Ph.D.) Graduate School Fellowship

Elizabeth Kenney (2nd Year, Ph.D.) Teaching Assistantship teaching Introduction to Special Education in the UEC ProTeach Program

Elizabeth Klinepeter (2nd Year, Ph.D.) Graduate School Fellowship, Research Assistantship in the Behavior Analysis Research Clinic

Katie Marsh (2nd Year, Ph.D.) Graduate Assistantship in the COE Office of Educational Research, Teacher Assistantship teaching Human Growth and Development, Grinter Fellowship, OSL Strategy Tutor in the Office of Student Learning

Lee Purvis (2nd Year, Ph.D.) Teaching Assistantship at University of Florida, Teaching Assistantship at Santa Fe College

Christopher Poitevien (3rd Year, Ph.D.) Alumni Fellowship



In addition to these listed assistantships and fellowships, it should be noted that students in our program have many other within-University positions such as working as a tutor for the University of Florida Athletic Association, working as a mental health therapist within the Maternity and Infant Care Project, and working in the genetics lab within the Department of Pediatrics, to name a few.

We Love the UF SPP

Here are some reasons why our students love the School Psychology Program at the University of Florida:

- “I'm grateful for the UF SPP and the opportunity to study in a program I know will best prepare me for my future career, while learning from great professors who share infinite knowledge and are inspiring role models of successful practitioners in the field. At the same time, it's incredibly gratifying to be able to grow as a student and a person along with a fantastic group of individuals, my cohort, who challenge me and have become the best support system as well as friends.” -Pamela M. (2nd year)
- “UF SPP is the most welcoming and diverse group of people that I have had the pleasure of working with! Somehow everyone's uniquely different experiences and personalities mesh in the best way possible, creating a compatible group that gets along so well!” -Alyssa S. (2nd year)
- “I love the amount of hands-on experience we receive here at UF SPP. I appreciate the opportunities to be involved in research and we are encouraged to gain a number of experiences outside the classroom.” -Raquel C. (1st year)
- “The biggest draw to the program is the high level of support within the cohorts and across the program in general. The faculty is very approachable, making it easy to tap into the various opportunities offered throughout the program. I also love how they give you freedom to find your own specialization and develop a niche.” -Katie M. (2nd year)
- “I chose this program because of the diverse practicum and research opportunities. The faculty is very supportive and my cohort is amazing!” -Laura N. (1st year)
- “I love the UF SPP because it provides a perfect combination of challenging academics, extensive real-world practicum experiences, and a wide variety of opportunities for research and personal and professional development. The people who make up the program are fantastic, and I cannot imagine pursuing graduate studies anywhere else!” - Elizabeth Klinepeter (2nd year)





- “The UF SPP provides students with many opportunities to grow personally and professionally. Students receive high quality training in fundamental skill areas and support to pursue individual interests.” -Kris K. (3rd year)
- “I love UF's SPP because of the support I receive from faculty and the various teaching and practicum opportunities that are available.” -Lee P. (2nd year)

- “The UF SPP gives me a lot of flexibility to pursue my interests that are definitely not that of the average school psychology student (or professor) anymore.” Lindsey T.
- “What I most love about UF SPP is the colleagues I have met and the friendships I have developed. I wouldn't be where I am today without my cohort and peers in the program. “ -Jillian M. (3rd year)
- “The University of Florida's program offers an outstanding education while at the same time provides a wide array of field experiences. The collaboration and connections with other departments, schools and researchers makes the graduate experience here exceptional. “ - Cecelia R. (5th year)

- “I love UF SPP because it gives me numerous opportunities to not only learn about my future career field and practice my skills, but to also make lifelong friendships and professional connections. The program is housed within one of the best universities in the nation (the best if you ask me) and offers unmatched opportunities for learning and development.” -Elizabeth Kenney (2nd year)
- “It's all about the people. The level of support and collaboration with professors, within cohorts, and across cohorts is truly something to be admired.” -Lauren P. (3rd year)



Conference Presentations



Joyce, D., Flores, C., Parekh, N., Poitevien, C., Kraul, K. (2014). Cognitive-behavioral counseling skills for effective school-based interventions. Presentation at the annual conference of the National Association of School Psychologists, Washington, D.C.

Joyce, D., Flores, C., Parekh, N., Poitevien, C., Kraul, K., Waldron, N. (2013). Cognitive behavioral therapy basics for school psychologists. Presentation at the annual conference of the Florida Association of School Psychologists, Orlando, FL

Klinepeter, E. A., McWherter, W., Mazur, S., Connolly, C. G., Gatto, C. M., & Diehl, J. J. (2014, May). The role of perceived teacher autonomy support in promoting postsecondary education expectations in students with autism spectrum disorder. Presented at the International Meeting for Autism Research, Atlanta, GA.

Klinepeter, E., & Foster, M. (2014, December). Retrospectives on factors influencing inclusive opportunities for college students with multiple disabilities. Accepted to the 2014 TASH Conference, Washington, D. C.

Klinepeter, E., Mehrkam, L. R., Slocum, S. K., Peters, K. P., & Vollmer, T. R. (2015, May). Using a differential-reinforcement procedure to treat pica. Accepted to the Association for Behavior Analysis International Annual Convention, San Antonio, TX.

