

08

Volume 8, Issue 1

SCHOOL PSYCHOLOGY STUDENT ASSOCIATION

Annual Newsletter | Summer 2020

**TOGETHER WE ARE
STRONGER**



TOGETHER WE ARE STRONGER

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A MESSAGE FROM THE SPSA PRESIDENT & VICE PRESIDENT

Dear students and friends,

As the 2019-2020 school year comes to a close, most of us would have never thought that we would be here under the circumstances that have unfolded. This school year has brought about significant changes in the lives of every man, woman, and child not only in America but across the globe. The way we live and interact with others has forever been changed with the coronavirus pandemic. As the country mourns the loss of thousands of lives and copes with the societal changes, it is now that we evoke the resilience and strength of the human spirit to guide us through these tumultuous times.

As John Quincy Adams once said, "Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish."

The School Psychology Student Association (SPSA) has demonstrated that when the going gets tough, the tough adapt and persevere. We are champions for our community and we are proud of the tenacity of our graduates and students despite these challenging times. SPSA has had a successful year with the support of our amazing Executive Board: Byron Garcia (Treasurer), Renee Bastian (Secretary), Tara Fitzgerald (CSO representative), and Heidy Zetina (Social Chair). We organized several events throughout the year such as collecting canned foods for Feeding South Florida, volunteering at the International Coastal Beach Clean Up Day, and donating toys for the Nicklaus Children's Hospital.



CARLOS CHAVARRIAGA

SPSA Vice President



In addition, our student organization developed the Public Relations Committee, aimed to increase awareness of school psychology through social media, and the Scholarship committee, purposed to seek out scholarship opportunities for our student members. These accomplishments would not have been possible without the camaraderie of our student members and support from our dedicated professors.

The Executive Board is most grateful and honored to have served for this school year and hope to inspire future students to continue the successes of this student organization. As a member of this board, we could not be more proud to have shared our educational experiences with such an amazing group of talented individuals. It is with a growth mindset that we complete this year on a positive note and by acknowledging the hard work and successes of our graduates and students. Together we are stronger for our bonds have never been more powerful. We look forward to hearing about the accomplishments of this extraordinary group of people who will enrich the world for the better.

Sincerely,

Quennie Dong & Carlos Chavarriaga

WELCOME TO FIU DR. SHAYL GRIFFITH



Shayl Griffith, PhD, is an incoming Assistant Professor in the Department of Counseling, Recreation, and School Psychology at Florida International University (FIU). Originally from Barbados, Dr. Griffith moved to the US in 2008 to attend Clark University, where she received her BA in Psychology. She went on to obtain her MS and PhD in Clinical Psychology from the University of Massachusetts Amherst. Her graduate research work focused on exploring interventions using interactive educational apps as tools to promote school readiness in low-income populations. She completed her doctoral internship in the Child/Adolescent/Pediatric Track at Rush University Medical Center in Chicago, IL, where she received further training in evidence-based psychological and neuropsychological assessment, consultation, and intervention with children and their families with a range of clinical concerns. She then completed a postdoctoral research fellowship in early childhood clinical research at the Center for Children and Families at FIU, where she also directed and supervised students providing neurodevelopment assessment through the Early Childhood Neurodevelopment Program.

Dr. Griffith's research interests center on the behavioral and academic functioning of at-risk young children, with special interests in early identification and intervention in problems of development, parent-child interactions, child media use, and the use of mobile technology to support interventions. Her work has been supported by research fellowships from the UMass Center for Research on Families and the National Academy of Education/Spencer Foundation, and she has authored papers in journals such as Pediatrics, Journal of Clinical Child and Adolescent Psychology, Journal of Abnormal Child Psychology, and the Journal of Children and Media. She is currently collaborating with the Miami-Dade Family Learning Partnership to develop and evaluate caregiver guides including tips for positive educational media use for families participating in a county-wide book distribution program, with funding from The Children's Trust.



WELCOME TO FIU DR. AMANDA ALLEN



Amanda N. Allen, will join FIU as an Assistant Professor of School Psychology in the 2020–2021 school year. She earned her Bachelor of Arts in Psychology with a minor in Entrepreneurship from Drury University in Springfield, MO. She then went on to the University of Missouri- Columbia (MU), where she earned a Masters of Arts in School Psychology and will receive her Ph.D. in School Psychology in August 2020.

Her program of research focuses on the early identification and intervention for youth, demonstrating emotional and behavioral risk. Amanda holds a passion for preventative practices such as universal screening and targeted intervention, which are essential in preventing mental health problems in youth. The emphasis of her current prevention-research pertains to developing the mental health literacy of educators. Equipping and empowering teachers so they can identify risk and support youth mental health in the classroom.

She has published her research in peer-reviewed journals such as School Mental Health, Journal of School Psychology, Remedial and Special Education, and Journal of Emotional Behavior Disorders, and delivered presentations annually at the National Association of School Psychologists (NASP) and the American Psychological Association (APA) conferences.

Amanda specializes in working with youth, families, and educators. She has acquired a collection of experiences in psychological service delivery in varying K-12 public school settings and in a community-based outpatient clinical setting at the Center for Evidence-Based Youth Mental Health. For her doctoral internship, she gained invaluable experience in school psychological service delivery, working with a diverse student population within the Miami-Dade County Public Schools in Miami, Florida. Serving the district's diverse student population in a framework that is informed by current research and best practices was an unparalleled opportunity to continue evolving as a culturally-responsive practitioner.

From her view, Amanda believes that as school psychologists, we have the unique opportunity – and responsibility – to effect incredible systems change and promote equity. We can shed light on the systemic issues that are barriers to equal education for marginalized students, and disseminate information to the field to ensure that practitioners are equipped with culturally-responsive solutions to these challenges. She is highly committed to training and holds a passion for supporting the professional development of others, so she is eager to join the FIU School Psychology family to help train the next generation of school psychologists.

ABOUT ME

I'm from a small town in southern Missouri. Growing up, I was practically raised in a basketball gym, so I love the game and still have a nostalgic love for concession stand foods. I also love Dallas Cowboy Football, which is how my two cats Dez Bryant and Miles Austin, got their names. My favorite things to do are lounging at home with these guys binging Netflix, and I am also obsessed with Hot Yoga. So far, a few of my favorite parts of Miami are taking walks by the bay, brunching in Wynwood, and eating tacos most days of the week. Huahuah's and Bakan are currently tied up for my favorite, but I am eager to keep exploring. I'm thrilled to call Miami my new home!

WELCOME TO FIU DR. KELLINA LUPAS



Dr. Lupas (Pyle) is an Assistant Professor with the School Psychology program at FIU. Her early background was in neuroscience, and in 2011 she completed a year-long Fulbright Fellowship in the Netherlands, using fMRI to examine reward processing in children with attention-deficit hyperactivity disorder (ADHD). After her return to the U.S., Dr. Lupas adjusted her focus to more hands-on, applied work, and graduated with a doctoral degree in school psychology from the University at Buffalo, under the mentorship of Dr. Greg Fabiano. In her current role at the Center for Children and Families, she works primarily with Dr. Bill Pelham and focuses on applied, school-based interventions for children who have ADHD. Understanding that multiple stakeholders contribute to the well-being of children with ADHD, Dr. Lupas' research extends across the home, school, and community settings. She has a wide variety of experiences with federally funded grants, and has been continuously funded by the Department of Education Institute of Education Sciences (IES) since 2012.

Her grant projects have explored: (1) developing progress-monitoring assessments for schools, (2) creating father-focused behavioral parent-training, (3) establishing a comprehensive school-based treatment for children with high-functioning autism spectrum disorder (ASD), and (4) examining the utility and feasibility of a multi-tiered system of support for students with ADHD. Currently, she is interested in studying data-based decision making in schools, and creating professional development for educators in how to collect, graph, analyze, and use behavioral data. Outside of her academic work, Dr. Lupas is an avid reader, and especially loves science fiction and fantasy. On the weekends, she can often be found taking long walks around Coral Gables, listening to podcasts, and thinking about new recipes to cook during the week. She is always eager and willing to talk to students, and can be reached at kpyle@fiu.edu, or by phone at (305) 348-3005.



