

School Psychology Program Newsletter

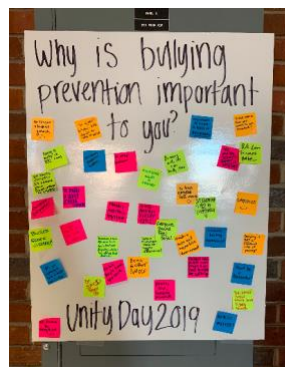


*Educational, School and
Counseling Psychology*

Announcements

The School Psychology program hosted Fall Fest. This was an informational session about the school psychology field as well as the school psychology program at UK! This event was held October 11th, 2019 from 11A.M. to Noon. It was held in Dickey Hall Room 205.

School Psychology students volunteered and set up a table to spread awareness for Unity Day on October 23rd to talk about bullying Prevention!



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SASP

The Student Affiliates in School Psychology (SASP) has many exciting events planned this year!

So far SASP has...

- Hosted a “Welcome Dinner” for all new and returning School Psychology Students
- Had the first and second meetings
- Volunteered with PACER Center’s Unity Day on Wednesday, October 23rd.

SASP will be...

- Hosting our third meeting

Be sure to join the UK SASP-Student Affiliates of School Psychology Facebook page to stay current on events and social justice activities.

Congratulations to our Graduates!

August Ed.S. Graduates:

Jina Arballo, in Clark Co., Las Vegas, NV
Stephen Craker, in Graine School District, Salt Lake City, UT
Lauren Duren, in Anderson Co., Clinton, TN
Jensen Lucas, in Kenton Co., KY
Magen Turner-Murphy, in Clover Park, Lakewood, WA

August Ph.D. Graduates:

Chelsea Sheehan Arsenault, White Mountain Regional School District in New Hampshire
Colleen Cornelius, Adolescent Medicine in the UK Department of Pediatrics, Lexington Kentucky

Noteworthy News

NASP:

We officially submitted our information for NASP approval in September. We will hear back about our standing in February.

APA visit

APA visited our program September 26th and the 27th. They visited with faculty, current Ph.D. students, alumni, as well as practicum and internship supervisors. We will get final word on our APA standing in May 2020!

Incoming Students

The School Psychology Program welcomes 6 new Ed.S. students and 4 new Ph.D. students to the program!

Doctoral Students



Lexi Bird, is a first year doctoral student in the School Psychology program. She graduated in 2019 from Viterbo University in Wisconsin with a B.S. in Psychology and minors in Ethics and Family Studies. During her undergraduate career, she received a summer research fellowship to study the effects of empathy on increasing children's connection with nature. She also interned at Partners in Excellence, an autism therapy center, as a behavior therapist aide.



Sara Ebner, is a doctoral student in the School Psychology PhD program. She graduated with her B.A. in Neuroscience and Neuropsychology from the University of Cincinnati in 2016 and her M.A. in Applied Psychology from the University of Cincinnati in 2017. During her graduate career, she worked in the Laboratory for Cognitive and Affective Neuropsychology researching the neuropsychology of cognitive-emotion interactions and learning across the lifespan. Through this research she completed her thesis examining affective contributions to key reading skills in learning-disabled adults. After graduating she worked as a School Psychologist Assistant from 2017 to 2019 at various Cincinnati charter schools. Her current research interests include exploring the scope of why minority and underprivileged students develop learning disorders from a physiological, emotional, and environmental perspective, examining the impact that emotions and behavioral disturbances have on learning disabilities, and developing targeted interventions to remedy these difficulties when given limited resources.



Alyssa Mitchell-Chavez is a doctoral student in the School Psychology program. Alyssa graduated from Northern Arizona University with a BSBA in Finance and a BS in Accounting. Before transitioning to School Psychology, she worked in the finance field as a credit analyst and financial planner. During her master's program in School Psychology, Alyssa was selected to participate in a year-long research program as an Access, Wellness, and Relational Determinants of School Success (AWARDSS) fellow. Her research focus was examining the relationship between a functional analysis and a screening tool created by her mentor. Currently, she is interested in early intervention for students with autism.

Incoming Students Continued...



