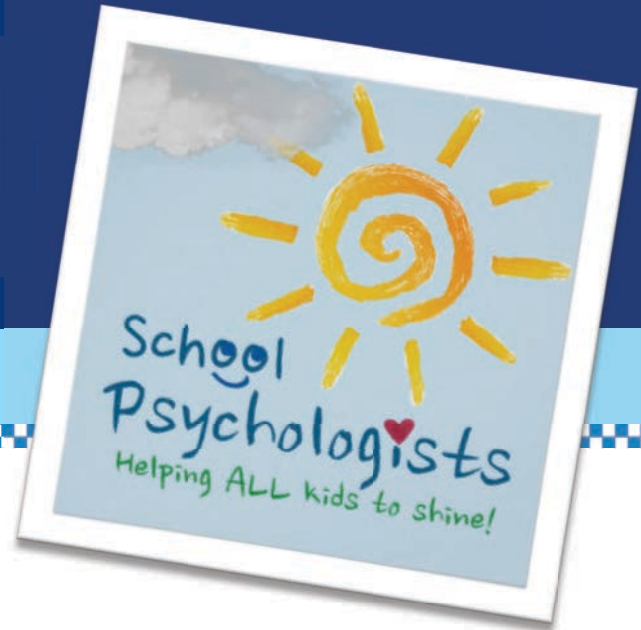


The GrASP Gazette

Nova Southeastern University's
School Psychology Program
Newsletter



In this issue...

Page 2	FASP Highlights and Social
Page 3-6	Student Spotlight
Page 7	Alumni Spotlight
Page 8	Faculty Spotlight
Page 9	Self-care Corner
Page 10	Community Impact
Page 11	Other Mentions
Page 12	Upcoming Events
Page 13-14	Relevant Points

Dear Readers,

The board members of Nova Southeastern University's Graduate Association of School Psychology are happy to welcome a brand-new edition of the Gazette! Last semester, we worked hard, traveled to new places, and made some memories. We are looking forward to an amazing winter semester full of new opportunities!

Congratulations to everyone for all your continued hard work that you put into this program every single day. We cannot express in enough words how truly grateful we are to be in such a wonderful and supportive program that focuses on creating a better future for kids. Please sit back, relax and enjoy this new issue of the GrASP Gazette.

Stephanie Wietzychowski and Angela Garcia

GrASP Co-Chairs



Don't miss out on upcoming events!

Be sure to read until the end for a detailed list of upcoming events such as conferences, workshops and webinars. They can help you gain experience and improve your CV!



FASP 43rd Annual Conference Highlights

Many NSU students attended the Florida Association of School Psychologists' annual conference in Palm Harbor this past November. We are proud that several students also presented at the conference.

Flashback to NASP:

Students Susana Hoy, Christina Kamien, Leticia Barbosa, Gabriela Irizarry, and Leandra Irving enjoy a Mardi Gras themed party at FASP.

Social Butterflies:

Students Kelli Dari, Christina Kamien, and Mylissa Fraser take a break after their presentations to pose at the reception.

Dance the Night Away:

Students Stephanie Wietrzychowski, Davisha Scudder, Leandra Irving, Leticia Barbosa, and Christina Kamien enjoy the dance party at the FASP celebration.

Social Spot: Paint Night

School Psychology students took a night off from studying to enjoy a night of painting at *Painting with a Twist* in Davie. Pictured on right are the student artists with their masterpieces.



Pictured from top left to bottom right:

Christina Kamien, Leandra Irving, Davisha Scudder, Amy Saravia, Isabella Correa, and Stephanie Wietrzychowski



Student Spotlight

Kelli Dari
3rd year
Doctoral program

What do you like most about the School Psychology program?