FACULTY & STUDENT PUBLICATIONS

Cumming, M. M., Bettini, E., Pham, A.V., & Park, J. (2020). School-, classroom- and dyadic-level experiences: A literature review of their relationship with students' executive functioning development. *Review of Educational Research*, 90, 47-94. <https://doi.org/10.3102/0034654319891400>

Dong, Q., Garcia, B., Pham, A.V., & Cumming, M. (2020). Culturally responsive approaches for addressing ADHD within multi-tiered systems of support. *Current Psychiatry Reports*, 22, Advance online publication. <https://doi.org/10.1007/s11920-020-01154-3>

Goforth, A., Pham, A., & Holter, O. (2019). Cultural considerations in school psychopharmacology. In J. Carlson & J. Barterian (Eds.), *School Psychopharmacology: Translating Research into Practice*. Springer International Publishing AG, Switzerland. https://doi.org/10.1007/978-3-030-15541-4_11

Grace, A., Field, T., Bendell, D., & Pelaez., M. (2019). Mothers of Children with Autism Spectrum Disorder Show More Demonstrative and Directive Behavior and Less Imitative and Playful Behavior with their Children. *International Journal of Developmental Research*, 9(11), 31964-31968. ([link: Mothers of children with autism spectrum disorder show more demonstrative and directive behavior and less imitative and playful behavior with their children](#))

Lazarus, P. J., Suldo, S., & Doll, B. (Eds.) (anticipated date of publication, late summer 2020). *Fostering the emotional well-being of our youth: A school-based approach*. New York: Oxford University Press.

Lazarus, P. J., Overstreet, S., & Rossen, E. (in press). Building a foundation for trauma-informed schools. In P. J. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. New York and London: Oxford University Press.

Lazarus, P. J. & Costa, A. (in press). Emotional self-regulation in youth. In P. J. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school based approach*. New York and London: Oxford University Press.

Lazarus, P. J., Paine-Kennedy, C., Crepeau-Hobson, F., & Sievering, K. (in press). Facilitating healing in the aftermath of school crises. In P. J. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. New York and London: Oxford University Press.

Lazarus, P. J., Suldo, S. & Doll, B. (in press) Introduction: Are our youth all right? In P. J. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. New York and London: Oxford University Press.

Lazarus, P. J. & Cash, R.E. (in press). We must be champions for the emotional well-being of our youth. In P. J. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. New York and London: Oxford University Press.

Menda, S. C. (in press). Inclusion in the U.S. educational system. In *Psicologia e Educação* [Psychology and Education]. Porto Alegre, RS: EDIPUCRS.

Monlux, K., Pelaez, M., & Holth, P. (2019). Joint Attention and Social Referencing in Children with Autism: A Behavior-Analytic approach. *European Journal of Behavior Analysis*, 20(2), 186-203. ([link: Joint attention and social referencing in children with autism](#))

Neimy, H. Pelaez, M., Monlux, K., Carrow, J., Tarbox, J., & Weiss, M. J. (2020). Increasing Vocalizations and Echoics in Infants at Risk of Autism Spectrum Disorder. *Behavior Analysis in Practice*, 13(1), 1-6. ([link: Increasing vocalizations and echoics in infants at risk of autism spectrum disorder](#))

Neimy, H., & Pelaez., M. (2020). Early Interventions for Infants at Risk of Autism Spectrum Disorder. In C. Drossel, T. Waltz, & A. Maragakis (Eds.), *Application of Behavior Analysis to Healthcare and Beyond* (pp. 1-52). New York, NY: Springer.

Pelaez, M., & Monlux, K. (2019). Early child learning of social and cognitive skills. In S. Hupp, & J. D. Jewell (Eds.), *The Encyclopedia of Child and Adolescent* (pp. 1-22). Wiley. <https://doi.org/10.1002/9781119171492.wecad072>

Pham, A. V., Bennett, K. D., & **Zetina, H.** (2019). Technology-aided interventions for individuals with autism: Implications for policy and practice. *Policy Insights from Brain and Behavioral Sciences*, 6, 202-209. <https://doi.org/10.1177/2372732219857750>

FACULTY & STUDENT PRESENTATIONS

Bastian, R., Lazarus, P. J., Pham, A., **Garcia, B., Lopez, J., & Dong, Q.** (2019, November).

Developing a social justice committee within a school psychology program. A poster presented at the annual convention of the Florida Association of School Psychologists. St. Augustine, FL.

Bennett, K., & Pham, A. (2020, January). Current technology-aided interventions for social-communication skill development with individuals with autism spectrum disorder: Implications for policy and practice. Paper presented at Council for Exceptional Children-DADD annual convention, Sarasota FL.

Cumming, M. M., Pham, A. V., & Bettini, E. (2020, February). Fostering student executive functioning: Importance of classroom environment, teacher-student interactions, and peer relationships. Paper presented at the Council for Exceptional Children annual convention, Portland, OR.

Cumming, M. M., Pham, A. V., Bettini, E., & Park, J. (2019, October). School-, classroom- and dyadic-level experiences: Their relationship with students' executive functioning development. Paper presented at the Teacher Educators for Children with Behavior Disorders annual convention, Tempe, AZ.

Dong, Q. & Lazarus, P. J. (2020, February) Intimate partner homicide suicide. A conversation session presented at the annual convention of National Association of School Psychologists. Baltimore, MD.

Garcia, B., Zetina, H., & Pham, A. V. (2020, February). Simple and complex executive functioning: Comparison of direct assessment measures. Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.

Lawrence, C., Noble, A., & McFarland L. (2019, November). How ACEs affect the health of children. Poster presented at the annual convention of the Florida Association of School Psychologists. St. Augustine, FL.

Lazarus, P. J. & Sulkowski, M. L. (2020, February) The three pillars of safe and supportive schools: An integrative model for fostering students' well-being. A paper presented at the annual convention of National Association of School Psychologists. Baltimore, MD.

Lazarus, P. J. (2020, February). School violence, public health, advocacy and America's youth. A paper presented at the annual convention of National Association of School Psychologists. Baltimore, MD.

Lazarus, P. J. (2019, August). Fostering emotional self-regulation in children, A multi-tiered approach. A paper presented at the Caribbean Well-Being Conference. St. Maarten.

Lazarus, P. J. (2019, July). The three pillars of safe and supportive schools: An integrative model for fostering students' well-being. A poster presented at the annual convention of the International School Psychology Association. Basel, Switzerland.

Lazarus, P. J. (2019, July). Fostering emotional self-regulation in children, A multi-tiered approach. A paper presented at the annual convention of the International School Psychology Association. Basel, Switzerland.

Lazarus, P. J. (2019, November). The three pillars of safe and supportive schools: An integrative model for fostering students' well-being. A paper presented at the annual convention of the Florida Association of School Psychologists. St. Augustine, FL.

Lazarus, P. J. (2019, November). School violence, public health, advocacy and America's youth. A paper presented at the annual convention of the Florida Association of School Psychologists. St. Augustine, FL

Lazarus, P. J. & **Dong, Q.** (2019, November). Providing support to child victims of parent homicide and IPHS. A paper presented at the annual convention of the Florida Association of School Psychologists. St. Augustine, FL.

Menda, S. C., Pelaez, M., & Pham, A. V. (2020, February). Using video modelling and reinforcement to increase children's healthy eating. Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.

Menda, S.C. (2019, August). Inclusion and the role of the school psychologist: A comparison between the U.S. and Brazil. Invited lecturer, Psychology Undergraduate Program; Course: School Psychology. Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), Porto Alegre, Brazil.

Nguyen, T., Weeks, M. R., **Dong, Q.**, Sullivan, A. L., & Pham, A. V. (2020, February). Narrowing opportunity gaps: Enfranchising socially marginalized students. Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.

Sook Hyun, M. & Pham, A. (2019, November). Promoting third-grade students' reading: Use of self-regulated learning. Poster presented at Florida Association of School Psychologists annual convention, St. Augustine, FL.

Zetina, H. & Pham, A. V. (2020, February). Differentiating executive functioning and self-regulation: Implications for research and practice. Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.

