

School Psychology Program Newsletter



Announcements

Program Accreditation

After much hard work from our faculty and students last year, the doctoral program is approved in full by APA, NASP, and nationally certified by NCATE!

The specialist program is currently approved with conditions by NASP. Our faculty resubmitted in September and we should hear back in the spring! We'll keep you informed as we hear from the accreditation committee.

We'd like to extend a great big
THANK YOU...

...to Dr. Birdwhistell for teaching Cognitive Assessment this semester.

Welcome to the team!

And to Dr. Leachman who is teaching Intro to School Psychology! We owe you many thank yous for all the fantastic courses you've taught for our students!

IEP and Due Process Training

On August 25, Marti Ginter, Director of the Central Kentucky Educational Cooperative, provided students and faculty with two hours of training in IEPs and due process. We were appreciative of this opportunity to learn and work with the local Cooperative.

In this issue...

SASP Page 2
Awards & Graduates Page 2

Incoming Students Pages 3-4

Publications Page 5
Practicum & Internship Page 6

Upcoming Events Page 7

Alumni Spotlight Page 8-11
Clinic News Page 9



SASP

The Student Affiliates in School Psychology (SASP) is off to a strong start this year!

Over the summer, current members were assigned incoming student and helped their mentees prepare for their first year of graduate school! Before classes started, SASP hosted a dinner for the incoming students to welcome them into the School Psychology family. Who knew so many graduate students could cook so well?!

SASP also had a table at the College of Education's annual K-Week event. The showing resulted in many potential new members joining the mailing list and several students expressing interest in school psychology as a field!

Throughout the semester, SASP will be volunteering at with DSACK, Bluegrass Miracle League, celebrating Latino Heritage Month, promoting Bully Prevention and raising awareness for School Psychology.

Thank you to everyone who donated or joined us at Mellow Mushroom on October 13 from 4:00pm-9:00pm to fundraise for the Guadalajara Soccer Club of Kentucky in honor of Latino Heritage Month!

Congratulations to our Graduates!

August EdS Graduates:

Callie Tucker
Megan Hobbs Begovic
Alyssa Diefenthaler
April Sigler
Elizabeth Wilcox

August PhD graduates:

Dr. Jennifer Hoffman
Dr. Martha Hinchey

Awards

Dr. Fedewa was awarded the SSSP Mid-Career Award for Promising School Psychology Researchers.

Dr. Fisher was selected to participate in the APA Minority Fellowship Program – Psychology Summer Institute, and the National Institute on Drug Abuse Diversity Supplement Training Program.

Dr. Hammond was awarded a Faculty Fellow from the university.

Katie Hastings has won the Paul Burberry Award from HDI this summer as well as the Association of University Centers on Disabilities (AUCD) 2015 Anne Rudigier Award

Presentations

Terrell, K., Sheppard-Jones, K., Harp, B. (2015, June). Mentoring Partnerships for College Students with Disabilities. Poster presentation at the American Association on Intellectual and Developmental Disabilities conference.

Rodgers, A. D., Ables, A. P., Ruble, L. A., Kuravackel, G. M., Reese, R. J., Odom, J. A., & Jackson, M. W. (2015, May). A COMPASS for Hope: A parent training and support program for children with ASD and problem behavior. Poster presentation at the 2015 International Meeting for Autism Research.

Fedewa, A. L. (2015, August). Effects of Stability Balls on Children's On-Task Behavior, Academic Achievement, and Discipline Referrals: A Randomized Controlled Trial. Journal of Occupational Therapy Continuing Education Workshop.

Congratulations to Dr. Ruble, Venus Wong, and Katie Hastings, who have just been accepted to present their poster "Outcome Measurement of Social Skills Groups for Children with ASD" at NASP in February 2016!

Incoming Students

The School Psychology Program welcomes 6 new EdS students and 2 new PhD students to the program!



Jordan Allen is a doctoral student in the School Psychology program. He graduated from the University of Tennessee in Knoxville in 2011 with his BA in Communication Studies. He then received his MS in Mental Health Counseling in 2014 from Carson-Newman University in Jefferson City, TN. Jordan spent two years interning for the Helen Ross McNabb Center, a non-profit community mental health agency based in Knoxville, TN. Here he worked with youth ages 3-18, focusing mainly on high school aged students. His current research interests are exploring the link between physical wellness (diet and exercise) and classroom performance.