Clair Tischner, is a first year doctoral student in the School Psychology program. She graduated from Northern Kentucky University in 2017 with a B.A. in Psychology. After graduating she worked as a clinical research coordinator on various research studies examining attention-deficit/hyperactivity disorder (ADHD), sluggish cognitive tempo, and sleep in children and adolescents. Her current research interests focus on early intervention strategies and risk and resiliency in correlation to academic

Specialist Students

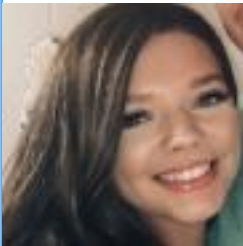


Danielle Beard, is a first-year Ed.S. student in the School Psychology Program. She is from Taylorsville, KY and received her B.S. in Psychological Sciences with concentrations in Clinical and Developmental Sciences from Western Kentucky University in 2019. As an undergraduate, she worked as a research assistant for Dr. Redifer's Attention and Memory Lab as well as Dr. Lickenbrock's Children and Families Lab where she helped to collect data in research projects on memory retrieval strategies and early lifespan emotional development. She has also devoted much of her time to working closely with college students diagnosed with ASD as a mentor at the Kelly Autism Program, as well as working with preschool age students as an early childhood education teacher. This fall, Danielle will be joining other graduate students as a first-year RESPECT grant recipient. Her interest areas include early childhood development as well as effective teaching and behavioral intervention strategies.

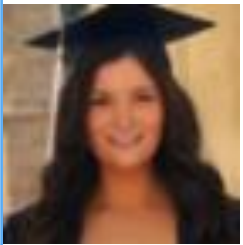


Samuel Fisk, is a first-year Ed.S. student in the School Psychology program. He is from Independence, KY. He recently graduated from Western Kentucky University in 2019 with a B.S. in Psychological Sciences with a concentration in Developmental Science. While at WKU, he worked as a mental health aid for Rivendell Behavioral Health Hospital assisting adolescents in crisis situations using Dialectical Behavioral Therapy. As an undergraduate, he worked under the supervision of Dr. Amy Brausch in the Risk Behaviors Lab at WKU. Working alongside Dr. Brausch, he completed an independent research study examining the relationship between Autism Spectrum Disorder and Thomas Joiner's interpersonal theory of suicide and presented the work at the American Association of Suicidology Conference. Samuel will be collaborating with ABA students as a RESPECT grant recipient beginning in the Fall. His interests include early intervention and teacher self-efficacy for student with Autism Spectrum Disorder.

Incoming Students Continued...



Brooke Messer, is a first-year Ed.S. student in the School Psychology program. She is from Lovely, Kentucky. Brooke graduated from The University of Pikeville in 2018 with a B.S. in Psychology, after transferring from The University of Kentucky in 2017. During her time as an undergraduate, she was the President of Pikeville's Psi Chi organization and competed on the school's Nationals Dance Team. While attending UK, Brooke was a member of the Education Student Association and served on UK's K Board and K Crew. She is interested in learning how generational poverty impacts educational success.



Madison Bortner, is an Ed.S student in the School Psychology program. She is from Hanover, Pennsylvania and graduated in 2019 from the Pennsylvania State University with a B.S. in Psychology and a minor in Human Development and Family Studies. During her undergraduate career she was involved in research as a research assistant in the FBIp (feelings, behavior, and information processing) lab.



Macy Randle, is a first year Ed.S student in the School Psychology program. She is from Lexington, Kentucky, and recently graduated from the University of Kentucky with a B.S in Family Science. While at UK, Macy took numerous classes which helped to foster her love of working with students in a school setting. She also interned at Trinity Christian Academy in the Early Intervention department. Beginning in the fall, Macy will be a RESPECT grant scholar. She is interested in family structure and dynamic effects on children with developmental disabilities.



Christen Stewart, Christen Stewart is a first year Ed.S. student in the School Psychology program. Christen graduated from Bellarmine University in 2019 with a B.A. in Psychology with a concentration in Clinical and Counseling. Christen interned at Bluegrass Center for Autism, where she used ABA Therapy to teach children on the autism spectrum academic and independent life skills. She also completed an internship at Edelson & Associates, where she observed neuropsychological and psychological evaluations on children. At Bellarmine, she worked closely with other classmates to research the effects of cell phones in the classroom. Currently, she is completing her practicum with Franklin County Public Schools under Whitney Auberry. Christen is a recipient of the RESPECT grant at UK.

Congratulations to our students on Internship!

