

School Psychology Program Newsletter

Spring 2016

NASP Annual Conference in New Orleans!

NASP's 2016 Annual Convention was held from March 9 to March 13 in New Orleans, Louisiana. Colleen Cornelius, Chelsea Sheehan, Alexis Rodgers, Venus Wong, and Katie Hastings include students who presented research at the conference.

The theme for this year's annual convention was School Climate #ConnectTheDots. By the selection of professional development opportunities, from learning how to empower Black girls, to assess English Language Learners in the process of Rtl, to legal and ethical considerations for LGBTQ students, it was made overwhelming clear that our job as school psychologists is to support

the needs of all students in school. In his remarks, Todd Savage stresses that importance of providing every student with a school community in which they are welcomed, safe, respected, inspired, encouraged, and supported.

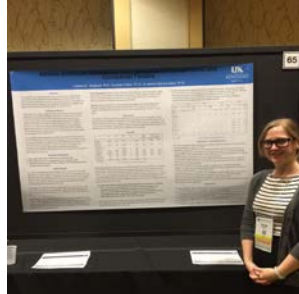
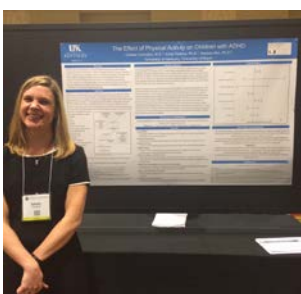
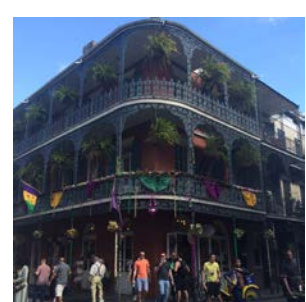
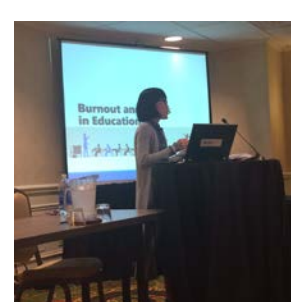
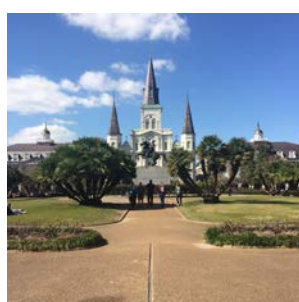
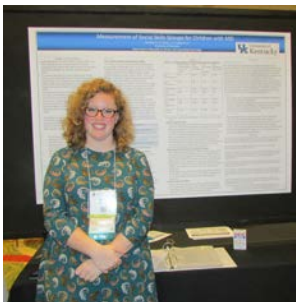
Todd Savage with Keynote Speaker – Janet Mock



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Photos below, from left to right starting with the top left: Katie Hastings presenting her poster; Alexis Rodgers presenting her poster; Jackson Square in the French Quarter; Venus Wong presenting her paper; a building on Bourbon street; Colleen Cornelius presenting her poster; Jess Clark "at the Alamo" for next year's convention; Chelsea Sheehan presenting her poster; the Stewart Home and School booth manned by Cody Davis; beignets at Café Beignet on Bourbon Street.



NASP Update

Drs. Hammond and Fedewa are currently responding to requested revisions on the NASP report. The report was due on March 15th and includes areas that address required coursework and how those courses and respective assignments align with NASP standards; how students are evaluated in courses as well as the in the Masters' and EdS exams; and the required components of the internship portfolio and how each of those components link to NASP standards.

As soon as the School Psychology program receives a decision on the status of our submission, they will share this information with our student body!



Program dinner at NASP 2016 in New Orleans, LA

SASP

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

The group has already hosted a second fundraiser at Mellow Mushroom in conjunction with the Guadalajara Soccer Club of Kentucky to raise money for the team.

Tiffany Martinez, school

psychologist, came out to speak to SASP about considerations for evaluations and assessment for English Language Learners.

She introduced us to assessments, observation tools, and interpreter etiquette to add to our skill sets.

SASP will be assisting with the project Points of Accessibility over the following weeks. The goal is to create a map of wheelchair accessible buildings in downtown Lexington.

SASP Elections

Monday April 18, 2016

4:30 pm, DH 109

Al'Uqdah, S.N., Fisher, S., Malone, C., McGee, T., & Toldson, I. (In Press). Urban parenting: community violence's impact on children and parent outcomes. *Journal of Negro Education*.

*Barger, B. D., Campbell, J. M., & Simmons, C. A. (in press). The relationship between autistic regression, epilepsy, and epileptiform EEGs: A meta-analytic review. *Journal of Intellectual and Developmental Disabilities*. JIF - 1.178.