Olivia Lochner is a doctoral student in the School Psychology program. Olivia graduated from Western Carolina University with a B.S. in Psychology and a minor in Business Administration. Her primary research interests during undergrad were correlating preschool children's personality traits to their pre-literacy skills and social emotional well-being. During her undergraduate career, she also focused on cheating in the online classroom. Her current research interest are the implantation of evidence-based Response to Intervention (RTI) programs for minority children within the criminal justice system



Emma Chadd is an Ed.S. student in the School Psychology program. She graduated from Capital University in Columbus, OH in 2015 with a B.A. in Psychology and minors in Computational Science and Math. Throughout her undergraduate career, she was involved in research for Future Possibilities Incorporated, a youth mentoring program. In addition, she held an internship mentoring patients at Twin Valley Mental Healthcare, a mental health hospital. Her undergraduate research interests included anxiety and depression among undergraduate students and perceived sources of stress. Throughout her graduate career, Emma plans to focus on autism spectrum disorders and early intervention. She will begin her practicum in Clark County.



Elizabeth Ferguson is an Ed.S. student in the School Psychology program. She is originally from Greer, SC. She graduated from Clemson University in 2015 with a B.A. in Psychology and a minor in Communications. During her undergraduate career, she was involved in research that focused on sleep movement. This led her to co-author two posters that were presented at the Southeastern Psychological Association's annual meeting in Hilton Head, SC and the 27th annual Association for Psychological Science convention in New York City, New York. Elizabeth will be starting her practicum in Boyle County.

Incoming Students continued



Maggie Hartlage is an Ed.S. student in the School Psychology program. Maggie graduated from Centre College with a BS in Psychology and a minor in Politics, playing varsity basketball during her time at Centre. While at Centre, Maggie was involved in research on jury selection. As a school psychology graduate student, she is interested in the relationship between organized team sports and their impact on school aged children



Shelby Kerwin is an Ed.S. student in the School Psychology program. She received her B.A. in Psychology from Ohio University in May 2015. During her undergraduate career, she was a research assistant focusing on teacher attitudes and responses to students with Attention-Deficit/Hyperactivity Disorder. As a School Psychology graduate student, she is interested in early intervention and effective services of students with Autism Spectrum Disorders. Shelby will also be working on the Graduate Certificate in Developmental Disabilities.



Hillary Moore is an Ed.S. student in the School Psychology program. She is originally from Hyden, KY. She graduated from Centre College in 2015 with a BS in Psychology, where she was involved in research on the voir dire jury selection process. As a school psychology graduate student, she is interested in early intervention and integration of students with ASD, as well as services for families of children with autism spectrum disorders.



Sarah Wooten is an Ed.S. student in the School Psychology Program. She received her B.A. in Psychology from the University of Kentucky in May 2015. During her undergraduate career, she was a clinic assistant at the Harris Psychological Services Center and a research assistant for the Psychology and Family Studies Department. Sarah is currently a Teaching Assistant in the Psychology Department. She is also pursuing the graduate certificate in Developmental Disabilities from the Human Development Institute.

Publications

Erwin, H. E., Fedewa, A. L., Thornton, M. & Ahn, S. (in press). Elementary Students' Physical Activity Levels and Behavior when using Stability Balls. *Journal of Occupational Therapy*.

Fedewa, A. L., Erwin, H. E., Young, D. J. & Alumbaugh, A. (2015). Effects of a physical activity intervention for preschool children identified with speech, motor, and physical disabilities. *American Exchange Quarterly*, 19(2), 557-71.

Fisher, S. D., Reynolds, J. L., & Sheehan, C. E. (2015). The Protective Effects of Adaptability, Study Skills, and Social Skills on Externalizing Student-Teacher Relationships. *Journal of Emotional and Behavioral Disorders*, 1063426615598767

Fisher, S., Middleton, K., Ricks, E. (in press). Not Just Black and White: The Grey Areas of Race-Based School Bullying. *Journal of Youth and Adolescence*.

Ruble, L, & McGrew, J. (2015). *COMPASS and Implementation Science: Improving educational Outcomes of Children with ASD*. Springer: NY.

