

The background image shows a brick building with a sign that says "CAFEE MAIN HALL". There are trees and a street lamp in the foreground.

University of Wisconsin-La Crosse
School Psychology Newsletter

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From the Director's Desk

by Dan Hyson

I would like to start this column by thanking Rob Dixon for his more than 20 years of service as Director of the University of Wisconsin-La Crosse's (UWL) face-to-face school psychology graduate program. Rob stepped down as Director of the face-to-face program in May 2022. For the past year, he has been on leave from teaching in the face-to-face program but has been directing UWL's new online school psychology program, which is just completing its first year. Having also just completed my first year as Director of the face-to-face program, I have now come to better understand how much Rob did behind the scenes as Director for the two decades he was at the helm. Thanks again, Rob, for your hard work and leadership.

Speaking of hard work being done behind the scenes, I would also like to thank Program Assistant Taylor Wirkus, without whom I would not have survived my first year as Director. Taylor is unwavering in her commitment to supporting the program and all of the faculty and students within it. And she does it all with a smile and positive attitude even in the face of significant adversity. Most importantly, I have enjoyed connecting with Taylor around our shared love of animals, especially horses.

Not only do I love animals, but I also love my job as a faculty member in the UWL school psychology program. One of the primary reasons is the graduate students I get to work with on a daily basis. Thanks to all of you for constantly challenging me to grow, both through your thoughtful insights regarding what you're learning and through your willingness to engage in difficult conversations, whether they be about course content or even more critically about who we are and want to be as a program and field.

Another primary reason I love this job is the program faculty colleagues I've had the chance to work with this year, including both the core faculty (Joci Newton, Ruth Schumacher-Martinez and Ericka Check) and affiliate faculty (Sutha Veerasamy, Ryan McKelley, Jess Schweigert, Deanna Maynard and Lema Kabashi). We have been excited this year to meet regularly as all program faculty and to involve those program faculty who were available and interested in admissions interviews. I have greatly valued these increased connections with our affiliate faculty and know that our graduate students, both current and prospective, have as well. You all also challenge me to grow every day.

I am known for using (maybe overusing 😊) the term "both-and," but in this case I think it truly applies. Program graduate students and faculty *both* challenge *and* are always there to support me—this past year more than ever. This past year was a difficult one for me healthwise, as I experienced complications stemming from a surgery in the Fall and was in and out of the hospital, including in Madison, throughout the year. It has meant more than they can know how steadfast my students and colleagues were in supporting me, whether it was through their thoughtful cards, gifts, emails and texts or through their willingness to be flexible in adjusting schedules or taking on additional responsibilities. Thank you all.

It was that support and commitment to collaboration that allowed us to successfully navigate my first admissions cycle as Director. Building upon the strong model that Rob built during his time as Director, we made some minor changes this year to interview day, including adding an alternative space within which

(Hyson, "From the Director's Desk" continued from p. 2)

candidates could enjoy refreshments and comfortable seating while engaging in a more open-ended discussion. We are happy to share that thanks to the hard work of all on the admissions team (Taylor, Ruth, Joci, Ericka, Andrea, Maya, Katie, Bridget, Brianna, Ryan and Sutha), 12 students have accepted admission to the program for the Fall. Congratulations and we look forward to seeing you soon Haley, Karli, Taylor, Avrie, Xander, Brooke, Erin, Faith, Maiya, Amy, Katie and Kendall!



*Dan Hyson,
School Psychology
Program Director*

WSPA 2022-2023 Reflection

by Andrea O'Bryon, Class of 2024

The Wisconsin School Psychologist Association (WSPA) hosts several conferences throughout the year, including a Fall and Spring conference, to foster networking and professional development opportunities. WSPA's mission is to facilitate and support effective practices in the Wisconsin school system to allow school psychologists to deliver

quality mental health and educational services. As a part of the UW-La Crosse school psychology graduate program, both first- and second-year students have the opportunity



to attend both conferences each year. The conferences have been located at several convention centers throughout Wisconsin, with the Fall 2022 conference being held in Oak Creek and the Spring 2023 conference being held in Elkhart Lake. Several speakers attend the

conferences to deliver seminars on many topics, including microaggressions, the LGBTQ+ community, diversity and inclusion, trauma-informed practices and threat assessment. Other topics that have been covered by guest speakers from the Wisconsin Department of Public Instruction (DPI) include how to support LGBTQ+ students, how to foster family and school partnerships, as well as learning about the new Emotional Behavioral Disability (EBD) criteria.