FLORIDA ASSOCIATION OF SCHOOL PSYCHOLOGISTS ANNUAL CONFERENCE

St. Augustine, FL - November 6-9

BETTER TOGETHER

The 2019 Annual FASP Conference took place at the World Golf Village Renaissance St. Augustine Resort. The theme for this PAST year's annual conference was BETTER TOGETHER. More than ever, school psychologists are part of a multidisciplinary team working collaboratively with other school-based professionals within the school setting. School Psychologists have expertise in the areas of mental health, counseling, consultation, and evaluations which bring a unique perspective to any team. Together, with other professionals in our schools and communities, we can provide much needed, comprehensive support to our students and their families, working with all children regardless of their differences, circumstances, or background.

CONFERENCE HIGHLIGHTS

- Kate and Andy Grosmaire's keynote address on approaches to criminal justice that promote human dignity.
- Dr. Stephen E. Brock's keynote address on the role of comprehensive mental health services within our schools.
- Dr. Shriberg (The 2018 winner of the Trainer of School Psychologists' "Outstanding Contribution to Training" award) presented on applying social justice principles to the practice of school psychology.
- Welcome Reception and Awards Ceremony
- FASP President's Party
- Children Services Fund, Inc. silent auction



ABOUT FASP CONFERENCE

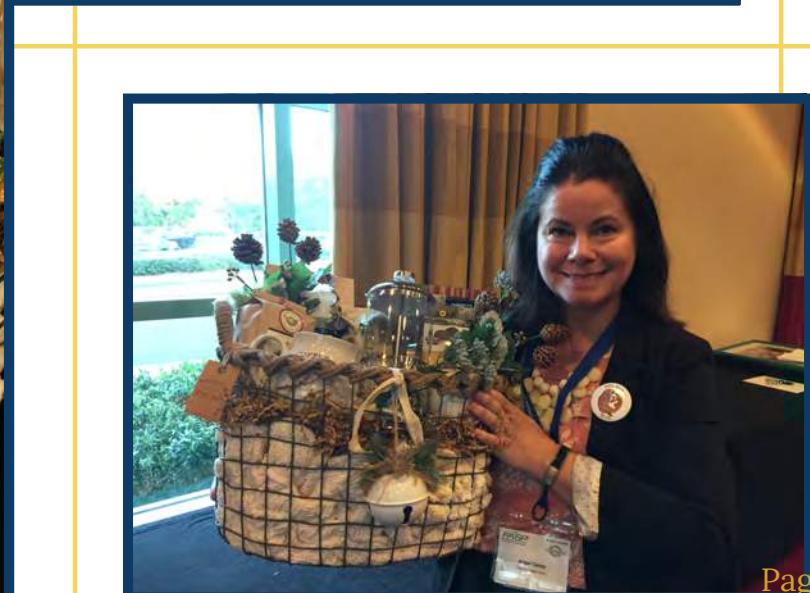
FASP hosts a major event every year, the Annual Conference, which takes place within the state at a location determined at least a year in advance. The purpose of the Annual Conference is to address the professional competency/development goal of the Association's Strategic Plan, conduct business, present a scientific program, and offer a setting for the discussion of professional matters in the field of interest to school psychologists.

STUDENT ATTENDEES

QUENNIE DONG
IBIS MENDOZA
DENISSE TETTAMANTI
EUGENIA ROMERO
RENEE BASTIAN
ALEXIS DAVIS
SAMANTHA MENDA
HEIDY ZETINA
MILAGROS ZAVALIA
CHELSEA LAWRENCE
ASHRA NOBLE



Florida Association of School Psychologists



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS ANNUAL CONFERENCE

Baltimore, MD - February 18-21

2020 VISION

This year's convention theme is 2020 Vision: Leadership in Focus. The convention theme is highlighted throughout the week by various sessions, including in the President's Strands. The two strands focus on how we can embrace our leadership skills and engage in advocacy to optimize the experiences and outcomes of students, families, educators, and school psychologists themselves.

CONFERENCE HIGHLIGHTS

- Welcome Orientation & Welcome Party
- NASP Awards Ceremony
- Graduate student outing at Leinie Lodge and Beer Garden
- Wes Moore's keynote address about The Other Wes Moore: One Name, Two Fates
- Exhibit Hall (Student Poster Presentations)
- NASP President's Reception

ABOUT NASP CONFERENCE

The NASP 2020 Annual Conference serves to enhance the skills of school psychologists to support their provision of comprehensive services to students, schools, and families as outlined in the NASP Practice Model.

STUDENT ATTENDEES

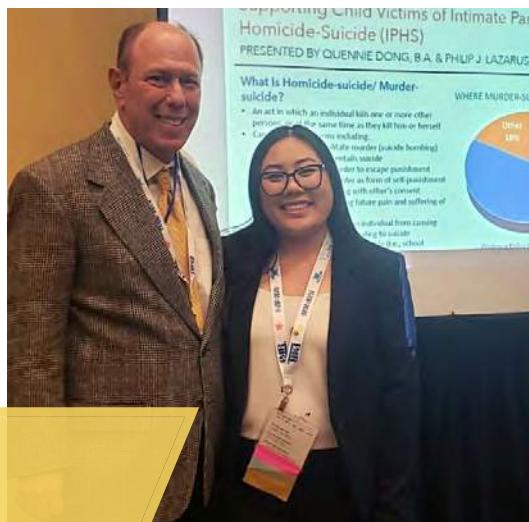
Byron Garcia

Heidy Zetina

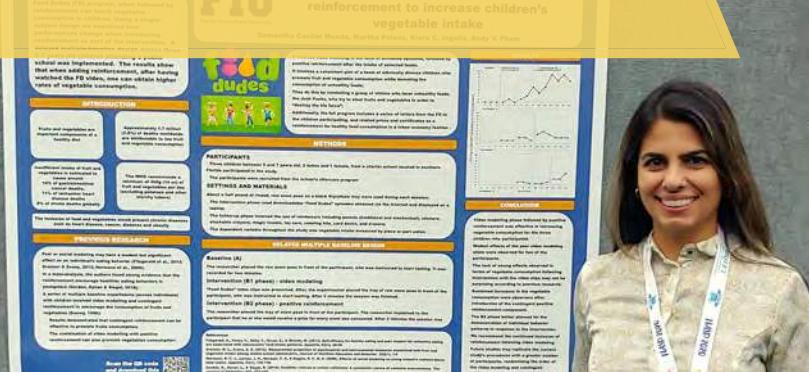
Samantha Menda

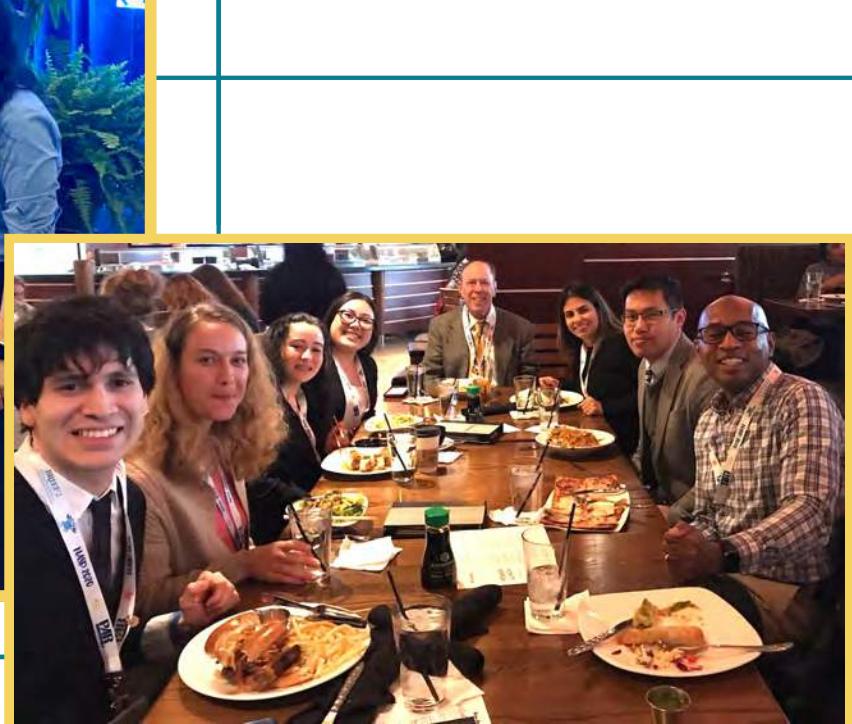
Tara Fitzgerald

Quennie Dong



STUDENT PRESENTATIONS





STUDENT LEADERS & AWARDS

SPSA PRESIDENT-ELECT

Renee Bastian

SPSA PRESIDENT

Quennie Dong

STUDENT RESILIENCE AWARD: RECOGNIZED FOR HER "GRIT" & RESILIENCE

Lakeshia McFarland

PATTY DEL VALLE HUMANITARIAN AWARD

Quennie Dong

NASP STUDENT REPRESENTATIVES

Keila Tuckler & Johanna Lopez

FASP STUDENT REPRESENTATIVE

Alexandria Pipitone Schworn



PROJECT SPECIAL SCHOLARS

Jessica Bus, Alyssa Del Campo, Brittany Sealy, Amy Garcia, Stephanie Desir, Diana Suarez, Cossette Torres, Monika Lopez, Dominique Walker

