

SPGSO Update

2007-2008 SPGSO Officers

Amanda Sullivan, President
Vanessa Gaio, Vice President
Kara Sujansky, Social Chair
Joseph Mahoney, Secretary
Morgan Hall, Treasurer
Tiffany Kong, Webmaster
Carlos Calderon, NASP Representative
Sheryl Fosterling, APA Representative
Holly Augustine, First Year Representative

Linda Caterino, Advisor



left to right: Kara Sujansky, Carlos Calderon, Sheryl Fosterling, Vanessa Gaio, Holly Augustine, Joe Mahoney, and Alec Brown

undergraduate Sheryl studied at Santa Monica College then transferred to California State University, where she graduated this Spring. While enrolled in college, Sheryl worked part time as a tutor for K-2nd grade and also taught summer prep classes for second graders. She is currently interested in minority issues in education, including the impact of prejudice on students, and would like to work in urban schools and continue to do research after completing her degree. Sheryl has two children, a dog named Suey and a cat named Chico.

Joe traversed the longest distance to attend ASU, as he moved to Tempe from Montpelier, Vermont. Joe earned his bachelor's degree in 2003 from Providence College in Providence, Rhode Island. Joe was working as a behavioral interventionist in public schools prior to pursuing school psychology. He is most interested in the intervention aspect of school psychology, and would like this to be his focus as a practitioner after completing his degree. He likes to work with students to change their behaviors so that they can get the most out of their education, and looks forward to working with teachers to develop effective practices and classroom management strategies. An outdoor enthusiast, Joe enjoys hiking, bird-watching, and camping, as well as reading, music, and baseball.

Vanessa enters the program as a graduate from ASU West, and although she has lived in Arizona for a total of 12 years, she grew up in Minnesota and has lived in North Dakota, Nebraska, South Dakota, and Nevada. She enjoys taking a break from reading textbooks and journal articles in order to hike, cook, and read other books. She also likes to go running, and her favorite thing above all is hanging out with her children, Heath, 13, and Rachel, 10. Currently, Vanessa is interested in how student motivation affects school performance, particularly in students whose ability is not reflected in their academic achievement, apart from any learning disability.

Holly, the true Arizona native of the group, was born and raised in Pinetop-Lakeside, AZ. She earned her bachelor's degree from Northern Arizona University, where she also completed an internship in school psychology. Holly likes to take dance classes, she is passionate about her faith, and in her spare time she enjoys reading, cooking, baking, and sewing. She also loves to be outdoors in the forests and mountains, and already misses the snow. She is interested in learning more about the intervention aspect of school psychology, particularly behavioral interventions, family-based interventions, and Response to Intervention. She would like to one day return to a rural

Meet the New Cohort

By Holly Augustine

This year, seven new graduate students have joined the ASU School Psychology Program from various backgrounds and experiences to delve into the world of school psychology. Some of them are no strangers to graduate school, while others have just finished their undergraduate degrees. A few of them have lived in Arizona for quite some time, while others have left their home state to take up residence in the Valley of the Sun. All of them, however, are honored to introduce themselves as the first-year cohort of the program.

Alec comes to the program with much experience in school psychology, as he had been working as a school psychologist in Utah for three years prior to coming to ASU. Alec has lived in Utah for most of his life, earning his B.S. from Southern Utah University and his Ed.S. in School Psychology from Brigham Young University. He is married with two children, Eric, 4, and Lillian, 1. Alec would ultimately like to work as a professor upon completing his doctoral degree. He enjoys playing golf (although he claims to be terrible at it) and ultimate frisbee, and he is also a big fan of college football. After making his fortune in school psychology, he would love to travel, starting with visiting Southeast Asia and Europe.

Carlos was born in Mexico City, grew up in Baja California, and immigrated to the US at age 17. He attended college in Riverside, California, where he studied psychology and minored in music education and Spanish literature. He now lives in Phoenix with his wife Brenda. Before entering into the school psychology program, Carlos completed a master's degree in social psychology at ASU. He is now interested in exploring issues related to psychoeducational assessment of bilingual students, the psychology of stigma and prejudice in academic settings, and neuropsychology. After completing his doctorate, Carlos plans to pursue an academic career in a university setting to conduct research and teach. As a hardcore fan of Chopin, Carlos enjoys playing the piano in his (very little) free time.