During the Spring 2023 conference, those in attendance had the honor of listening to the keynote speaker Dr. Celeste Malone, who spoke on microaggressions. Dr. Celeste Malone is the outgoing National Association of School Psychologists (NASP) President, who is passionate about addressing issues of educational equity and preparing school psychologists to serve diverse populations. She also has several research interests, including developing multicultural competence through education and training, diversification of the profession of school psychology and examining the relationship between culturally responsive practices and pre-K



(O'Bryon, "WSPA 2022-2023 Reflection" cont. from p. 3)

through 12 outcomes. Dr. Malone's commitment to social justice and advocacy greatly impacted the UWL school psychology program members in attendance, especially as UWL's focus on diversity and inclusion is greatly emphasized through the curriculum and experiences the program promotes.

Students from the school psychology program at UWL also have the opportunity to connect with other graduate students from several schools in Wisconsin, including the Milwaukee, Stout, Madison and Whitewater UW system campuses. In addition to the benefit of networking with emerging professionals, there are several opportunities throughout the conferences to engage with working school psychologists,

whether that be throughout lunch time, in small group discussions fostered during seminars, and/or through after-hours activities such as karaoke or dinner at neighboring restaurants. Some of the favorite memories from students from both cohorts include engaging in professional development while still learning about these topics in graduate school, learning new interventions and techniques to support students, meeting school psychologists from districts one is interested in working in, and

choosing seminars to attend based on one's interest. Also, a great amount of cohort bonding occurs at these WSPA conferences, as it is exciting to have both cohorts spend a weekend together, fueling their passion for the field of school psychology and

learning how to best serve students and families.



Bringing QPR to UWL

by Ericka Check

UWL's School Psychology Program worked to reinstate its traditional spring Roundtable event this past May and offered its first complimentary suicide prevention training to its graduating interns and community members.

This training was presented by Ericka Check, who was recently certified as a suicide prevention instructor certified in facilitating the Question, Persuade, Refer (QPR) gatekeeper training, to be able to give back to La Crosse's regional school psychologist community. We hope to continue offering this special opportunity in the future.

QPR is a framework designed to help users

spot signs for someone in a mental health crisis and intervene with a 3-step process. It is framed



"the 3 simple steps anyone can learn to help save a life from suicide."

Similar to those who are trained in CPR and the Heimlich maneuver, those trained in QPR learn to recognize the signs of someone in crisis and learn how to question, persuade, and refer someone to help and assistance.



UWL QPR TRAINING

(Check, “*Bringing QPR to UWL*” continued from p. 4) similar to CPR in that it is not intended to be a continuing treatment, but a lifesaving intervention to keep someone alive prior to receiving intensive supports.

Components of the training included identifying signs of suicide, risk factors, protective factors, learning steps in the QPR model, and roleplaying

how to support a person in crisis. The training, which includes a certificate valid for two years, also included a complimentary lunch, networking, time to connect, and a brief update from the UWL school psychology program.

Stay tuned for additional QPR trainings offered in the future!

Supporting the Disability and Neurodivergent Communities

by Ruth Schumacher-Martinez

Ruth's Neurodiversity team has been working on better understanding and supporting neurodivergent youth in our region. This year we further honed several projects. We have a partnership with a high school on student led-IEP leadership training, we have a study on the perspectives of teenagers and young adults in the Autism community, and we are leading a new Neurodiversity Play Program initiative for families with neurodivergent kids in our region. We have also started neurodivergent tea (NDT) to create community for ND students, staff, and faculty at UWL. We are very pleased to be advancing inclusive, accessible work that values intersectional identities and helps youth and families to better understand themselves. Our hope is to continue to grow in the future with the aim to build more opportunities for those with greater support needs to access higher education. We would love you to reach out if you have any interest in neurodiversity affirming practice, intersectionality, self-advocacy, and family partnership! The work is big, but so worth doing—we are honored to get to grow these projects here in our region to support the disability and neurodivergent communities!