LENNAR CORPORATION SCHOLARSHIP ENDOWMENT, 2019

Tara Fitzgerald

FIU COLLEGE OF EDUCATION, CUBAN WOMEN'S CLUB SCHOLARSHIP, 2019

Keila Tuckler

FIU EDUCATION ENDOWMENT SCHOLARSHIP, 2019

Samantha Menda & Milagros Zavalia

UGS PROVOST AWARD FOR MENTORSHIP OF GRADUATE STUDENTS

Dr. Andy Pham

2020 NASP FACULTY SPONSOR CHAMPION

Dr. Andy Pham

SPSA 2020-2021 E-BOARD



PRESIDENT

Hi everyone! My name is Renee Bastian and I am the incoming President of SPSA for the 2020 2021 school year. I have been in the program since Fall 2018 (5 semesters now? lol). I have previously served as Secretary for SPSA, so this year I am excited to grow into my role as President. I hope to bring all of the cohorts closer together, host events that collaborate with other related student organizations and meet all of the incoming students and get them involved :D



VICE PRESIDENT

I am so honored and grateful to be Vice President. As VP, I would like to make our educational experience more enriched by assisting and overseeing the events we partake in. A big part of my goal as Vice President is to help the other nominees in their positions by creating an environment that is synchronized and harmonious. Facilitating good communication and organization is why I felt like this was the best position for me. My aspiration is to become a liaison between the people and the student government. To bring peace to the students by offering free yoga and meditation. I can't wait to put our concepts and ideas into action. I'm looking forward to being the best VP I could be for our program. I know this is only the beginning, the best is yet to come!



SECRETARY

My name is Alexis Davis, I am going into my second year in the program. My goal as an e-board member is to help out the e-board and fellow students in the program as much as I can, I'm most excited to see my friends in the program again when campus reopens and to learn more skills in the field through hands-on experience in practicum!



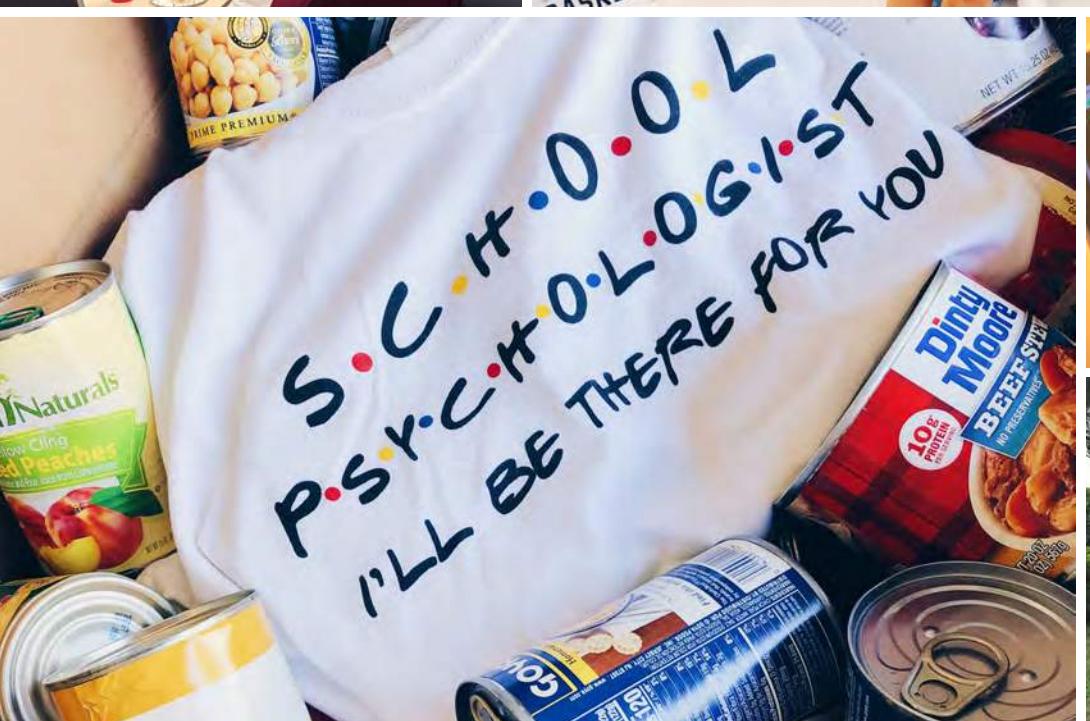
TREASURER

My name is Manoela Suarez and this is my third and final year in the program. As the treasurer, I will oversee and present budgets, accounts and financial statements to the committee. I will look at funding and for fundraising opportunities when necessary. As well, I will share any grant prospects to help us pay for some of our upcoming activities and conventions during the year. What I am most excited for this upcoming school year is to begin the practicum.



CSO REPRESENTATIVE

Hello! My name is Eugenia Romero and this is my third semester in the program. As an e-board member, my goals are to help us be more involved and represent our organization in the FIU community.



SPSA EVENTS

SPSA COMMITTEES & FALL 2020 INTERNS

SOCIAL JUSTICE COMMITTEE

Johanna Lopez, Byron Garcia, Alexis Davis, Eugenia Romero, Alexandria Pipitone Schworn, Quennie Dong

SCHOLARSHIP COMMITTEE

Samantha Menda, Matthew Nettina, Alex Lumarque, Rachel Casanas, Quennie Dong

PUBLIC RELATIONS COMMITTEE

Athena Mavrakis, Isabel Guaragna, Denisse Tettamanti, Sarah Abulkheir, Samantha Menda, Joelishia Banfield, Quennie Dong



STUDENTS HEADING OFF TO INTERNSHIP THIS FALL 2020

Tara Fitzgerald (Minnesota Consortium for School Psychology, KIPP Minnesota (K-8)
Byron Garcia (Miami-Dade County Public Schools)
Heidy Zetina (Miami-Dade County Public Schools)
Carlos Chavarriaga (Miami-Dade County Public Schools)
Keila Tuckler (Miami-Dade County Public Schools)

Milagros Zavalia (Miami-Dade County Public Schools)
Johanna Lopez (Miami-Dade County Public Schools)
Joelishia Banfield (School District of Palm Beach County)
Samantha Menda (Broward County Public Schools)
Quennie Dong (Broward County Public Schools)

"Alone we can do so little;
together we can do so
much"

HELEN KELLER



A STUDENT'S PERSPECTIVE

Ashra's Internship Experience

Over the past school year, I had the opportunity of working at a variety of different schools in Duval County (Jacksonville, FL). Duval County is one of Florida's seven major metropolitan school districts. During my internship, I had a multitude of different experiences in elementary schools, secondary schools, and alternative schools. I was able to attend professional development opportunities such as; the FASP conference and the NEFASP workshop and I met many knowledgeable professionals in the field.

During the first half of the academic year I was able to give assessments, work

closely with children in different settings, provide counseling services to two students with varying backgrounds in a secondary and alternative school, participate in school staffing's, intervene on a behavioral case, and provide consultative services to teachers and staff. During the second half of internship I was assigned a school to work independently at (very exciting!), however, our internship was unlike the previous years. Due to the COVID-19 pandemic we spent the last three months of the academic year working and learning from home. During this time, I was able to work on reports, attend webinars & trainings, and learn how to conduct meetings remotely



from home. It was a struggle at times, but it was a learning experience that required the entire community to come together and adapt.