*Barger, B. D., Campbell, J. M., & Simmons, C. A. (2015). The five factor personality model in children with ASD during middle childhood. *Focus on Autism and Other Developmental Disabilities*. DOI: 10.1177/1088357615583472 JIF - 1.265

Campbell, J.M., *Scheil, K. A., & Hammond, R.K. (In press). Screening Methods. In J. Matson (Ed.) *Handbook of Assessment and Diagnosis of Autism*. New York, NY: Springer Publishing Co

Campbell, J.M., Hammond, R. K., & *Scheil, K.A. (2015). Autism Spectrum Disorder and Developmental Disabilities. In M. Roberts & R. Steele (Eds.) *Handbook of Pediatric Psychology (Fifth Edition)*. New York, NY: Guilford Press.

Erwin, H. E., Fedewa, A. L., Thornton, M. & Ahn, S. (2016). Elementary Students' Physical Activity Levels and Behavior when using Stability Balls. *Journal of Occupational Therapy*, 70, doi: 10.5014/ajot.2016.017079

Esler, A. N., & Ruble, L. A. (2015). DSM-5 Diagnostic Criteria for Autism Spectrum Disorder With Implications for School Psychologists. *International Journal of School & Educational Psychology*, 3(1), 1-15.

Fedewa, A. L., Ahn, S., *Suarez, M. M., Reese, R. J., *Davis, M. C. & Prout, H. T. (in press). Does psychotherapy work with school-aged youth? A meta-analytic examination of moderator variables that influence outcomes. *Journal of School Psychology*.

Fisher, S., Reynolds, J., & *Sheehan, C. (in press). The Protective Effects of Adaptability, Study Skills, and Social Skills on Externalizing Students' Teacher Relationships. *Journal of Emotional and Behavioral Disorders*. DOI: 10.1177/1063426615598767.

Joseph, J. E., Zhu, X., Clark, J. D., Bhatt, R. S., Ruble, L., & Glaser, P. (2015). Typical and atypical neurodevelopment for face specialization: an fMRI study. *Journal of Autism and Developmental Disorders*.

Krakovich, T. M., McGrew, J. H., Yu, Y., & Ruble, L. A. (2016). Stress in Parents of Children with Autism Spectrum Disorder: An Exploration of Demands and Resources. *Journal of autism and developmental disorders*, 1-12.

Malone, C.M., Briggs, C., Ricks, E., Middleton, K., & Fisher, S. (In Press). Development and Initial Examination of the School Psychology Multicultural Competence Scale. *Contemporary School Psychology*.

McGrew, J., Ruble, L., & Smith, I. (2016). Autism Spectrum Disorder and Evidence- Based Practice in Psychology. *Clinical Psychology: Science and Practice*. (in press).

*Sims, M., Abel, M., Clasey, J., Beighle, A., Fedewa, A. L. & Erwin, H. E. (in press). Validation of the System for Observing Activities in the Classroom Environment. *Research in Dance Education*.

*Southall, C., & Campbell, J. M. (2015). What does research say about social perspective-taking interventions for students with HFASD? *Exceptional Children*, 81, 194-208. JIF - 2.745.

Stevens-Watkins, D., Knighton, J., Allen, K., Fisher, S., Crowell, C., Mahaffey, C., Leukefeld, C., Oser, C. (In Press). Cultural correlates of treatment participation among drug-using African American women. *Journal of Substance Abuse Treatment*.

*Denotes an EDP student



Current students at NASP 2016 in New Orleans, LA

Publications Continued

Tyler, K.M., Thompson, F.A., Burris, J., Love, K., & Fisher, S. (In Press). Believing the hype: Examining the association between internalized stereotypes and academic self-handicapping among African American male high school students. *Negro Educational Review*.

Uzuegbunam, N., *Wong, W., Cheung, S., & Ruble, L. (2015). MEBook: Augmented Reality for FeedForwardLearning. *Journal of Late Class Files*, 13(9).

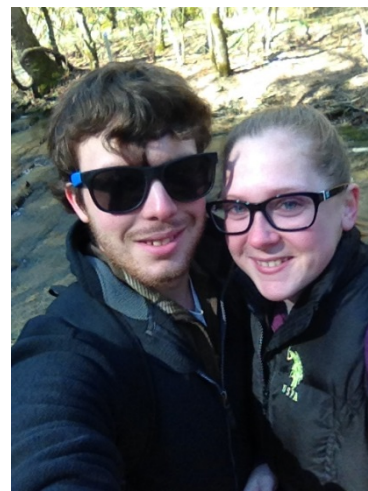
Young AM, Elliston A, Ruble LA. (2015). Attitudes toward childhood vaccination among parents of children with autism. *International Public Health Journal* 7(3).

*Denotes an EDP student

Clinic News

Unfortunately, CASPER will be closing its doors at the end of the Spring semester. The clinic will remain open for research and training purposes, but will no longer be providing services to clients. Thank you to all of the interns, clinicians, psychologists, and support staff who have helped us serve families over the past several years. Thank you to the families who trusted us to care for them to the best of our abilities.