Whenever I talk to people outside of the program there are two components that I rave about. The first is the faculty. The faculty in both the school psychology program and the clinical program that I have had at NSU are amazing. They care about each and every student and they go above and beyond what is expected of them to help their students. The second component of the school psychology program that I like so much is the practicum. I have had the opportunity to work in preschool through high school settings, with welfare agencies, with federal grants, etc. I value the experiences that our program ensures that its students have.

Why did you choose School Psychology?

When I was in undergrad, I took a class called Psychology in the Schools, which is the first time I had ever heard about school psychology. I had always known that I wanted to work with children, but in undergrad my major was psychology and I seemed to really enjoy that as well. After learning about school psychology, I knew it was my calling. Through school psychology, I have the opportunity to work with children and families as well as apply psychology related techniques and practices with such clients in a variety of settings.

What is your favorite snack?

Protein bars or Complete Cookies and craft beer!

What are some of your future goals?

Post-graduation, I plan to do a post-doctoral fellowship or obtain a job working under a licensed psychologist so that I may obtain licensure as a psychologist. I would like to pursue a career working in the schools as a school psychologist and would also like to do private practice (i.e., testing and therapy) on the side. I also plan to obtain my NCSP and AASP certification. Long term, I see myself being involved in collegiate and training opportunities for school psychology students. I also enjoy advocacy and professional development activities, and would like to become more involved at both the state and national level in school psychology (i.e., FASP and NASP).

What is something we might not know about you?

I want to travel the world. Before applying to graduate school and coming to understand that it would be a 4-5 year commitment, I wanted to join the Peace Corps and go to Africa or India. Some places I dream about going to one day are Greece, Australia, India, Thailand, Bali, Spain, Amsterdam, and Dublin. But I am going to Botswana, Africa this summer!

Name your favorite pet.

My favorite pet is a dog and as soon as I move out of my parent's house, I want to rescue a big dog, like a Pitbull, Rottweiler, or Boxer and I want to name him Chesney (after Kenny Chesney of course).

What are some of your involvements? (Clubs, research, presentations, conferences, practicum, internship, etc.)

Currently, I am the secretary/technology chair for GrASP, the NSU student representative for NASP, a member of the FASP Newsletter committee, graduate student for the NASP Graduate Database, and assistant for CSFI. I was involved with research with the SREP for my directed study and also with a study involving preschooler's reading engagement using hard-cover books versus E-Books. I have presented my research at both the FASP and NASP conferences over the past couple of years that I have been in the program. I have had the opportunity to work in a variety of practicum placements, specifically, at a preschool for children with Autism, at a private elementary school, at Broward County Public Schools, at a summer reading intervention program in Miami-Dade County, and at ChildNet, a community-based agency. I am also in the process of interviewing for internship for the 2017-2018 school year.

Addendum: Kelli has been accepted to the APA-approved internship with Palm Beach County ☺

What is your favorite song?

My all time favorite would have to be Barbeque Stain by Tim McGraw.



Student Spotlight

Juliette Hubbard
1st year
Doctoral program

What do you like most about the School Psychology program?

The practicum opportunities are an amazing way to learn and get to know the community you will be working with, first hand. The faculty and staff, both on campus and at practicum sites, are always willing to listen and discuss. It's a very supportive environment.

Why did you choose School Psychology?

I haven't forgotten what it's like to be a kid! It's challenging and there is a lot to learn, academically and otherwise, and having support makes a huge difference for kids.

What are some of your future goals?

I want to work in the schools, but I am also very passionate about helping at-risk youth and youth in the juvenile justice system. Hopefully, I can find a way to do both. A future goal of mine within the program would be to present at a conference.

What is something we might not know about you?

I was homeschooled until the 5th grade. I also attended public and private schools. I think this gives me a unique perspective on the many different ways that learning can take place.

What would you be doing if you weren't in the school psychology field?

I would probably teach special education. After working with Miss Lauren at Baudhuin, and seeing how much she does for the children, I think that teaching special education would be meaningful and rewarding,

What are some of your involvements? (Clubs, research, presentations, conferences, practicum, internship, etc.)