I am grateful I came from a great School Psychology program, which provided consistent support throughout the entirety of the internship year and that I was able to be part of the Duval County Public Schools team. I look forward to working in this county in the future!



Chelsea's Internship Experience

During the past year I have interned in Hillsborough County Public Schools. I asked to be placed in Title I schools. Title I is a federally-funded program available to select schools, based on the percentage of students eligible for free and reduced lunch. Title I funds are supplemental to district funds given to schools and are to be used to increase student achievement.

Hillsborough is the 7th largest school district in the United States with around 200 school psychologists. All of the Achievement Schools in Hillsborough get a full-time school psychologist, which are schools that have had a failing grade for the past three years. Also, every high school has a full-time school psychologist. All other schools are half time, not including ESE center schools.

Unlike the other interns, I started internship being very confident in my assessment administration abilities (shout out to Dr. Pham). Hillsborough allows their

psychologists to check out whichever test kits they want at the beginning of the year and keep them at their schools. My supervisor had at least 20 different tests ranging from the FAR, TEMA, TERA, Stanford Binet-5, WISC-V, WJ-IV COG and ACH, etc.

Throughout the school year I was able to form my own counseling group at one of my elementary schools and use the Support for Students Exposed to Trauma (SSET) curriculum that I had found while doing research for a counseling class. I participated in multiple threat and suicide assessments at both of my elementary schools and at my high school placement. Interns in HCPS that are deemed ready by their supervisors are given an independent site after spring break and they assume all of the responsibilities of a regular school psychologist at that school two days a week. Due to COVID-19 I was unable to have that experience.

Interns and first year psychologists participate in weekly TIP training sessions that taught us everything we needed to know about doing our jobs well and allowed us to visit places like the Crisis Center of Tampa Bay and charter schools for students with reading disabilities. My favorite part of internship was my morning duty from 7:10-7:35 where I would stand at the entrance of my school and greet my students. My advice to all incoming interns is to get to know as many students as possible. Ask them what they did this weekend, what their favorite thing to do is at home, or how they're feeling today as they walk past you! Don't become a testing machine, take advantage of all the skills you've learned while at FIU and put them to good use!



CONGRATULATIONS GRADUATES!

SHANTEL GOMEZ

Miami-Dade County Public Schools



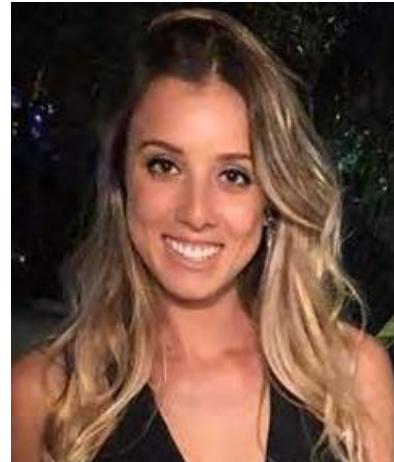
CHELSEA LAWRENCE

Pinellas County Schools



ASHRA NOBLE

Duval County Public Schools



LAKESHIA MCFARLAND

Miami-Dade County Public Schools



DENISSE ACOSTA

Miami-Dade County Public Schools



CAROLINA BURGOS

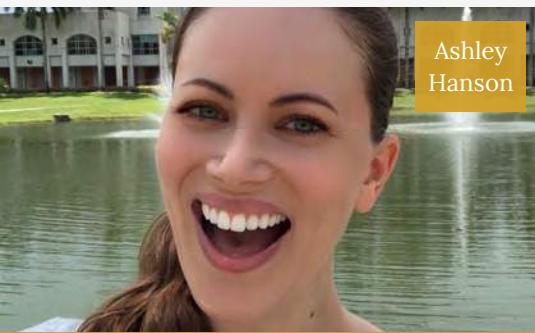
Broward County Public Schools



LUCIANA LORINO

Miami-Dade County Public Schools

GRADUATE, TEACHING & RESEARCH ASSISTANTS



Department of Teaching & Learning
Dr. Elizabeth Cramer



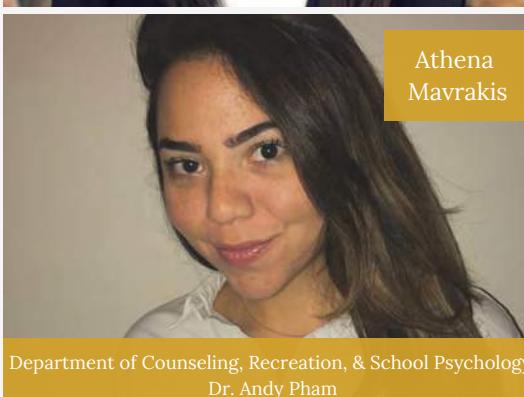
Department of Counseling, Recreation, & School Psychology
Dr. Andy Pham



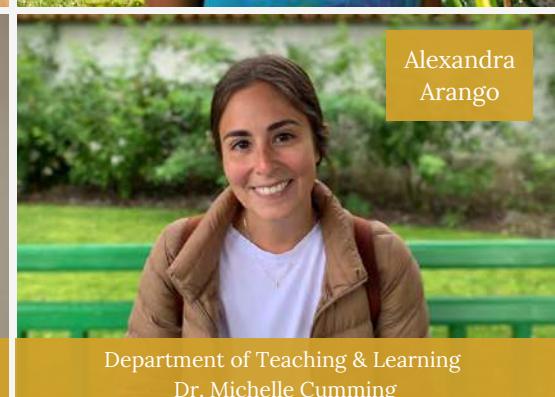
Department of Counseling, Recreation, & School Psychology
Dr. Valerie E. Russell



Department of Teaching & Learning
Dr. Sarah Mathews



Department of Counseling, Recreation, & School Psychology
Dr. Andy Pham



Department of Teaching & Learning
Dr. Michelle Cumming



Department of Educational Policy Studies
Dr. Thomas Reio



Department of Teaching & Learning
Dr. Melanie Morales



Department of Teaching & Learning
Dr. Michelle Cumming

MEET THE FIRST YEARS

Project SPECIAL scholars receive specialized training in evidence-based and culturally responsive practices in collaboration with Special Education. All scholars are supported by a federal grant from the U.S. Department of Education and FIU.

PROJECT
S.P.E.C.I.A.L.
SCHOLARS

MONIKA LOPEZ

B.A in Psychology and Minor in Communication Studies from FIU

Birthplace: Miami, FL

Interests: Running, Lifting Weights, Listening to Music

Why School Psychology? Throughout the entirety of my undergraduate career, I yearned to find a career field that encompassed all of my professional interests, goals, and values. I immediately knew this was the field I wanted to pursue my interests, goals, and values. I want to be a school psychologist so I can be that individual who provides resources, opportunities, and positivity to a student's education and most importantly, socio-emotional wellbeing.



ALYSSA DEL CAMPO

B.A in Elementary Education from FGCU & B.A in Psychology from FIU

Birthplace: Miami, FL

Interests: In my free time, I like to swim and go to the beach. I like doing yoga and meditation, and I also love baking!

Why School Psychology? I want to become a school psychologist because I want to make a difference in children's lives. I love working with children, and I think that school psychology is a great way to combine my passions for education, psychology, and research. I hope to conduct research one day in the field using yoga and mindfulness interventions in schools.



JESSY BUS

Bachelors in Family and Child Sciences & Psychology from Florida State University

Birthplace: Panama City, FL

Interests: Reading, running, and playing with my two cats

Why School Psychology? School Psychology combines many of my passions: learning, social/cultural awareness, cognitive/neuroscience, and educational policy.



B.A in Psychology from FIU & B.S in Communication

BRITTANY SEALY

Sciences and Disorders from USF

Birthplace: Miami, FL

Interests: Bike riding, dancing, listening to music, playing games, and spending time with friends and family

Why School Psychology? To be able to help young students in their school environment so that they may succeed not only inside of it, but outside as well. I believe the success of a student is a group effort and I look forward to collaborating with teachers, families and other professionals on working towards a solution that best benefits the student.



Eastern Florida Dual Enrolled, Polk State A.A., Coker College B.A.