Young A.M., Elliston, A., Ruble L.A. (2015). Attitudes toward childhood vaccination among parents of children with autism. *International Public Health Journal* 7(3)

Young A.M., Elliston A., Ruble L.A. (2015) Chapter 22: Parents of Children with Autism: Issues Surrounding Childhood Vaccination. In Merrick, J (Ed.) *Child and adolescent health issues (a tribute to the pediatrician Donald E Greydanus)*. New York: Nova Science. pp 239-252. ISBN: 978-1-63463-574-5.



Congrats to
Chelsea Sheehan
on her first
publication in grad
school!

Keynote

Ruble, L. (June, 2015). Bridging the Research-to-Practice Gap and Improving Educational Outcomes of Students with ASD. Center for Autism and Related Disorders. Florida State University, Tallahassee, FL.

Grants

Courtney, A. & Fedewa, A. L. (2015) TWEENS Nutrition and Fitness Coalition (2015). Putting School Wellness Policies into Action (\$2,500). Foundation for a Healthy Kentucky (GA #2015CECS012).

Fedewa, A. L. (2015). Pedal Power: A pilot study to assess the use of FitDesks® in schools to enhance physical activity and reduce childhood obesity. Center for Clinical and Translational Sciences Small Grant Award (#UL1TR000117).

Congratulations to our students on Internship...

Doctoral Students

Cody Davis

with Dr. Stacia Angell in Mercer County

Betsy Caldwell

at Behavior Associates, LLC in Owensboro, KY

Jill Rogers

At the Center on Trauma and Children with Dr. Clarissa Roan-Belle

Specialist Students

Cailin Collins

with Dr. Diana Swartz at the Ripley-Ohio-Dearborn Special Education Cooperative

Kyle Widdison

with Tammy Bisotti in Scott County

and Practicum!

Jessica Clark

with Tiffany Martinez in Fayette County

Colleen Cornelius

with Susan Rudzik in Anderson County

Ashanté Givens

with Melissa Embry in Fayette County

Rachel Jacob

with Dr. Lesa Billings in Fayette County

Matthew Lakamp

with Mike Stapleton in Franklin County

Chelsea Sheehan

with Dr. Nicole Highland in Fayette County

Bethany Stump

with Abby Hawboldt in Boyle County

Katherine Terrell

With Dr. Jamie Roig in Fayette County

Emily Yingling

with Amber Bruner in Jessamine County

First Year Students

Jordan Allen

with Mike Stapleton in Franklin County

Olivia Lochner

with Kyle Riggs in Franklin County

Emma Chadd

with Allison Nelson in Clark County

Elizabeth Ferguson

with Allison Justice in Boyle County

Maggie Hartlage

with Abby Hawboldt in Franklin County

Shelby Kerwin

with Tonia Darbro in Bourbon County

Hillary Moore

with Jennifer Leslie in Scott County

Sarah Wooten

with Allison Nelson in Clark County

Program Picnic – June 2015



Upcoming Events

HDI SEMINAR SERIES

October 30, 1:00pm – 3:00pm EST

HDI's Coldstream Office Training Room (also available for live streaming)

Policy Adoption and the Legislative Process

Dr. Edward Jennings, Provost's Distinguished Service Professor of Public Policy and Administration. Dr. Jennings's primary research and teaching interests include public policy, intergovernmental relations, and public administration. He is the co-author of From Nation to States: The Small Cities Community Development Block Grant Program and Distribution, Utilization, and Innovation in Health Care and co-editor of The Revitalization of the Public Service and Welfare System Reform: Coordinating Federal, State and Local Public Assistance Programs. He has also published in American Political Science Review, American Journal of Political Science, Public Administration Review, American Journal of Sociology, and Policy Studies Journal. He was editor-in-chief of the Journal of Public Affairs Education from 1991-1995.

This session on policy adoption and the legislative process covers central features of policy making in Kentucky. It identifies opportunities for advocacy organizations to pursue their agendas and barriers they have to overcome to achieve their policy goals. The Commonwealth Council on Developmental Disabilities provides examples of agenda setting and advocacy. The session will also describe the steps of the legislative process.