Right now, I spend most of my time at Baudhuin Preschool, an on campus preschool for children with autism spectrum disorders. At Baudhuin I observe the class, assist teachers with student activities, provide reinforcement for good behaviors, and create a positive educational environment. I have not presented yet, but fingers crossed for next FASP!

Name your favorite pet.

Cats. I have four.



Student Spotlight

Emma Greco

1st year

Specialist Program

What do you like most about the School Psychology program?

What I like most is how personable and inviting everyone is. Moving far away from home, I feel comfortable and confident that I am obtaining a well-rounded education that will set me up just fine for my professional career.

Why did you choose School Psychology?

I chose school psychology because I was drawn to helping children succeed in school and working with them more one-on-one or in group settings, along with collaborating with the school team. I enjoy the fact that every day will be different in this field.

What are some of your future goals?

Some of my future goals are to work as a school psychologist in a school district back in Pennsylvania and possibly work part-time private practice or teach.

What is something we might not know about you?

I work at Pure Barre and Mailman Segal Family Center, and I love reading & photography.

What would you be doing if you weren't in the school psychology field?

If I were not in the school psychology field, I would probably be teaching either at the elementary level or at the collegiate level.

What is your favorite pet?

My dog back home, Maggie ☺

What are some of your involvements? (Clubs, research, presentations, conferences, practicum, internship, etc.)

I am currently working at Mailman Segal Family Center as a teacher's aide, particularly in the preschool age classrooms. I am a float, which means I have the opportunity to work with all different ages of children and development. I am currently a NASP member, and I am in the mentor program where I am connected to a specific school psychologist in my area of interest. This program will help with professional development and guidance for my own future plans. I plan on becoming more involved with clubs, such as GrASP, and possible research to help further my involvement outside of work and school.

Student Spotlight

Rachel Kosar

2nd year

Specialist Program



What do you like most about the School Psychology program?

I like the cohort format and class schedule that allows me to work fulltime throughout the program.

Why did you choose School Psychology?

I chose School Psychology so I am able to work with young children in an educational setting. After volunteering in Costa Rica one summer in an orphanage, I realized I wanted to go into a field working with children. I learned about the different areas of psychology in one of my courses and became interested in pursuing school psychology.

What are some of your future goals?

My future goals include obtaining a school psychology certification and possibly a BCBA certification as well. I would like to get my BCBA because my undergraduate minor was ABA and I enjoy working with children who have ASD.

What is something we might not know about you?

I grew up in South Florida and my dad was a professional football player.

What would you be doing if you weren't in the school psychology field?

I would most likely be a preschool teacher.

What are some of your involvements? (Clubs, research, presentations, conferences, practicum, internship, etc.)

I am a teacher assistant at MSC Family Center and I have practicum at Endeavor Elementary. At MSC, I work in a pre-k classroom with both typically developing children and children with ASD. At Endeavor Elementary, I have done academic assessments, behavioral observations, and report writing. I have also observed RTI meetings and developmental assessments.

Name your favorite pet.

My favorite pet is my dachshund named Rosie.

Alumni Spotlight

Kelly Miller

Psy.S.

Graduated in 2010



If you could go back to when you were a student with the School Psychology program, what's the one piece of advice you would give yourself? What advice do you give to those graduating soon?

Having practiced and interned in multiple states, I have come to find that the role and practice of school psychologists varies greatly. From actual tasks completed by the school psychologist (e.g., being the evaluation coordinator, writing cohesive report summaries, scheduling meetings, facilitating staffings, etc.) to the actual manner in which school psychologists practice (e.g., learning disability identification), the field of school psychology is very different.

The assessment, intervention, and identification of specific learning disabilities comprise a large portion of our job. There is a significant difference between the clinical, identification of a pattern of cognitive and academic strengths and weaknesses, the concordance-discordance theory, and a lack of response to intervention processes of identification. Even within the state of Florida, there are major differences in what comprises the evaluative process for learning disability identification.