Birthplace: Cocoa, FL

Interests: Traveling, going to the beach, hanging out with friends, shopping, and working out

Why School Psychology? I enjoy looking at Social-Emotional Learning aspects when investigating why a student isn't performing to the best of their ability and how I can get more out of a student. From strengthening the relationships between family and school by motivating parents to become more involved in their student's academic achievement, to improving the student's academic achievement by promoting student engagement, I want to be that direct support for students.

DOMINIQUE WALKER



DIANA SUAREZ

B.A in Psychology from FIU

Birthplace: Pinar Del Rio, Cuba

Interests: Reading, working out, cooking, playing volleyball, yoga, and playing with my Cocker Spaniel

Why School Psychology? I want to aid children with learning difficulties and be supportive and encouraging of their achievements and growth. I also want to address issues such as bullying, trauma, and depression so that students may have better mental clarity that would allow them to develop coping skills and improved focus on their academics.



B.A in Psychology from FIU

Birthplace: Miami, FL

Interests: It is difficult to admit that I ever have free time. However, if I do, I enjoy any outdoor related activity or spending quality time with my family.

Why School Psychology? I found it rather interesting that merging education and psychology is very much possible. We spend a large portion of our lives immersed in the school realm. I want to provide students and educators with tools and resources they will take with them throughout their lifetime.

COSSETTE TORRES



STEPHANIA P. DESIR



M.S.Ed in Early Childhood Special Education from UM & B.S. in Psychology from Barry University

Birthplace: Brooklyn, NY

Interests: I enjoy spending time with family and friends. I like to go to the museum, explore historical landmarks, along with partake in arts and crafts.

Why School Psychology? I knew I needed to become a school psychologist so I can collaborate with the teachers, parents, and administrators when designing or updating the students goals for their IEP or the transition process from IFSP to IEP.

AMY GARCIA

Bachelor's Degree in Psychology from George Mason University

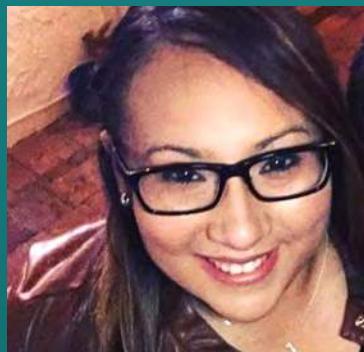
Birthplace: Woodbridge, Virginia

Interests: I enjoy going to the gym, movies, and exploring new places!

Why School Psychology? I would love to be a school psychologist because I enjoy helping others and I believe that every child deserves to have a chance in being successful and the best version of themselves!



MEET THE FIRST YEARS



REBECA PELAEZ

B.A in Early Childhood Development and a M.A in Early Childhood Education from FIU

Birthplace: Miami, FL

Interests: I like to paint, go to the beach, listen to country music, bake and indoor cycle

Why School Psychology? As a school psychologist I hope to combine my experiences in family support and special education. A career in school will allow me to better support the academic success of children and empower teachers, administrators and school stakeholders to value the importance of addressing the needs of children which affect the way they access their education and function in school. I believe that as a school psychologist I can address several issues that can pave the way for children to access their education regardless of their background, community, mental health or disability.



CRISTINA CRIADO

B.A in Elementary/ Special Ed. from UM

Birthplace: Spain

Interests: I enjoy watching TV shows and cooking

Why School Psychology? I want to have my own private practice and assess students as well as provide the services necessary all in the same place.



EDWIN ALVAREZ

B.A in Psychology from FIU

Birthplace: Miami, FL

Interests: Watching movies and eating food

Why School Psychology? I want to be a school psychologist to be able to have all students prosper alongside their peers.

ALESSANDRO GUADAMUZ

B.A in Psychology and minor in Education from FIU

Birthplace: Miami, FL

Interests: I enjoy playing music

Why School Psychology?

To be of service to the most vulnerable.



LEILAH COLLAZO

B.A in Psychology from FIU

Birthplace: La Habana, Cuba

Interests: I love crafting, DIY, and interior design. I also recently became a “plant mom” and have been loving taking care of them.

Why School Psychology?

After college I worked with at-risk children at Lotus House, a

homeless shelter for women and children in Overtown. Through nearly two years there I was able to see the severe lack of resources available to these children and how the odds always seem to be stacked against them. By becoming a school psychologist, I hope to even some of these odds and create better outcomes for these marginalized groups.

VICTORIA SANCHEZ

Bachelor's in Psychology at FIU

Birthplace: Miami, FL

Interests: I typically just enjoy being with friends and family. I also enjoy working throughout the week.

Why School Psychology? I want to become a School Psychologist because education has always been a passion for me. I am excited to be able to learn how to give the support to students as well as help parents and teachers understand the best way to meet the child's needs. I believe that support is necessary in a child's life and can positively affect their future.





HANNAH LEFFORD

Bachelors in Psychology and minor in Interdepartmental Developmental Disabilities from FSU

Birthplace: Daytona Beach, FL

Interests: Hanging out with friends, Watching TV (Netflix, Hulu, etc.), Reading, Spending time on the water (Beach and Boat days)

Why School Psychology? I love the blend between psychology and education that this field provides. I want to help students receive the supports that they are entitled to, especially in the public school system for both typical and atypical learners. I have a lot of experience volunteering with kids over the years. With these experiences, I realize how much I connect with these kids. Which I feel would aid in the quality care for a student's success. I am passionate about upholding the NASP mission statement to help students thrive in school, at home, and throughout life!!

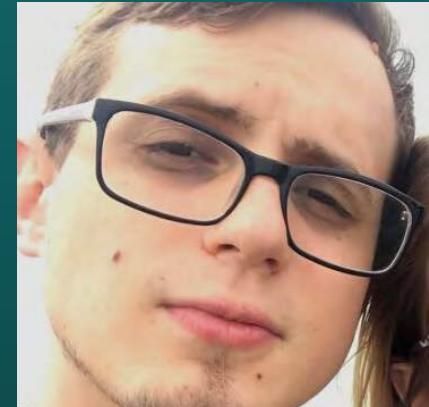
RYAN DELL'AQUILA

B.A. Psychology from Florida Gulf Coast University

Birthplace: Chicago

Interests: As a Floridian I love going to the beach and hanging out with friends. I also love playing video games. On the side, the stock market never fails to entertain me.

Why School Psychology? To be a voice for those who haven't realized they needed a voice.



MELISSA TORRES

B.A in Psychology from FIU

Birthplace: Miami, FL

Interests: Yoga, Suntanning, Boating

Why School Psychology? I want the opportunity to work directly with children and adolescents in an effort to support mental health. I enjoy working collaboratively with students, parents, and teachers to promote student achievement. I am looking forward to learning more about how I can improve my techniques and skills.



GIULIA (GIGI) ROSSI

B.A. in Psychology from FIU

Birthplace: Porto Alegre, Brazil

Interests: Hanging out with my pup, enjoying the beach, traveling to a tropical place

Why School Psychology? I want to be the support I never had while growing up.



MEET THE FIRST YEARS

GISELL RODRIGUEZ

B.A in Psychology and Minor in Interdisciplinary Studies from FIU

Birthplace: Belle Glade, FL

Interests: Photography and traveling with my pooch Bennie

Why School Psychology? Becoming a School Psychologist will enable me to help students in a more personalized and analytical way on a larger scale. It would allow me to give crucial information to develop successful learning programs for students and the joy of having a meaningful career that will perhaps help students who need it the most.

My aim as a school psychologist is to embrace every child and let them know that different is not bad, it's just different and that is okay.

ROSALINA LA O

B.A in Psychology from FIU

Birthplace: Cuba

Interests: I enjoy gardening and photography in my free time.

Why School Psychology? I want to be a school psychologist to be able to make a difference in a child's life. School psychologist play a very important role in the education system and I would love to be a part of that.