Doctoral Students

Amy Fisher, with Dr. David Finke at Centerstone Brooklawn Campus in Louisville, KY
Olivia Lochner, with Dr. Heather Applegate at Loudoun County Public Schools in Ashburn, VA
Kirsten Scheil Railey, with Dr. Meena Labha at Marcus Autism Center in Atlanta, GA
Rachel Jacob, with Dr. Neil Stafford at Avondale Elementary School District in Avondale, AZ

Specialist Students

Alicia Boone, with Tonia Darbro in Bourbon Co. KY
Mikayla Brown, with Dale Brown in Boone Co. KY
Olivia Gibson, with in Jordan Spurlock Scott Co. KY
Haley Norrod, with April Waters in Madison Co. KY
Madison Osbourn, with Mike Stapleton in Franklin Co. KY
Lori Thomas, with Brittany Gray in Jessamine Co. KY
Emily Williams, Corri Monks in Kenton Co. KY

Advanced Practicum

Jordan Findley, with Dr. Alissa Briggs at University of Kentucky - Adolescent Medicine in the UK Dept of Pediatrics
Alyssa Mitchell-Chavez, with Dr. Hammond-Natof at EPIC Resources Inc. and Dr. Bundy at EKU Psychology Clinic
Kahyah Pinkman, with Dr. Alissa Briggs at University of Kentucky - Adolescent Medicine in the UK Dept of Pediatrics and with Dr. Grace Mathai Kuravackel at University of Louisville, Autism Center

Second Year Students

Sarah Matney, with Dr. Amanda Goldsmith in Fayette Co. – Lafayette High School
Molly Mayo, with Tiffany Martinez in Fayette County – Cardinal Valley and James Lane Allen
Saraid Racicot, with Dr. Bryony Rowe in Fayette County – Frederick Douglas High
Josh Hansman, with Harper-Rowlett in Scott Co. – Creekside Elementary and Stamping Ground Elementary
Julia Herzing, with Mike Stapleton in Franklin Co. – Western Hills High School and Bondurant Middle School
Madison Yee, with Melisa Morris in Fayette Co. – Rosa Parks and The Preschool Center
Clara Lewis, with Emily Brashear in Jessamine Co. - Red Oak Elementary School and East Jessamine Middle School
Rachel Harden, with Abby Hawboldt in Jessamine County – Rosenwalk-Dunbar Elementary and West Jessamine Middle School

First Year Students

Samuel Fisk, with Zach Goble in Scott Co.
Danielle Beard, Kyle Widdison in Scott Co.
Christen Stewart, with Whitney Auberry in Franklin Co.
Sara Ebner, with Dr. Melissa Murphy in Anderson Co.
Macy Randle, with Allison Nelson in Clark Co.
Clair Tischner, with Mike Stapleton in Franklin Co.
Brooke Messer, with Lisa Jackson in Mercer Co.
Madison Bortner, with Dr. Stacia Angell in Mercer Co.
Lexi Bird, with Carolyn Burke in Fayette Co.

Upcoming Events

School Psychology Awareness Week! – November 11th -15th: This year's theme is "Find Your Focus"

Publications

- Snell-Rood, C., Ruble, L., Kleinert, H., McGrew, J., Adams, M., Rodgers, A., Yu, Y. Wong, W. & Odom, J. (2019). Stakeholder Perspectives on Transition Planning, Implementation, and Outcomes for Students with Autism Spectrum Disorder. *Autism*. Manuscript in press.
- Snell-Rood, C., Ruble, L., Kleinert, H., McGrew, J., Adams, M., Rodgers, A., Yu, Y. Wong, W. & Odom, J. (2019). Stakeholder Perspectives on Transition Planning, Implementation, and Outcomes for Students with Autism Spectrum Disorder. *Autism*. Manuscript in press.
- Ruble, L., McGrew, J. H., Snell-Rood, C., Adams, M., & Kleinert, H. (2019). Adapting COMPASS for youth with ASD to improve transition outcomes using implementation science. *School Psychology, 34*(2), 187-200.
- Love, A., Findley, J., & Ruble, L, & McGrew, J. (2019). Teacher Self-Efficacy for Teaching Students with Autism Spectrum Disorder: Associations with Stress, Teacher Engagement, and Student IEP Outcomes Following COMPASS Consultation. *Focus on Autism and Other Developmental Disabilities, 1*-8.
- Ruble, L., McGrew, J., Wong, V., Adams, M., & Yu, Y. (2019). A Preliminary Study of Parent Activation, Parent- Teacher Alliance, Transition Planning Quality, and IEP and Postsecondary Goal Attainment of Students with ASD. *Journal of Autism and Developmental Disorders, 49*, 3231-3243.
- Ruble, L., McGrew, J., Snell-Rood, C., Adams, M. & Kleinert, H. (2019). Adapting COMPASS for Youth with ASD to Improve Transition Outcomes Using Implementation Science, *34*(2), 187-200.