[web: www.hdi.uky.edu](http://www.hdi.uky.edu) / [phone: 859-257-1714](tel:859-257-1714) / [fax: 859-323-1901](tel:859-323-1901) / [email: tina.lindon@uky.edu](mailto:tina.lindon@uky.edu)

SASP will have a table outside the Café in Dickey Hall on 10/21/15 as a part of Unity Day – a day devoted to bully prevention, acceptance, and inclusion. Stop by for a baked good, an **orange** ribbon, and sign the pledge to do what you can to stop bullying!

UNITY DAY

Together Against Bullying
United for Kindness, Acceptance, and Inclusion

 National Bullying Prevention Center
The National Center for Safe and Sound Schools

Congrats to Martha Hinchey on defending her dissertation “The Implementation of Solution Focused Brief Therapy (SFBT) with At-Risk Youth in an Alternative School Environment.”



★★★★★★★

This is the first installment of our Alumni Spotlight series! Each newsletter will feature a different UK School Psychology alumnus to highlight the variety of experiences in the field!

★★★★★★★

Alumni Spotlight



Zsuzsi Costanzo

When did you graduate from UK with your EdS degree?

I graduated from UK in 2007.

Since you graduated from UK, where have you worked? Describe your roles.

Since graduation I have worked in 5 separate school districts through special education cooperatives as well as in private practice. I completed my internship in Hanover, Indiana working for **Southwestern Consolidated Schools**. It is a small, rural district but was an ideal setting to use a variety of the skills I had learned while at UK. I lead small group therapy sessions on grief and a focus group for students who struggled with focusing. Both groups taught me the importance of family involvement and as well as school staff. I had the opportunity to work on the crisis response team and implement a systematic way to quickly evaluate students and create a plan for their school re-entry or to provide supports to head of future problems. Being a part of the team allowed me to learn about how policies are created and how to work with local school boards. As an intern I was invited into leadership with the support of the Director of Special Education, my supervisor, and the Superintendent and will always be grateful for their support and push as I began to use these newly developed skills. Through the cooperative I also worked in Madison Consolidated Schools and Switzerland County Schools. My role in these locations focused on assessment for special education eligibility and development of behavior plans.

I have also worked for Greater Clark County Schools in Southern Indiana. Duties included assessment, consultation, conducting 504 meetings, development behavior support plans, and providing professional development for the schools I supported. It was a wonderful experience to work for a Director of Special Education who was originally trained as a School Psychologist.



Continued on Page 9

Clinic News

Fall 2015 Hours
 Monday: 8am-5pm
 Tuesday: 12pm-5pm
 Wednesday: 1pm-5pm
 Thursday: 8am-5:30pm
 Friday: 8am-5pm

Throughout the fall semester our students at CASPER will be conducting ASD evaluations, social skills assessments, and leading social skills groups!



For one year I worked in **private practice** in Louisville, KY. I was referred to a private clinic by a professional colleague because there was a need for someone who understood child development and could complete assessments with children ages 3-21 in a variety of disability areas. Through the support of a mentor in the practice I was able to run groups on topics related to grief, brief solution focused therapy, and individuals with anxiety diagnosis. It was a truly rewarding and at the same time challenging experience. I learned the importance of having mentors and regularly meeting with professional colleagues to share resources and consultation. I also learned about the process of private evaluations and strategies to bridge the sometimes present gap between school practice and private practice. This position allowed me to meet local area pediatricians and health care providers who often make referrals.

I currently work at the **Kentucky School for the Blind (KSB)**. I have been at KSB since 2013. My roles as a School Psychologist/School Administrator include assessments for eligibility,

record reviews, developing behavior plans, supervision of related services staff, supervision of para educators, supervision of the residential program, and support for the Short-Term Program.

In your current position at Kentucky School for the Blind, describe a typical day.