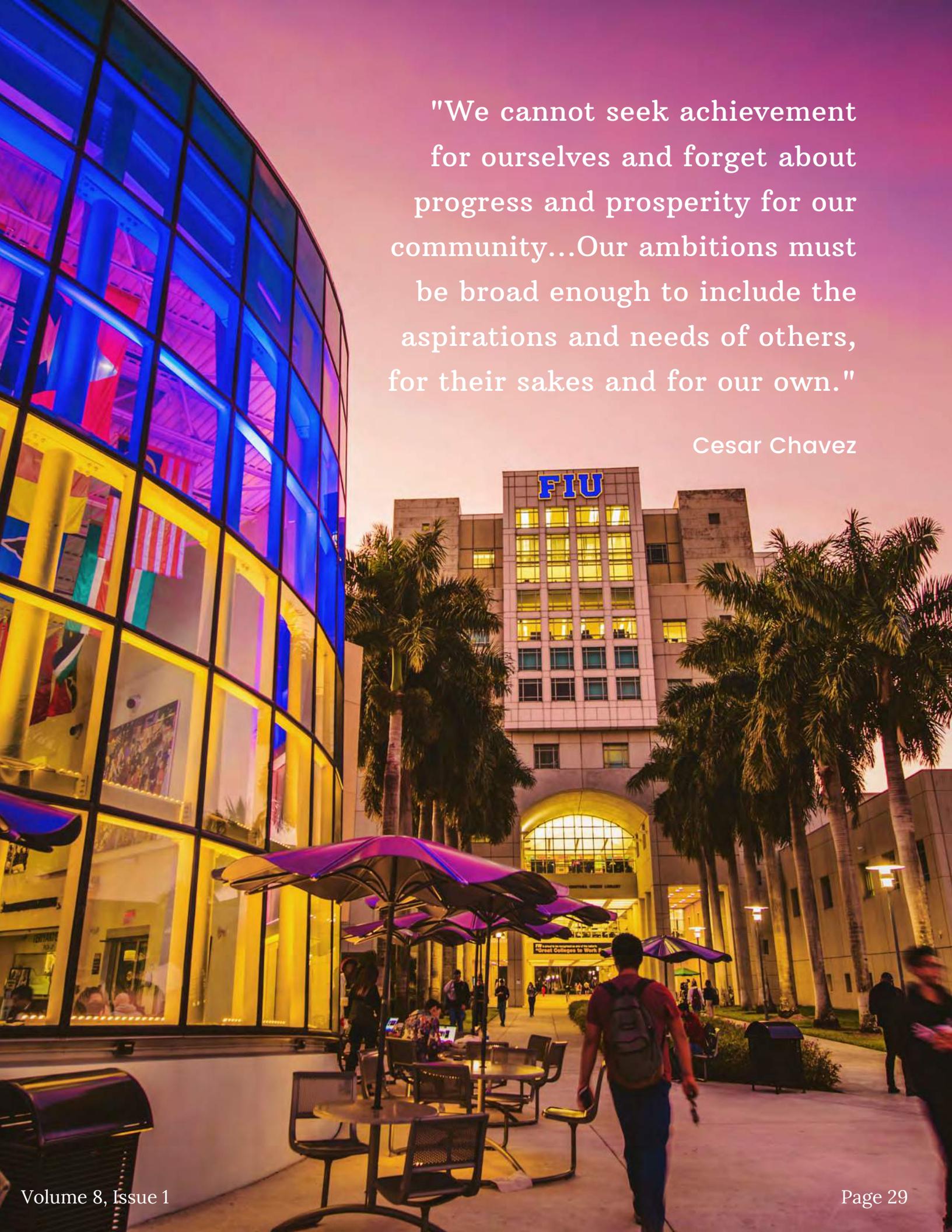
ELISA VALLE

B.S. in Psychology and minor in Disabilities in Society & Spanish from UF

Birthplace: Elizabeth, NJ

Interests: Traveling, cooking, TV and movies, hanging out with friends and family, going out to eat

Why School Psychology? I have always dreamed of a profession where I could combine my knowledge of psychology and education to improve the lives of others. I hope to be able to help children using a personal and tailored approach suited to their diverse individual needs and backgrounds. I aim to use my expertise to make a positive and permanent impact on the lives of the students and families I interact with.



"We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

Cesar Chavez

ALUMNI SPOTLIGHT

I graduated from FIU with my EdS in School Psychology in Spring 2016. I have been a school psychologist for 4 years and am currently employed at Broward County Public Schools. The part that I enjoy the most about being a school psychologist is the opportunity to work collaboratively and build connections with the students, families, schools, and communities we serve. Advice I would give current students is to seek as many different experiences and opportunities as they can, whether it is through diverse field experiences, being involved in student organizations, or participating in conferences and other academic activities. This helps us advocate for our role as school psychologists to be varied and diverse!



Annela Costa, Ed.D.

BROWARD COUNTY PUBLIC SCHOOLS, FORT LAUDERDALE, FL

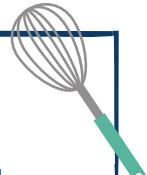


Sandra Ferret, Ed.S.

CAMPBELL UNION SCHOOL DISTRICT, SAN JOSE, CA

I graduated from FIU with my EdS in School Psychology in 2018. I have been a school psychologist and employed at Miami-Dade County Public Schools for the last 2 years. What I enjoy most about my job is getting to test the student in different areas and finding out what their needs are and then getting to share that with the school team alongside my recommendations for the student. One piece of advice I can give to current graduate students in the program is to purchase a jump drive (if you haven't already) to start storing all your sample reports, templates, and other materials. Once you start internship you will start using your schools' computers or they might even give you a work laptop so you want to have quick access to your own digital materials. I like staying organized and creating different folders in my jump drive. For example, creating a Recommendations folder for different exceptionalities (ASD, InD, SLD, etc.).

OUR FAVORITE QUARANTINE ACTIVITIES



MILAGROS



SAM



ISA



MATT



RENEE



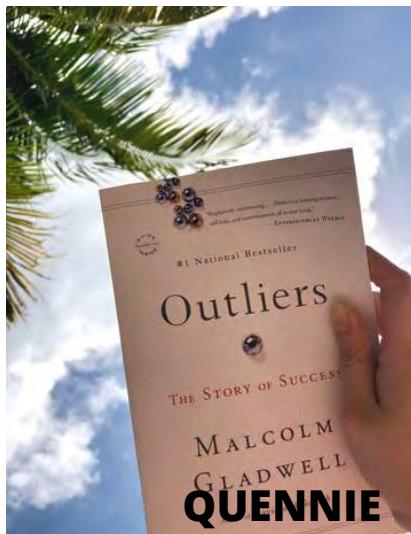
ATHENA



HEIDY



MONIKA



QUENNIE



ALEXIS



ALEX



BRITTANY

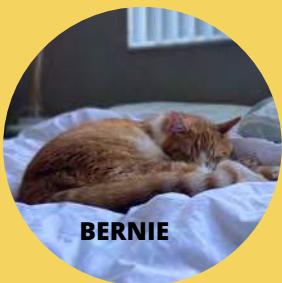


ALYSSA



MARIO

SPSA PETS





In Memory of Dr. Joanne Sanders-Reio

By Dr. Thomas Reio

Dr. Joanne Sanders-Reio moved with her husband Tom from the University of Louisville (UofL) to Florida International University (FIU) in August 2007. She had been an Instructor in the Adult Education program at UofL for four years where she taught what she called “adult educational psychology,” one of the first nationwide to do so. She recognized how much the field of adult education and human resource development could be informed by the theories, research and practices of educational and developmental psychology. She dearly loved teaching the soldiers at the Ft. Knox military base and was voted “Most Popular Instructor.” The soldiers, proud and tough military professionals, would get teary-eyed expressing how much they adored and appreciated our Joanne. They felt she spoke their language; she had a special knack for speaking and writing in plain English, even with the most complex of topics. Joanne felt Instructors had an obligation to meet their students where they were to facilitate the best learning.

After earning her master’s degree in adult education from Virginia Tech, she studied hard, took her GREs, and was accepted into the University of Maryland, which was and continues to be one of the top five educational psychology programs in the world. Of the thirty doctoral students accepted in the College of Education that year, Dr. Sanders-Reio had the highest GRE scores. Her program and dissertation advisor was Dr. Patricia Alexander, Editor of Contemporary Educational Psychology, and again one of the top educational psychology researchers in the world. Although Patricia and Joanne would clash over their ideas about what actually constituted educational psychology, Patricia eventually came around to understanding how educational psychology should broaden its focus to adults. A major victory to be sure.