Ruth also helped organize a screening of the film “the reason I jump” on April 17 and served on the post screening panel entitled “Autism, Equity, and Intersectional Affirming Disability Justice Now” with Dr. Loucrese Rupert. The event was sponsored by Disability Rights, Education, Activism, and Mentoring (DREAM), the Diversity and Inclusion office, the Office of Equity and Affirmative Action, the Psychology Department Inclusion, Diversity, Equity and Accountability (IDEA) Committee and the Office of Multicultural Student Services (OMSS).

Honoring Five Outstanding Graduate Students: 2022-2023 Student Awards and Recognitions

Katie Gilbert, recipient of Wisconsin School Psychologists Association (WSPA) Diversity and Inclusion Scholarship Award

“The WSPA Diversity and Inclusion Scholarship Award is offered to encourage and support the growth of minority representation in professional school psychology.”

Katie is a remarkable leader, researcher, and future school psychologist, and we are honored to have her in the school psychology graduate program at the University of Wisconsin-La Crosse. Among her multiple intersectional identities, Katie identifies as Asian American Pacific Islander (AAPI) and has powerfully connected with NASP AAPI leaders to continue to build community and connection for AAPI school psychologists. Not only has Katie demonstrated outstanding academic achievement in her coursework to date in the program, earning a cumulative GPA as of the end of Fall semester of her second year of 3.96, but her heart and advocacy are even more deeply valued.

Katie's sensitivity, wisdom, and dedication to systems change have already positively impacted our field. She is a social justice co-chair for the UWL School Psychology Student Society; her leadership guiding the program on "calling in" as well as "calling out" issues of inequity has advanced our program tremendously.

Katie not only has changed our program for the better through her commitment to social justice, but she has changed our region in her work with real children and families. Through her practicum, Katie has sensitively partnered with students with intersectional identities. She listens to students and values their insights into their lives, their needs, and

their assets. She weaves that student-centered mindset into the way she leads assessment, intervention, counseling, and systems work. Katie has a unique way of always helping children to

better understand themselves and feel proud of their cultural identities; she beautifully helps students and families know they never need to compromise their identities.

Katie is able to build such trust with those she has worked with, and that has led to meaningful evaluation and IEP development. Her commitment to intersectionality-affirming practice, racial justice, and disability justice is something so rare and special.

Katie also has led a robust capstone research project this year at UWL. Her work will lead to better supporting the mental health of racially and ethnically minoritized (REM) students in schools. She saw a great need in better understanding how school psychologists prepare to counsel REM students in order to better serve this population. Katie plans to take what she learns from her research and apply it on internship and beyond.



***Katie Gilbert, Class of 2023,
Recipient of the WSPA Diversity and
Inclusion Scholarship Award***

Honoring Five Outstanding Graduate Students, *continued*

(“Katie Gilbert, recipient of WSPA Diversity and Inclusion Scholarship Award” continued from p. 6)

Katie is someone who understands the high stakes that exist for children with intersectional identities, and she sensitively approaches school psychology in a way that will forever change our field. I firmly believe every student whom Katie works with will know they are valued by Katie and that all of the parts of who they are matter to Katie.

Katie is an important future leader in our field and so worthy of the Diversity and Inclusion WSPA scholarship award, because this is the heartbeat of Katie's expertise as well as the work she does every single day on practicum, in graduate school, and in her research. Katie is truly unmatched in terms of her thoughtful leadership on equity, and our state is lucky to have her as a future school psychology leader in Wisconsin. She is deeply committed to improving school psychological service delivery for REM students in Wisconsin and lives that call to action. She deserves accolades and acknowledgement for the powerful labor she does, and we are so pleased to nominate her.