Research districts fully before applying. You can always call the district psychological coordinator or school psychologists to ask about their job functions. If social emotional learning opportunities are important for you, ask if that is a substantial portion of the psychologists' role. Also, if you want an opportunity, do not be afraid to create it!

What is your favorite part of your job as a School Psychologist?

I love the variety of what we do! In one day I can help a parent to understand that her child's behavior and developmental differences, conduct an evaluation and find that there are processing deficits that are interfering with the child's retention of materials, intervene when a child's in crisis, be another child's behavioral reinforcement, and facilitate a social emotional learning group. I never feel like I am doing the same thing twice.

What would you say has been the most important part of your training in the School Psychology program?

I think that each person selects a school for reasons specific to them; location, cost, academic focus, etc. I selected Nova Southeastern for the faculty. In researching schools, I found that the faculty members were all highly respected within the field, very active, and advocates for their respective areas of passion. Dr. Valley-Gray and Dr. Cash and the other professors urged our involvement in the field and requested our assistance. We were afforded networking situations with other leaders in school psychology. It was through these extracurricular experiences, that I was propelled from a nameless graduate student to a sought after intern candidate.

What skills would you consider to be most valuable in your job as a School Psychologist?

As school psychologists, we must be able to connect and build trust with parents, teachers, administrators, and students. Those with whom we work may not always agree with what we have to say, and sometimes we have to deliver very difficult information. When they know you support them and make an effort to connect with them on a personal level, they are more receptive.

What would you like to add to your career/professional experience?

I really want to find an opportunity to connect at-risk students with community resources and businesses. Having worked in juvenile detention in the past, I found that these youth tend to be disconnected to the local agencies and small businesses that should support them. This causes them to feel unsupported in their community. The maladaptive subculture tends to be more supportive and reinforcing, thus continuing the cycle. I would love to develop a program to break this cycle and foster a community of support and ownership of tomorrow's leaders.

One interesting fact about yourself

In my interview for my first position as a school psychologist, I was not asked a single "interview" question. Instead, the interviewers recognized Nova Southeastern University and talked to me about Dr. Cash, Dr. Poland, and my time on the Training and Credentialing Committee with Dr. Lazarus!



**Courtney
Cantrell
Psy.D**

**Why did you
choose School
Psychology?**

School psychology chose me! I became quickly aligned with the school psychology folks at Nova and was “shown the light” by both Dr.’s Valley-Gray and Cash. How lucky for me that I had the opportunity to train with some of the best and nationally regarded school psychologists!

What are some of your main interests in the field?

Advocacy for social and emotional health in the schools. I am also passionate about crisis intervention and suicide screening in schools.

What do you like most about the School Psychology here at NSU?

The faculty, staff, and students. The faculty and staff are extremely dedicated to developing and implementing the best training program in school psychology. They implement continuous improvements to the curriculum, which is great for staying relevant within our changing and dynamic field. The students are motivated and eager for professional growth. It’s exciting to be a part of so many students personal and academic advancement.

What would you be doing if you weren’t in the school psychology field?

Be a chef and travel the world expanding upon my culinary knowledge.

Faculty Spotlight

What are some of your future goals? / What would you like to add to your career/ professional experience?

The next professional goal is to own my own successful practice.

What is one interesting fact that people may not know about you?

I used to teach yoga in NYC.

If you could have dinner with one celebrity/ famous person who would it be?

Marie Curie

What is your all-time, favorite movie?

My favorite movie is a childhood classic: Adventures in Babysitting.

What is your favorite snack?

French Fries



Featured: Wynwood Walls
Morikami Japanese Museum and Gardens

Self-care Corner

Research suggests that burn-out is a large problem in the field of mental health and education.

Consider visiting these places to clear your mind for a bit and to get a better taste of the culture of South Florida.

You got this!

Self-Care vs. Burnout?