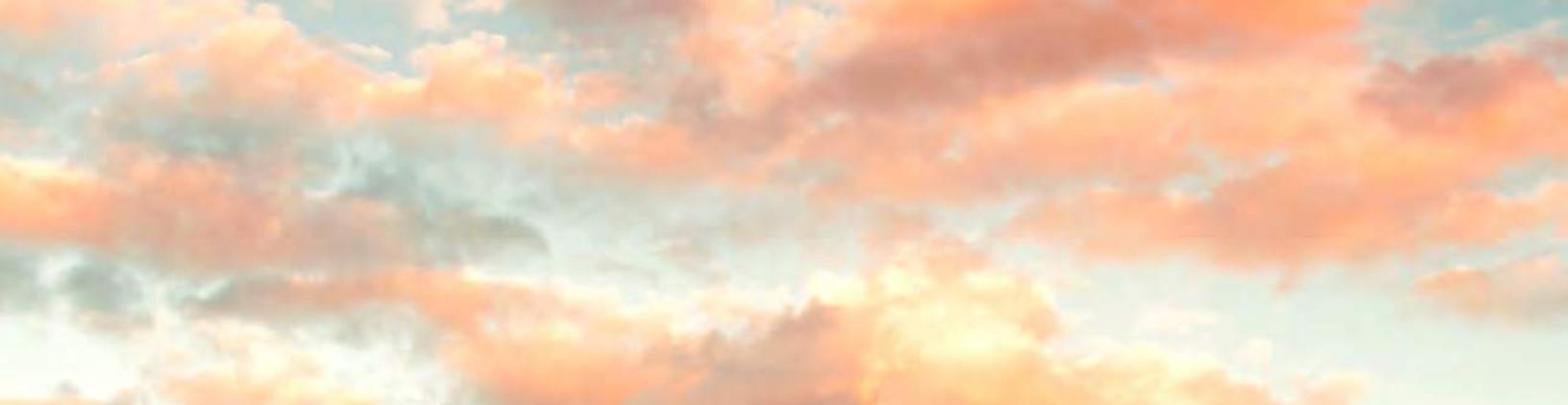
“Her legacy of deep thinking, mutual respect, teaching excellence, and cutting-edge research is great and she will be sorely missed.”



Dr. Sanders-Reio was among the few scholars who systematically studied writing throughout her career. Many scholars talk about writing, generally in an almost anecdotal manner, but that was simply not enough. She wanted to take her insatiable curiosity and apply it to researching how beliefs and emotions fed into one's writing development. She carefully chronicled how these beliefs and emotions intertwined during each of Kellogg's three stages of writing development.

Interestingly, she found that not only self-efficacy beliefs were important to writing well, but also another kind of belief, beliefs about writing, which is a cutting-edge notion of writing. As opposed to self-efficacy beliefs (i.e., beliefs about one's own writing skills), beliefs about writing address what good writing is and what good writers do. She based much of her work on one of her mentors, Dr. Steve Graham, currently Editor of the Journal of Educational Psychology. Along with Steve, she strongly believed that the students' knowledge, attitudes, and beliefs about writing have a profound impact on the composing process and its outcomes. To be clear, this is a "shot across the bow" in the sense that self-efficacy beliefs were held typically to be the most powerful predictors of writing performance. In three separate large studies, she demonstrated that it was actually the students' beliefs about writing that were much more powerful predictors of writing performance than self-efficacy beliefs. Her research evolved into examining writing strategies and writing a book on writing for the Educational Psychology series with Routledge publishers. Her husband Tom plans on completing her writing book and publishing it posthumously.

Dr. Sanders-Reio was always a star in school. She was quite a track-and-field athlete, but because there were no opportunities for young women in sports at that time, she could not pursue her passions (long jump, sprinting) beyond intramural sports. She skipped second grade and went on to Case Western Reserve and finally Oberlin College to earn her undergraduate degree in English. She taught 9th grade English at an inner city school in Cleveland, her hometown, until moving to Washington, DC, where she remained for 25 years. She lived within walking distance of the National Cathedral and the Russian Embassy. It was not unusual seeing individuals with long coats trailing suspects when living in Glover Park! Still, she loved it and enjoyed the high culture that existed there. She gradually shifted into being an independent businessperson, where she was a stand-up trainer for most of her years in DC. Not surprisingly, she taught writing, communication, critical thinking, conflict resolution, etc. She developed a popular course called "Writing for Success," which was well received in the DC, Federal government arena. She was especially proud of her work with the National Transportation Safety Board where she taught writing to all of their managers and upper leadership. This teaching took her from Anchorage, Alaska in winter to anywhere in the country over ten years. The NTSB liked her so much they gave her a service award.



As an orphan, she was ever mindful of those who were less fortunate. Despite being a busy professional with her own business, she somehow found time to tutor reading for second language learners at George Mason University, work at the local homeless shelter and teach Sunday school at Georgetown Lutheran Church. She was generous to a fault to St. Jude, Haiti and Puerto Rico relief efforts, Oberlin College, and the University of Maryland, where she earned her PhD.

Dr. Sanders-Reio was also a huge family person. Being from Cleveland, she never forgot her roots and was a lifelong fan of the Cleveland Browns and Cleveland Indians. She used to tell stories about watching Jim Brown play for the Browns. She has two brothers, Ed and Robert, and twin sisters, Dianne and Susanne (deceased). With Tom, she raised three beautiful children, Stephanie, Brooke and Dillon, and three grandchildren, Evie, Cooper and Skylar. She adored the children and was always their biggest supporter. It was she who helped Dillon get into the Geoscience master's program at FIU where he graduated and became a hydrogeologist. Dr. Rene Price was Dillon's advisor and they are working today on publishing from his master's thesis work. Brooke is a busy mother of two living in Jefferson, GA, while Stephanie, mother of one, lives in La Grange, KY (near Louisville) and works in the administrative justice field.

At FIU, Dr. Sanders-Reio was hired as an Instructor. She gradually moved along a parallel track to tenured professors where she became a University Instructor, akin to being a Full Professor. She was so proud of this accomplishment, but was most proud of earning the Faculty "Excellence in Teaching" Award on FIU's 50 anniversary (2015). Dr. Sanders-Reio loved her students and was mentor to many. She served on numerous doctoral committees, typically as someone who had strong quantitative research skills. In recent years, she had focused more on helping students frame their research studies theoretically. She developed the EDP 7057 doctoral-level educational





psychology course into a premier course for refining theoretical and conceptual frameworks. Because of these efforts, the research emerging from our doctoral students has increased impressively. No one escaped her doctoral class without a defensible theoretical framework, a true gift to be sure. She enjoyed work with not only teaching education students, but also the counselor education and school psychology students. She worked closely with the faculty of those programs to present the psychological theories, principles, and research that would support both their academic and professional development. As an engaging conversationalist, she could speak with authority for hours about most topics in these fields. She had an encyclopedic knowledge of the history of psychology and could offer depth and breadth of perspective about many topic areas, especially cross-cultural, ethnic, and gender issues. As someone who used to march for women's rights, she could speak passionately and persuasively about the inequities so rampant still in today's world.

She is someone who wanted everyone to have a voice. She believed the best way to do so was to educate individuals to think, speak, write, and behave in respectful ways. When she and Tom met the great Nobel Laureate, Elie Wiesel, she was taken by his astonishing wisdom. They asked what he thought we might do to prevent another Holocaust and he answered, "It's all about respect." He argued that we must truly respect each other if we are ever to move ahead to a war-free world. She was taken by this wisdom and applied it to her thinking about how she as an Instructor should approach her students and colleagues. Mutual respect is the key and she embodied it.

I hope you will agree that Dr. Sanders-Reio was such a refreshingly wonderful person. She was brilliant, interesting, insightful, funny, kind, loving, caring, and dear to all who knew her. She loved her family beyond words. She also truly cared about her students, so much so that she contributed generously to several funding programs in the School designed to help students travel to academic conferences. Her legacy of deep thinking, mutual respect, teaching excellence, and cutting-edge research is great and she will be sorely missed.





Arts, Sciences
& Education

FLORIDA INTERNATIONAL UNIVERSITY

*Department of Counseling, Recreation and
School Psychology*



PROGRAM
WEBSITE



PROGRAM
HANDBOOK



FREQUENTLY ASKED
QUESTIONS



ABOUT FIU