Sheryl moved to Arizona from Culver City, California. As an

area and work in an elementary school following completion of her doctoral degree.

Last but not least, Kara joins us from Tampa, Florida, where she was born and raised. Having graduated from Florida State University in 2006 with a double major in psychology and child development, Kara then went to work as a special education teacher. She is now interested in researching behavior and learning disorders in school-aged children and family-based interventions for school-aged children with behavior and learning disorders. She is currently preparing a presentation entitled "Homework and ADHD: A Literature Review of Home-School Collaboration Practices" for the November TECBD conference with Dr. Wodrich. Kara has diverse interests, as she frequents events such as craft fairs and farmer's markets, and also enjoys driving golf balls and running. A fan of both college and professional football, she roots for the FSU Seminoles and the Pittsburgh Steelers.

So there you have it: the seven new faces of the School Psychology Program. Excited to learn more about school psychology as well to become acquainted with others in the program, they are looking forward to the journey that lies ahead. Alec, Carlos, Sheryl, Joe, Vanesa, Holly, and Kara, "the first-years", would like to say thank you for your warm welcome into the program!

APA CALL FOR PROPOSALS Due December 3rd

116th Annual Convention
Boston, MA – August 16-18, 2007

Accepting individual paper or poster
presentations and symposia

Note: Only posters and symposia will
be considered by Division 16

Requirements: title, author information, 500-
1000 word summary

Program Welcomes New Chair

By Vanesa Gaio

Dr. Marley Watkins has joined the faculty at Arizona State University as a Professor and Director of Training for the School Psychology Program. Recently from Penn State, Dr. Watkins is no stranger to Arizona.

After receiving his PhD from the University of Nebraska, Lincoln, Dr. Watkins had the opportunity to be the first person from UNL to leave for an internship in another state. That internship was here in Arizona at the Phoenix Union High School District. While at PUSD, Dr. Watkins was in charge of two high schools and the vocational special education assessment for the district.

Dr. Watkins research interests are varied due to spending so many years in the schools, where he had the opportunity to research a myriad of topics in the course of his work there. For more in depth information on Dr. Watkins' research interests and background as well as classes he is teaching, please visit his website at <http://www.public.asu/~mwatkin>.

Dr. Watkins comes to Arizona State with the vision of ensuring that the ASU School Psychology program remains a high quality Scientist/Practitioner training program. He specifically wishes to produce practitioners who have Science in front of their practice, utilizing science in order to pursue individual interests and research.

According to Dr. Watkins, the School Psychology program can and should be a demanding doctoral course of study, because we are spanning the realms of Psychology and Education, practice as well as science. It is a challenging degree and Dr. Watkins is "appreciative of the graduate students who have chosen this program, knowing that the talents required would allow them to pursue another course—a course of study involving less work and more pay." Instead, these people chose to be in something that makes a difference, to be the best and contribute something significant to society.

***** ***Congratulations*** *****

Graduating Summer/Fall 2007

John Balles
Kelly Parent
Marsha Spencer

Doctoral Comprehensive Exams Passed

Genevieve Smith
Amanda Sullivan
Jennifer Tarbox

Internships

John Berger
Milwaukee Public Schools
Gloria Chavez
Kyrene Elementary School District
Melissa Cunningham
Portland Public Schools
Laura Gonzales-Macias
Scottsdale Unified School District
Seth Marshall
Houston Independent Schools
Annie Metcalf
Tempe Elementary School Districts

2006-2007 Theses & Dissertations

Kelly Parent
Children with Type 1 Diabetes: Are Laboratory Reports of Academic and Neurocognitive Deficits Confirmed in the School Setting
John Balles
Teacher Burnout: Perceptions of Behavior Disorders, the Referral Process, and Willingness to Implement Classroom Interventions
Carlos Calderon
The Relation between Cultural Socialization and Cooperative, Competitive, and Individualistic Social Orientations among Mexican American Children
Marsha Spencer
The Occurrence and Academic Impact of ADHD Symptoms in Boys with Hemophilia
Amanda Sullivan
Minority Representation in Special Education and the Factors Related to Disproportionality

Weddings

Annie Metcalf – October 12, 2007
Genevieve Smith – July 2008

**NASP AWARENESS WEEK
NOVEMBER 12-16th
FOCUS ON RESILIENCE**

Let others know you appreciate their partnership in your work. NASP is making available a downloadable note card and an e-postcard for you to use. Send a thank you note to a colleague. Send a note to your administrator commending your colleagues' work. Write a brief note to a parent. Give small "comfort items" to colleagues saying, "thanks," such as herbal tea or chocolates.