Klinepeter, E., Mehrkam, L. R., Slocum, S. K., Peters, K. P., Wunderlich, K., Simms, C., & Vollmer, T. R. (2014, September). An evaluation of an exchange response to treat pica. Presented at the Florida Association of Behavior Analysis Annual Convention, Bonita Springs, FL.

Klinepeter, E., Scafidi, A., Thomas, B., & Smith-Bonahue, T. (2015, February). Educational inclusion of students with significant disabilities: Why and how. Accepted to the National Association of School Psychologists Annual Convention, Orlando, FL.

Kraul, K. & McFarlan, J., Joyce, D. (2013). Cyberbullying: Improving real-world outcomes from cyber-world interactions. Presentation at the annual conference of the Florida Association of School Psychologists, Orlando, FL.

Martinez, J., Werch, B., Prykanowski, D., Marsh, K., & Conroy, M. (2014). An Activity-Based Approach for Facilitating Peer-Related Interactions for Young Children with Autism Spectrum Disorders. Division for Early Childhood International Conference on Young Children with Special Needs and their Families, St. Louis, MO.

Martinez, J., Werch, B., Reese, K., Marsh, K., & Conroy, M. A. (2014). Investigating Assessment-Based Social Competence Interventions in Children with Autism Spectrum Disorders. Association for Behavior Analysis International Conference, Chicago, IL.

Parker, J., Purvis, L., & Waldron, N. (2014, March). Community building within high schools: Teachers as natural mentors. National Youth At-Risk Conference. Savannah, Georgia.

Conference Presentations

Parker, J., Purvis, L., Wallace, J., & Waldron, N. (2014, February). High school students as active participants in the response-to-intervention process. National Association of School Psychologists Annual Convention. Washington, D. C.

Poitevien, C., Klinepeter, E., Wilson, C., & Joyce, D. (2014, November). Hospital to school transition for cancer survivors: Implications and practices. Accepted to the Florida Association of School Psychologists Annual Conference, Sarasota, FL.



Soutullo, O., Kraul, K., Molina, T. (2014). Dropout prevention: Evaluating risks and consequences, facilitating prevention efforts. Presentation at the annual conference of the Florida Association of School Psychologists, Sarasota, FL

Soutullo, O., Kraul, K., Molina, T. (2015). School dropout: Risks, consequences, and proven prevention programs. Presentation at the annual conference of the National Association of School Psychologists, Orlando, FL

Waldron, N., Parker, J., & Purvis, L. (2014, March). Improving high schools students' achievement through multi tiered systems of support. National Youth At-Risk Conference. Savannah, Georgia.

Waldron, N., Parker, J., Kort, T., Wallace, J. Purvis, L. & Joyce, D. (2014, February). MTSS in high schools: Improving core instruction and student outcomes. National Association of School Psychologists Annual Convention. Washington, D. C.

Zaboski, B., Kenney, E., Marsh, K., Mendoza, P., Schrack, A., Ubaldini, B., & Colon, E. (2014). Contemporary Issues in School Psychology and Education. Florida Association of School Psychologists Conference, Sarasota, FL.



NASP 2015
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Student Publications

- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2013). Evidence based practices in severe disabilities. Gainesville, FL: University of Florida, Collaboration for Effective Educator Development, Accountability and Reform Center.
- Fivush, R., Bohanek, J., Zaman, W., & Grapin, S. (2012). Gender differences in adolescents' autobiographical narratives. *Journal of Cognition and Development*, 13, 295-319.
- Gagnon, J. C., Murphy, K. M., Steinberg, M. K., Gaddis, J. G., & Crockett, J. B. IDEA-related professional development in juvenile corrections schools. *Journal of Special Education Leadership*, 26(2), 1-15.
- Grapin, S.L., Kranzler, J.H., & Daley, M.L. (2013). Normative assessment of the scholarly productivity and impact of school psychology faculty. *Psychology in the Schools*, 50, 87-101.
- Israel, M., & Ribuffo, C. Universal design for learning innovation configuration. Gainesville, FL: University of Florida, Collaboration for Effective Educator Development, Accountability and Reform Center.
- Joyce, D., & Grapin, S.L. (2012). School psychologists' role in facilitating successful post-secondary transitions for students with disabilities. *Communiqué*, 41, 1, 20- 24.
- Karpiak, C. P. & Zabolski, B. A. (2013). Lifetime prevalence of mental disorders in the general population. Chapter in G. P. Koocher et al. (Eds.), *Psychologists' Desk Reference* (3rd ed.). New York: Oxford University Press.
- McDonald, M.F. (2013). Implementing RTI: The role of the school psychologist linking assessment to intervention. *Communiqué*, 42(2), 8-9.
- McDonald, M.F. (2013). The impact of school breaks on students living in poverty. *Communiqué*, 41(7), 32-33.
- McDonald, M.F., Pedley, T., Von Der Embse, N., Barbarasch, B., & Sulkowski, M. (in press). *Communiqué*.
- Norcross, J.C. & Zabolski, B. A. (2013). Common Clinical Abbreviations and Symbols. Chapter in G. P. Koocher et al. (Eds.), *Psychologists' Desk Reference* (3rd ed.). New York: Oxford University Press.
- Zabolski, B. A., Norcross, J. C., & Santrock, J. W. (2012). There's a book for that: Top-rated self-help books. *The Register Report*, 38, 29 - 31



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