Presentations

- Adams, M.W., *Yu, Y., *Pinkman, K., McGrew, J.H., Ruble, L.A. (2019, May). Relationships Matter: The Association Between Parent-Teacher Alliance, Parent Stress, and Student Outcomes. Poster presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.
- Bettini, E., Ansley, B., Brunsting, N., Cumming, M., O'Brien, K., Garwood, J., & Ruble, L. (2019, February). Supporting Special education Teachers' Well-being: Current Research and Future Directions. Council for Exceptional Children, Indianapolis, IN
- Dahiya, A.V., Ruble, L., Kuravackel, G., Scarpa, A. (2019, November). *Efficacy of a Telehealth-Based Parent Training for Children with Autism Spectrum Disorder (ASD): Rural versus Urban Areas*. Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) Annual Convention, Atlanta, GA.
- Findley, J.A., McGrew, J.H., Ruble, L.A. (2019, May). Using Amazon's Mechanical Turk™ to Recruit Transition Age Adults with Autism: A Cautionary Tale. Poster presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.
- Ogle, L., Ruble, L.A., McGrew, J.H., Love, A.M.A., *Pinkman, K., *Yee, M. (2019, May). A Randomized Controlled Study of COMPASS: Can School-based Consultants Be Trained to Implement an EBPP Informed Consultation Intervention for Students with ASD? Poster presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.
- Ruble, L. Yue, Y., Watkins, M., Adams, M., McGrew, J., & Salyers, M. (2019). Adapting an evidence based burnout intervention for special educators. Institute for Educational Sciences PI meeting. Bethesda, MD.
- Ruble, L.A., Love, A.M.A., McGrew, J.H., Wong, W.H. (2019, May). Do Common Elements Across EBPs Correlate with Child Engagement and Learning Outcomes? Paper presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.
- Ruble, L.A., McGrew, J.H., Wong, W.H., Adams, M.W. (2019, May). Home-School Collaboration and IEP and Postsecondary Goal Attainment of Students with ASD. Poster presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.
- *Yu, Y., McGrew, J.H., *Bolor, J. (2019, May). Effects of Caregiver-focused Programs on Psychosocial Outcomes in Caregivers of Individuals with ASD: A Meta-Analysis. Poster presented at the International Society of Autism Research Annual Meeting, Montreal, Canada.

Alumni Spotlight

Each newsletter features a different UK School Psychology alumnus to highlight the variety of experiences in the field!



Alyssa Peck, Ed.S.

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

I graduated with my Ed.S. Degree from UK in 2015.

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

During my first year as a school psychologist, I worked in a network of public charter schools in Columbus, Ohio serving students grade K-8. This role consisted of testing, consulting with other charter schools in the network outside of Columbus who did not have a full time school psychologist for support, supporting other special education staff and implementing social/emotional and behavior supports for students.

During my second year as a school psychologist, I worked for an urban/suburban district in the southern Columbus, Ohio area supporting students in grades 4-8. This role was heavy in assessment and also gifted assessment. We were attempting to implement an MTSS the year I worked for the district as well.

During my third year as a school psychologist, I began working at a rural/suburban district Northwest of Columbus, Ohio where I am currently employed. I work in one of the Alt. K/K-4th buildings and the 7th-8th grade building. I support preschool as needed. My main role consists of assessment (I conduct about 70 evaluations a year), but I am able to support students socially/emotionally and behaviorally through providing small group interventions and through the development/implementation of behavior intervention plans. I am working on obtaining my BCBA credential to further my ability to support students with behavioral needs, but to also enhance educational practices within the district. I plan to complete this process by December of 2020. In addition, I support and consult throughout the MTSS process which is fairly well-developed on all tiers both academically and socially/emotionally and behaviorally. Our district partners with Nationwide Children's Hospital to screen students for signs of suicide which I am involved with. As far as systems-wide initiatives, I am currently working on what functional skills, based on extended learning standards, our district finds as most important for our students with low incidence disabilities to master before graduating. We are working on finding curricula appropriate to meet our students' needs but also what mastery of these skills would be.