Select a specific topic to highlight. Identify an issue of importance in your district (e.g., reading, high stakes testing, playground safety, cultural competence) and do an activity or activities on that issue. People are more likely to pay attention to an article or attend a workshop on something they know or are concerned about. You will not only raise awareness of your expertise in this area but can provide people with useful information as well. Activities could include:

- Sending a parent handout in the school's/district's weekly newsletter home.
- Write an article on the topic for the school newsletter. Feel free to adapt materials on this page. Include information on the variety of services school psychologists provide.
 - Do a presentation at a PTA meeting about the services you provide. Distribute handouts to attendees.

Incorporate key messages. Following are some key messages on resilience:

- Resilience is essential to success in school and life.
- Adversity is a natural part of life. Resilience helps children successfully meet difficult challenges.
- Adults can foster resilience by modeling positive behavior and attitudes, being emotionally supportive and encouraging, and building children's competency and problem-solving skills.
- Children become more resilient when they understand clear expectations and can learn from mistakes.
- Children build resilience when they take care of their health and help others.
- School psychologists help foster resilience that contributes to children's success in school and life.

Promote school psychology as a career. Attend a career fair; display the *NASP School Psychology: A Career That Makes A Difference* brochures in the high school career center; and/or do a presentation to high school, undergraduate or community college students. This is an easy way to promote the profession and raise your own visibility. In addition to the brochures, which you can request from the NASP Center, we have a new PowerPoint presentation available for download in both the school psych awareness resources and NASP Career Center online at www.naspcareercenter.org.

Visit WWW.NASPONLINE.ORG for info

SPGSO 2007-2008 Agenda

By Joe Mahoney

SPGSO recently convened for the first organizational meeting of the year. There were lots of introductions to be made, as a majority of the officers are new to the program. Enthusiasm ran high for the new academic year and the many opportunities we have to promote School Psychology. Participation of all School Psych. students in SPGSO activities is vital to achieving this goal. That being said, here's a look at what SPGSO may be up to this year:

- Revision of the SPGSO handbook. The goal is to make it a little less technical and a little more student-life-oriented. Participation in the prospective student interviews in spring semester. This is a chance to provide interested students with a unique perspective on the value of our field.
- Student workshops relevant to School Psychology. Some topics include 'creating a vita', 'documenting professional experiences', and 'creating a research poster'. These workshops can be valuable to those who are just getting their feet wet, as well as those with experience under their belts. Please come and share your expertise.
- Displaying research posters that have been recently presented by our students. Here's an opportunity to show your peers what you've been up to professionally. Contributions from all students are encouraged.
- Promoting an understanding of School Psychology to other departments here at ASU. It's recently become clear that folks from other academic disciplines, even the Psychology department, have a limited awareness of our field. We hope to change that.
- If possible, hosting a workshop by a representative from APAGS. Just one of the opportunities we have to participate in professional organizations.
- Participation in NASP Awareness Week. We can help to get the word out about the profession of School Psychology with flyers, pamphlets, and possibly a presentation.
- Fundraising for the organization. We would like to generate some funds for SPGSO that would enable us to support students in the program and promote our goals.

We hope that everyone will have a chance to participate in SPGSO meetings and events.

As always, we encourage students become members in NASP, APA, and the local organizations, and to attend and present at local and national conferences. We are excited to note that the our program will be well-represented at the NASP conventions with presentations by John Balles, Lori Long, Kelly Parent, Amanda Sullivan, Jenny Tarbox, and Dr. Wodrich. We hope that many others will also attend.

Dates to Remember

- Psychology in Education Social – November 15th**
- TECBD Conference – November 15th -17th
- AZ Psych. Training Consortium Apps Due – Dec. 1st
- APA Proposals due – December 3rd
- ASU Final Exams – December 6th – 12th
- ASU Commencement and Hooding – December 13th
- NASP Convention, New Orleans, LA – February 6th – 9th