Katie was also a nominee for the University of Wisconsin-La Crosse (UWL) College of Arts, Social Sciences and Humanities (CASSH) Graduate Student Academic Achievement award.

Bridget Schilling, nominee for WSPA Elizabeth Lindley Woods Scholarship

“The Wisconsin Department of Public Instruction appointment of Elizabeth Lindley Woods in 1917 marked the beginning of the profession of school psychology in Wisconsin. As Wisconsin public education's first psychologist, Woods was dedicated to identifying children with exceptional needs, collaborating with educators to plan educational programs, and ensuring teacher training programs adequately prepared teachers for working with all



Bridget Schilling, Class of 2023,
Nominee for WSPA Elizabeth Lindley
Woods Scholarship

children. The Woods Scholarship Award will be presented to a graduate student enrolled in a university school psychology training program.”

Bridget is a student who continuously excels in

exceptional ways in all areas of achievement, scholarship, and professional practice. She demonstrates a consideration and compassion for peers, colleagues, students, and families that is exemplary. Bridget also takes on multiple additional roles, which demonstrates both her dedication to the field as well as her compassion for those she serves. Therefore, I humbly believe that Bridget represents the heart of the Elizabeth Lindley Woods Scholarship Award through the following.

When considering academic achievement, Bridget has demonstrated exceptional performance in all of her graduate level coursework. Continuously scoring some of the highest marks in her courses, Bridget consistently puts forth diligent effort and goes above-and-beyond in her ability to not only process the content she is learning about, but she offers thoughtful reflections and additional experiences to apply her learning. Bridget's contributions reflect her passion for equitable and culturally responsive

Honoring Five Outstanding Graduate Students, *continued*

(“Bridget Schilling, nominee for WSPA Elizabeth Lindley Woods Scholarship” continued from p. 7)

practice, and the insight she offers leads to incredibly robust in-class discussions. She intentionally seeks out supportive opportunities for applied practice in a way that stretches her skills beyond those of her peers. In addition to excellent performance at the individual level, Bridget also demonstrates an incredible skill in supporting teams and group dynamics through multiple projects and assignments. Often taking a gentle leadership role, Bridget’s support is instrumental in her group’s ability to remain organized, student-centered, and thoughtfully compassionate. Her attention to detail and comprehensive work serves her peers, professors, and colleagues well, and we are better off because of Bridget’s thoughtfulness and care.

In addition to academic achievement, Bridget has supported her peers, faculty, the UWL School Psychology Graduate Program and the Psychology Department during her studies at the University of Wisconsin – La Crosse by serving as a graduate assistant. Within this role, Bridget has been incredibly gracious, detail-oriented, and diligent in her ability to take initiative and the lead on several projects. Her capacity to anticipate the needs of faculty and peers and “fill a need” when she sees one is an incredible asset. With little guidance, Bridget is able to problem solve with faculty and peers and complete tasks in an organized, efficient and comprehensive manner. Bridget’s ability to “give school psychology away” to not only students and families, but also to her peers, is an asset to the field in so many ways. She has served as a peer mentor and supported the cohort after hers by aiding them in learning multiple intellectual, achievement and behavior rating scale assessments. Not only has she offered additional support and time above her required contracted hours to help students practice

administering these assessments, but she has also assessed students’ learning during these courses and facilitated re-teaching opportunities when needed.

When considering other areas of exceptional performance, Bridget has also engaged in significant research which further advances the field of school psychology. She was accepted to present her research at a poster session at the NASP Annual Convention in Denver in February 2023. She also presented her poster at the Spring 2023 WSPA Convention and as part of the UWL Research and Creativity Symposium in May 2023, highlighting her contribution to the field of school psychology at a regional and local level as well. Her research examines differences in perceptions of the roles and functions of school psychologists based on teacher experience level (i.e., new versus veteran) and school level (e.g., preK-elementary versus secondary). Bridget’s scholarly interests also include early childhood and social emotional learning.