Adapted from "Lopez, P.G. (2016). Self-Care: The Missing Link in Best-Practice –Part I. National Association of School Psychologists Communiqué, 44(4)"

A recent article in the NASP Communiqué discussed the importance of self-care and its relation to NASP's standard for school psychologists to "refrain from any activity in which their personal problems may interfere with professional effectiveness [and to] seek assistance when personal problems threaten to compromise their professional effectiveness." The author mentions that while APA nor NASP have specifically designated *self-care* as a component of their codes of ethics, it is important to proactively take care of ourselves. Doing so, will help us be effective in our training towards becoming professional school psychologists by mitigating stress consistently and in a healthy manner. The opposite will result in **burnout**, that is, "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity." And, if we are honest with ourselves, we all have likely experience burnout at some point due work overload and/or lack of control –sound familiar? But why should we strive to avoid burnout? Well, poor self-care is "associated with increased personal vulnerability, reduced self-monitoring, poorer judgment, and, as a result, greater ethical breaches" while good self-care contributes to having more energy as well as being more involved and efficacious.

So, in wanting to support the author's goal to "maintain well-being and practicing effectively given the current stressful education landscape," GrASP is also "resolved to promote self-care" of our members by suggesting the following local and electronic opportunities.

Arts and Entertainment

- ✓ American Airlines Arena
- ✓ Broward Center for the Performing Arts
- ✓ Perez Art Museum Miami
- ✓ Art Miami
- ✓ NSU Art Museum Fort Lauderdale
- ✓ Vizcaya Museum and Gardens
- ✓ Miami Design District
- ✓ SoundScape (free movies every Wednesday)

Nature

- ✓ Everglades National Park
- ✓ Fairchild Tropical Gardens
- ✓ Miami Zoological Foundation
- ✓ Monkey Jungle
- ✓ Zoo Miami
- ✓ Bike through Shark Valley

Shopping

- ✓ Lincoln Road
- ✓ Boca Town Center
- ✓ CityPlace
- ✓ Sawgrass Mills
- ✓ Aventura Mall

Mindfulness

- ✓ Headspace <https://www.headspace.com>
- ✓ Smiling Mind <http://smilingmind.com.au>

Community Impact



Changing one Christmas at a time, one child at a time.

Clothing and shoes were donated to the Women in Distress shelter. Third year doctoral student, Kelli Dari dropped the donations off.

2



1

An 11-year-old boy with Down Syndrome and his mom represented our adopted family for the holidays. They received toys and a \$75 Publix gift card!



3

Joined the *Women United to Serve* in its goal to support victims from the hurricane in Haiti.



4

Thanks to fundraising efforts during the 2015-2016 year, \$450 were donated to the PSC clinic in toys and couch pillows.



5

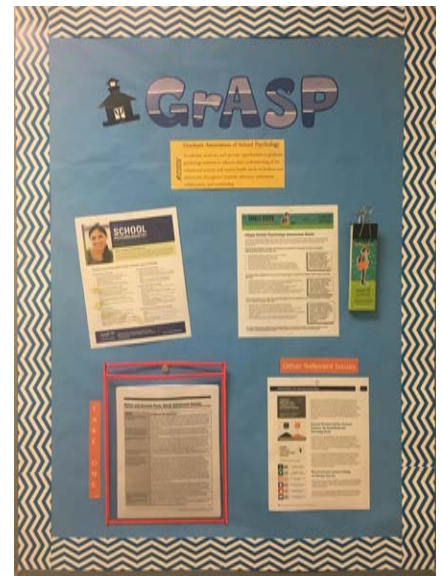
During FASP's conference, about \$50 in school supplies were given to *Maximo Elementary School*. Each cohort also donated baskets that sold during CSFI's silent auction further supporting its mission.

Other Mentions

CONGRATULATIONS to:

Melissa Koniver, Kelli Dari, Davisha Scudder, Cara Yetz, and Claudia Salinas on their acceptance to internship for the 2017-2018 year!