Congratulations to Chelsea Sheehan on her recent engagement! We wish you and Cody the best!



At the Riverwalk at NASP 2016 in New Orleans, LA

Upcoming Events...

...Keeneland kicks off the Spring 2016 season April 8th



...March is Developmental Disabilities Awareness Month and Light It Up Blue (an Autism Speaks event) is the first week in April! Support our friends, families, and neighbors by spreading awareness about Developmental Disabilities and wearing **BLUE** on April 2nd



Presentations and Posters

Ables, A. P., *Rodgers, A. D., Kuravackel, G. M., Ruble, L. A., & Reese, R. J. (2016). Parent-mediated behavioral interventions for ASD: It's a family affair. Poster presentation at the 2016 National Association of School Psychologists. New Orleans, LA.

*Abreu, R. L., & Fedewa, A. L. (2016, August). LGBTQ Parents Navigate K-12 Education: Choosing Schools, Involvement, Advocacy, and Partnerships. Poster accepted to the annual meeting of the American Psychological Association (APA), Denver, Colorado.

*Abreu, R. L., *Black, W. W., *Mosley, D. V., & Fedewa, A. L. (2016, April). Advocacy and Prevention of LGBTQ Youth School Bullying: The Role of Counseling Psychologists as Agents of Social Justice. Poster accepted to the Great Lakes Regional Counseling Psychology Conference. Bloomington, Indiana.

*Cornelius, C. & Fedewa, A. L. (2016, Feb). The Effect of Physical Activity on Children with Attention-Deficit/Hyperactivity Disorder (ADHD): A Meta-analysis. Poster accepted to the National Association of School Psychologists Annual Convention. New Orleans, LA.

Fedewa, A. L. & *Black, W. (2016, August). Children and adolescents with same-gender parents: A meta-analytic approach in assessing outcomes. Are lesbian and gay parent families higher functioning and more resilient? The Psychological Development of Youth Symposium. American Psychological Association, Denver, CO.

Fedewa, A. L. & *Cornelius, C. (2016, August). An analysis of three physical activity interventions on children's behavior, achievement, and activity: Integrating Science, Practice and Policy: Physical Activities for the Psychological Development of Youth Symposium. American Psychological Association, Denver, CO.

*Hastings, K. A., Ruble, L. A., *Wong, W. H. (2016, February). Measurement of social skills groups for children with ASD. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

*Sheehan, C., Fisher, S., & Barnes-Najor, J. (February 2016). African American substance use: Influence of intrapersonal and contextual factors. Poster Presented at the annual National Association of School Psychologists conference, New Orleans, LA.

*Wong, W. H., Ruble, A. L., & Jackson, M. (2016, Feb). Teacher burnout: Impact, detection, and interventions. Oral presentation presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

**Denotes an EDP student*



Alison Boswell defending her dissertation, School Level Predictors of Bullying Among High School Students



Chrissy Stacey defending her dissertation



Alumni Spotlight



Todd Savage



This is the second 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!



When did you graduate from UK with your Ed.S. degree?

M.S.E: December 1996

Ed.S.: May 2002

Ph.D.: August 2002

Dissertation: *An Investigation of School Psychologists' Attitudes toward Lesbians and Gay Males and Other Issues to Sexual Orientation and the Schools.*

Co-chairs: Drs. H. Thompson Prout & Kathleen M. Chard

Internship: Nebraska Internship Consortium in Professional Psychology
Agency: Omaha Public Schools
August 1, 2001-July 30, 2002 (APA-approved)

Since you graduated from UK, where have you worked?

Bethune Institute for Culturally-Responsive Education – Lexington, KY
Research and Development Director, 2002-2003

University of Kentucky – Lexington, KY
Adjunct Instructor, School Psychology, 2002-2004

New Mexico State University – Las Cruces, NM
Assistant Professor, School Psychology, 2004-2007

University of Wisconsin-River Falls – River Falls, WI
Assistant Professor, School Psychology, 2008-2012

Associate Professor, School Psychology, 2012-Present

National Association of School Psychologists – Bethesda, MD

President, 2015-2016

In your current position at UWRF, describe a typical day.

My days on campus entail teaching and engaging in a variety of meetings to support the school psychology program, the college in which the program is embedded, and the university, in general. On days I do not teach, you will often find me holed up at a coffee shop grading student work, keeping up with e-mail and other correspondence, and engaging in professional writing related to research I am doing around sexuality and gender identity matters as they apply to schools as well as around school safety and crisis prevention, preparedness, and intervention. I also facilitate a number of workshops and professional development offerings to local and regional school districts focused on supporting transgender and gender diverse students and families in schools.

How about your experience as NASP President?