Spotlight with Alyssa Peck Continued



In your current position describe a typical day

Great question! I have learned to be more flexible in my day-to-day, considering most days my to-do list does not get accomplished due to more pertinent issues that arise throughout the day. My days vary depending on what building I am in. Typically, I am testing, scheduling meetings, reaching out to parents, providing supports/ consulting with intervention specialists, meeting with/observing students who are on behavior plans, planning for my groups, report writing/finalizing paperwork, and billing Medicaid. Even if my to-do list for the day is not accomplished, I prioritize based on importance and deadlines, and plan my days 1-2 weeks out, consistently.

Tell us about your life outside of School Psychology?

I have been married to my husband, David, for two wonderful years now. We have an 18 month old son named Graham, who we love so much and is an absolute goofball, and another little boy on the way due in January 2020! I have a dog named Bruno, who I actually adopted my first year of grad school. He's been with me through it all. We live in Marysville, OH (same town I work in) and we love to play outside with Graham, take family walks, visit family, go to my parent's cottage on Lake Erie, and we try our best to be in bed by 9pm every night 😊

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

Challenges?

Continue to always develop your consultation skills with staff as well as families. Every staff operates differently and have varying levels of knowledge and skills. I have changed how I operate as a school psychologist each setting I have worked in based off the dynamics. I have not lost who I am as I adapt, but I think to myself, what works best for them to support students the most?

The field of school psychology in general is challenging, and some of the situations you face daily, or are involved with and you witness what students and families face, can be hard to not emotionally charge you. At the end of the day, always keep the students' best interests in mind and try your best to understand you're a part of a team to support the student/family. You have specific skills to contribute but every situation requires time and may be full of setbacks and also many gains. Always take note of the positives of each day and situation. Continue to grow and learn from these situations.

What advice would you give to current graduate students?

Take advantage of all of the hands-on experiences you can get! Talk with your practicum and internship supervisors about what you prefer but also would like to further develop skill-wise and make opportunities to have those experiences. Step outside of your comfort zone regularly. Always ask questions and seek support when needed. Start developing your personal organization system as early as you can. Ask your supervisors how they organize their workload and ask other psychologists you come across in the districts you have field experience in how they organize their workloads as well. Keep in contact with your cohort, professors and field experience supervisors for guidance and support in your first years as a psych.

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

I would look for team players who are willing to go above and beyond for students, families and for the team. I would look for individuals who are continually taking initiative to learn and grow as professionals. I would look for individuals who are personable, and who demonstrate self-control, especially during high-stakes situations and other stressful situations. I would look for individuals who aren't just looking for a position to fill, but are looking to be innovative and are motivated to actually contribute to the development of the district to support all learners.

Spotlight with Alyssa Peck Continued



How has the field changed since you graduated?

I don't think there have been a drastic amount of changes since I have graduated, although the recent media attention of mental health as well as the field of school psychology makes me interested in what is to come in the next 5-10 years in the field. In general, it seems there is a shortage of school psychologists, it is still a favorable profession with unfortunate higher than average rates of burnout, and most psychologists typically hold roles that are focused on assessment with high caseloads. I do feel my role is an exception (it took me several positions to find my niche) so I feel lucky in that I have found more of a role favorable to what I wanted in a career as a school psychologist.

What's your favorite part of your job?

I absolutely love working with the students. I love hearing their stories, I love to problem solve with them through social situations, and I love helping them have a voice in their education. I also love being able to work with middle school students and to see how much progress they make from early on in their education.

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

I really enjoyed our classes and liked feeling challenged. I always felt supported. I loved my assistantship through HDI and what I learned through taking the graduate certificate classes. I also liked participating in SASP and all of the activities we participated in together as a group.

What's your favorite quote?

"Great things are done by a series of small things brought together." – Vincent Van Gogh.



Alumni students enjoyed the celebration of Kheo Ly Swomley's wedding!

Pictured left to right: Katie Terrell Kostalek, Jess Clark, Kheo Ly Swomley (BRIDE), Emiling Yingling, and Rachel Jacob.

Congratulations Kheo!

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>