Alexandra Alfonso and Mylissa Fraser on their acceptance to post-doctoral programs at the University of Colorado School of Medicine and at the Emory's Marcus Center, respectively.



We now have our own bulletin board! Please take time to visit and enjoy the available resources. Also, do not hesitate to make any suggestions on materials or information that should be added.



SPAW 2016 was accompanied by small gifts to our faculty as show of gratitude for their time, care, and effort to train us and support our way to becoming effective and influencing future school psychologists.

FREE web-based learning course for Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT)

available at

<https://tfcbt.musc.edu>



Upcoming Events

Mark Your Calendars!

- Wednesday, March 29 at 5:30pm. Talk by Kelly Miller (*featured in alumni spotlight –page 7*) on the role of school psychologists in non-traditional settings.
- Sunday, April 30 at 4pm-8pm. End of the year Party @ Dr. Cash's house!

Opportunities

- Friday, March 17, 2017. Submissions for the 4th Student Mental Health and Wellness Conference due. Please email Stephanie or Angela for more information.
- March 19-21, 2017. Public Policy Advocacy Trip. Tallahassee, FL. Please contact Dr. Cash at gcash1@aol.com if interested.
- Wednesday, March 29. Florida Psychological Association. What is (BED) Binge Eating Disorder? <http://flapsych.site-ym.com/events/EventDetails.aspx?id=939181&group=>
- Saturday, April 1. College of Psychology Formal. Please contact Christina Kamien for additional information.
- Thursday, April 6. Language Links (Broward). Visit <http://umcard.org/event/language-links-broward19/>
- Friday April 14-Saturday April 15. Relay for Life at Nova. Please contact Christina Kamien for additional information.
- April 19, 2017. Kristi House's Breaking the Silence Luncheon. Location: Jungle Island, Miami. <http://www.kristihouse.org/breaking-the-silence/>
- June 9th, 2017. Student Mental Health and Wellness Conference. Location: Park Vista Community High School. Please email Angela for more information.

CE Workshops

Please visit <http://psychology.nova.edu/continuingeducation/> for additional information and/or to register

- Friday, April 17. 9:00am -4:00pm. A Five-Dimensional Model of Executive Function: Cognition, Behavior, Social-Emotional, Academics, and Impairments. Dr. Jack Naglieri.
- Friday, April 21, 2017. 9:00am- 4:00pm. Using Superheroes in Counseling and Play Therapy with Children and Teens. Dr. Lawrence Rubin .
- Friday, April 28, 2017. 9:00am- 12:00pm. The Soul of the Psychopath. Dr. Tom Fagan
- Friday, May 12, 2017. 9:00am- 12:00pm. Reading Disorders: Diagnosis, Disorder Subtypes, and Intervention.

Conferences

April 26-29, 2017. 50th Annual Suicidology Conference and Healing After Suicide Loss Conference. Phoenix, AZ. Visit <http://www.suicidology.org/annual-conference/29th-annual-healing-conference>

July 10-12, 2017. NASP Summer Conference. Cincinnati, OH

July 13-16, 2017. International Positive Psychology Association Conference. Montreal, Canada

July 24-26, 2017. NASP Summer Conference. Las Vegas, NV <https://www.nasponline.org/professional-development/nasp-summer-conferences-x37603>

July 12-14, 2017. FASP Summer Institute. Bonita Springs, FL. http://www.fasp.org/Events/Summer_Institute.html

July 19-22, 2017. International School Psychology Association (ISPA) Conference. Manchester, United Kingdom.