In my current position, there is nothing typical about a typical day! I move around the 14 acre campus throughout the day in a variety of roles. At times, I am completing assessments, then move to attending or leading committees that support learning and achievement such as student services where we focus on removing barriers to learning. Whether that is due to learning or behavior, lack of family support, poverty, or otherwise, KSB provides services to the entire state of Kentucky through various programs from center-based to short-term where students can come for two weeks at a time to build skills in using assistive technology, braille, independent living skills etc. I travel with staff to visit students interested in attending programing at KSB and share resources. Often I am working

Continued on Page 10

Trainings

Jill Rogers completed Trauma-Focused Cognitive Behavioral Therapy training in preparation for her Pre-Doctoral Internship at UK's Center on Trauma and Children.

to ensure communication between the various departments such as the health center, families, and districts around the state. Because we have a residential program, I have the opportunity to connect with kids after school hours and help develop programs such as work programs, clubs, independent living program, and incentive systems so that students are given every opportunity to build independence and self-sufficiency skills before they enter the next phase of their lives. In my role, I also have the opportunity to implement programs such as our recent partnership with the American Printing House for the Blind and the opportunity to pilot a social skills program called Social Thinking. Our work piloting social skills strategies specifically designed for the blind and visually impaired population will result in a final product that will be available for purchase through APH to specifically teach these types of skills to students who are blind or visually impaired. I also try to be a resource to other school psychologists in the state who are working with the blind or visually impaired population. Every few weeks I receive a call or email with an assessment question and do my best to provide resources to ease the assessment process. KSB also has consultants who support the state and can make suggestions related to assessment, programming, and general information related to eye conditions. I am very blessed to work with talented and knowledgeable



Second year students at Keeneland – October 2015

colleagues who are patient with my questions. I continue to learn and evolve as a professional on a daily basis.

Tell us about your life outside of School Psychology?

Outside of school I am the proud mom of a kindergartener and my husband of 12 years and I are expecting our second child this winter. On the weekends we get together with my Hungarian family and enjoy great food or travel to south eastern Kentucky to visit in-laws on their farm. Our evening and weekend activities include gymnastics, ongoing home renovation, and the occasional chance to tag along on a flying trip with my husband.

What have been some of the most important lessons you have learned while in the field? Challenges?

I have learned it is vital to maintain good consultative relationships with others in the field and regularly seek out advice when needed. Having a multidisciplinary approach to assessment and treatment is key to ensuring comprehensive assessment and programming. It is important to stay current with what are initiatives in the state where you are working as well as to know what initiatives your local district is implementing. As much as possible, get to know the staff in the schools you serve and be involved. It is difficult to be a resource if people do not know who you are or what you do.

What advice would you give to current graduate students?

Do not be afraid to ask questions and do not be discouraged if you are not placed in your first choice for your internship. If you work outside of the state, take the time to research their disability areas and how they determine eligibility because some criteria vary from state and state and it will give you starting point for asking questions. As an intern, my supervisor was quick to get me

involved in the state association of school psychology. The association kept me in tune with state wide initiatives and opportunities for leadership and networking that have led to relationships I maintain today.

If you were in a position to hire, what would you look for in a school psychologist

Skills that I would look for include good articulation skills and the ability to reach out and maintain relationships with families, faculty, and school leadership. The ability to relay information in a way that is meaningful to those we support is vital because it is what leads to program development. I would be looking for someone who is eager to listen and learn from those around them and takes to time to ask questions to get a complete picture of each student and their strengths and weaknesses. It is important to know your stuff but just as important to share it in a way that people are ready to listen and know that you have their interest or their child’s interest at heart.

How has the field changed since you graduated?

When I first graduated I heard the veteran school psychologists reference the WISC-III or WJ-II and their frustration with the new versions. I remember wondering what was the big deal? Now I get it. We get used to tools and the efficiency that familiarity they bring to our practice. It is an exciting time with the overwhelming variety of new editions of assessments and tools being

released but it bring challenges as well after graduation to remain abreast of the changes, incorporate and understand these new tools, and articulate meaningful results when you no longer can go to you professors in class. This is where professional relationships come in and the opportunity to use what we learned in graduate school to assess these new tools and decide what we will use to inform decision making.

What's your favorite part of your job?

My favorite part is the fact that every day is different. I also love the state wide connections and getting to visit school districts around the state to see how they are supporting students and sharing resources.

What famous person would you like to meet most - dead or alive?

This is a very nerdy answer but I would love to meet Abraham Lincoln. I have read about his life and his leadership and have so many questions about his experiences.

Congratulations to Katie Hastings on her recent engagement! We wish you and Adam the best!



For even more information about the School Psychology program, visit our website:
<https://2b.education.uky.edu/edp/school-psychology-overview/>

And like us on Facebook!

<https://www.facebook.com/pages/University-of-Kentucky-School-Psychology/1500205603560497?fref=ts>