It is such an honor and a privilege to serve as the current NASP president. The role of the NASP president is to represent the association nationally and to support its members and the field of school psychology, in general. The position entails a significant amount of travel to various state association meetings and to the Washington, DC area, where the national office is located. As a member of the NASP Board of Directors, the president contributes to the carrying out of the Association's strategic plan; the president also participates in the development of the policies and standards that guide the association and that drives the field. To guide the presidential year, the president selects a theme around which a number of activities and the annual convention are built. My theme for the year has been *School Climate: #ConnectTheDots*, which reflects my passion for school connectedness, diversity and inclusion, and safe and secure schools, amongst other elements that contribute to a positive school climate. My proudest moment of my year as president was the opportunity to have Janet Mock, a journalist and trans advocate and activist, serve as the keynote speaker at the NASP convention in New Orleans in February 2016. Janet expressed her wish to engage in an unscripted dialogue with me on the topics of her journey as a trans woman of color, gender diversity, and what school-based mental health professionals can do to support transgender and gender diverse youths. The conversation is archived at the NASP website for members whom wish to view it.

Tell us about your life outside of School Psychology?

My partner, Bill, and I have been together for 22 years and we have a wonderful 11-year-old son named Andrew who dazzles his Daddy and Papa every day! Bill is a psychiatrist who works in several community-based mental health centers. Andrew is currently in 5th grade and he enjoys music, drama, martial arts, baseball, and football. I am passionate about travel and I also enjoy cooking, reading, and swimming; I was a professional dancer before attending graduate school.

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

The most significant lessons I have learned from the field have been the ones resulting from my interactions with students, families, and colleagues about the need for compassion, acceptance, respect, humility, awareness, sensitivity, and responsiveness on my part. Because of the varieties of privilege I hold as a white, middle class, male, amongst other identities, I get caught up in first-world problems that are absolutely meaningless in the grand scheme of life. I've learned to stop externalizing the problems I have encountered in the field and to take responsibility for how I'm contributing to problems. Sure there are things about systems that contribute to the problem but the change process begins with me, myself. Being aware of my privilege, doing what I need to do to expand and to change my perspective to best meet the needs of others, working for social justice, and advocating for persons in the field whose voices often go unheard have become the foci of my personal and professional endeavors.

I believe one of the most significant challenges we are facing in the field is the shortage of school psychologists at all levels (e.g., practice and graduate education) as well as in terms of a diversity of persons in the field whom reflect a variety of identity backgrounds (e.g., race, ethnicity, gender, gender identity, sexuality, etc.). NASP is focusing efforts on addressing the shortages issues in meeting this critical need. Stay tuned!

Dr. Savage's favorite quote:

"Your job as a school psychologist is to comfort the troubled and trouble the comfortable."

Dr. Hans Langner, former school psychologist at
Omaha Public Schools

What advice would you give to current graduate students?

You would not have been admitted to a school psychology program if you did not demonstrate your intelligence, capability, and competence; the challenge to graduate school and to entering the field is your ability to manage time and to juggle multiple balls. Don't sweat the small stuff and keep the end goal in sight: To graduate from the program as someone who has the knowledge to continue to grow as a professional; the beginning practice skills you will continue to hone throughout the rest of your career; and the commitment to helping humanity, all of which is a process and a journey. Find time to chill, laugh, and to live life, as well.

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

Dead: Eleanor Roosevelt, Mary McLeod Bethune, Frank Lloyd Wright

Alive: Barack Obama and Michelle Obama

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

Graduation from a NASP-accredited program emphasizing the graduate education and practice standards; open-mindedness; a commitment to social justice; respect for and responsiveness to diversity and inclusion; demonstrated ability to collaborate with others; advocacy skills.

How has the field changed since you graduated?

When I went through the UK school psychology program, the primary role emphasized throughout was traditional assessment and the discrepancy model being the major approach to special education identification. Since then, multi-tiered systems of support have emerged as the major paradigm guiding how school psychologists approach optimizing students' academic, behavioral, and social-emotional success. The NASP Practice Model has also helped to shape the range of roles associated with the field and the range of services we provide.

What's your favorite part of your job?

Meeting and learning from students, practitioners, and leaders in the field.

What's your favorite memory from the University of Kentucky?

My favorite memories from UK include:

Making a human pyramid with my fellow classmates in Dr. Harriett Ford's assessment class

Participating in the March of Remembrance and Hope, a social just leadership mission to Poland to study and to learn about the Holocaust.

Professors whom made a difference: Dr. Deneese Jones, Dr. Eric Anderman, Dr. Lynley Anderman, Dr. Harriett Ford, Dr. Tom Prout, Dr. Steve DeMers, Dr. Pam Remer, Dr. Rory Remer, Dr. Lynda Brown Wright

The numerous friends I made while in the program.

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>