Webinars

April 5 & 26, 2017. 11-11:30am. American Psychological Association Webinar: PsychINFO: Basic Search. Visit <http://www.apa.org/pubs/databases/training/webinars-students.aspx>

April 6 & 27, 2017. 11-11:30am. American Psychological Association Webinar: PsychINFO: Advanced Search. Visit <http://www.apa.org/pubs/databases/training/webinars-students.aspx>

To access recorded webinars by:

- ✓ Kognito – visit: https://www.kognito.com/news/?page_id=1343
- ✓ University of Miami- Nova Southeastern University Center for Autism & Related Disabilities – visit: <http://www.nova.edu/card/video-categories.html>
- ✓ Committee for Children –Second Step <http://www.cfchildren.org/second-step/on-demand-webinars>

Relevant Points



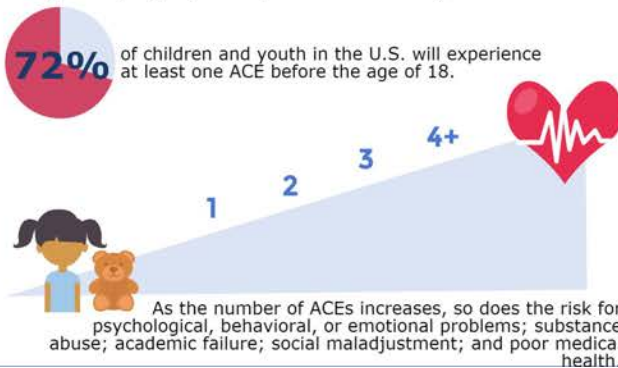
1. U.S. Department of Education –Resource Guide: Building a Bright Future for All. Success in Early Learning Programs and Elementary School for Immigrant Families
<https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf>
2. Stress Related to Immigration Status in Students: A Brief Guide for Schools
<http://www.marquette.edu/education/news/documents/Immigration-RelatedStress-AGuideforSchools.pdf>
3. American Psychological Association –Stress in America: Technology and Social Media
<http://www.apa.org/news/press/releases/stress/2017/technology-social-media.PDF>
4. U.S. Department of Education –Students with ADHD and Section 504: A Resource Guide
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>
5. UNESCO –Global Status Report on School Violence and Bullying
<http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>
6. NASP - ESSA and School Safety for School Psychologists <https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/essa-implementation-resources/essa-school-safety-for-school-psychologists>
7. APA and NAPS’s responses regarding the recent government decision on transgender students’ use of bathrooms at schools:
 - a. American Psychological Association <http://www.apa.org/about/gr/pl/news/2017/transgender-students.aspx>
 - b. National Association for School Psychologists <http://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-strongly-disagrees-with-the-trump-administrations-decision-to-rescind-federal-guidance-related-to-civil-rights-protections-for-transgender-students>
8. American Federation of Teachers –Immigrant and Refugee Children. A guide for educators and school support staff.
http://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf

Creating Trauma-Sensitive Schools

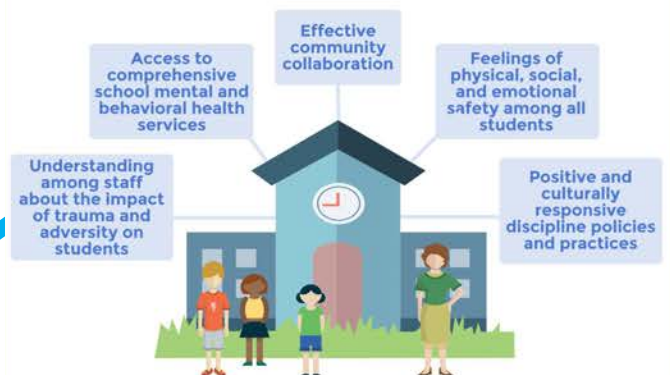
Childhood adversity, toxic stress, and trauma can negatively impact students' ability to thrive.

Adverse Childhood Experiences (ACEs)

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.



Characteristics of Trauma-Sensitive Schools



Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history.

The Role of School Psychologists



School psychologists have unique training that allows them to deliver mental health supports within the context of learning.

These services directly contribute to more positive student outcomes and achievement.

They can provide early identification and intervention services to help students build the skills they need to meet the demands of school and life.