Moving beyond academics, Bridget has already made an incredible and significant impact in the field of school psychology during her practicum placements. Bridget demonstrates exemplary dedication to the mission of supporting students and families and is a strong advocate for their rights, needs and wellbeing. Bridget works hard to apply the domains in the NASP Practice Model in all areas of her learning, and she is seen as a leader in her school. The current special education director has already partnered with Bridget on implementing new processes for child study teams and best practice in pre-referral data collection and intervention supports. I feel this partnership is an incredible testament to the professionalism, knowledge, and responsive practice that Bridget

Honoring Five Outstanding Graduate Students, *continued*

(“Bridget Schilling, nominee for WSPA Elizabeth Lindley Woods Scholarship” continued from p. 8)

offers to the students and families she supports at her placement. I can only look forward to the many ways she will impact systems for the better as she moves into her internship year and beyond.

In summary, Bridget is an incredible student who excels not only in her academic achievement, but also in her service to her graduate program and school-community as well. Her dedication to caring practice through a culturally responsive lens will serve as a steady beacon of gentleness and compassion for the field.

Lena Bergo, recipient of CASSH Graduate Student Recognition of Excellence Award

Lena Bergo embodies an expansive spirit of connection. She is a bright beacon of light and helps



to guide others on their journeys. Lena is a future school psychologist who believes youth should not be distracted from their emotions. She has committed herself to creating

spaces in school to grieve, process, and heal. She plans to carry her research forward to ensure grief is woven into social emotional learning in all schools so kids thrive.

Kylie Rieder, recipient of School Psychology Program Leadership Award

“The School Psychology Program Leadership Award is awarded by students and faculty to the student who demonstrates positive leadership, scholarship, and a commitment to ideals of the UW-La Crosse School Psychology Program through their practice in serving children, families and school systems.”



Wylie Jackson, recipient of People’s Choice Award for her presentation of her capstone research project, “Crisis Intervention: Do You Follow Your Head or Your Heart?” during the UWL Graduate Studies 3-Minute Grad Project competition

Q&A with new School Psychology Program Instructor

Ericka Check

Interviewed by Katie Banie, Class of '24, 2nd Year School Psychology Graduate Student

Edited and compiled by Joci Newton, School Psychology Instructor

Q: What initially inspired you to pursue a career as a school psychologist?

Ericka: After taking a high school Psychology course, I realized my hope of pursuing a path as an English teacher may have been challenged by a field just as interesting. At that time, I remember thinking “if only there was a way to combine education and psychology.” I happily stumbled upon this field as an undergraduate when I majored in Psychology at the University of Wisconsin – La Crosse. I began exploring potential careers in psychology, and was even considering counseling therapy programs, but upon meeting retired former UWL school psychology program faculty member Dr. Betty DeBoer during an undergraduate presentation and learning more about what a school psychologist does, I was certain that school psychology was the field for me.



Q: What has been the most rewarding moment of your career/most challenging?

Ericka: Many school psychologists may empathize with the feeling of letting our work speak for itself as we tend to be the educators working behind the scenes to support our colleagues, students, and families. Challenges also abound. Because of this, I feel that small moments of deep connection are what matter most.

Q: Where have you worked as a practitioner?

Ericka: I spent my first internship year as a school psychologist in the Milwaukee Public School District in Milwaukee, Wisconsin, during the 2015-2016 school year. I still hold the people, places, and lessons I learned that year dear in my heart and feel that those who trained me built the foundation that led to my now having such a deep interest in social emotional learning.

After this I served as a school psychologist in Westby Area School District in Westby, Wisconsin. Finally, I was a school psychologist for five years in the School District of La Crosse in La Crosse, Wisconsin. I've been lucky enough to experience serving urban and rural communities alike and working with brilliant colleagues, amazing students, and incredible families who've helped me develop my other professional interests in culturally responsive practices, social-emotional learning, early childhood assessment, and systems level change.

Q: What are some of the ways you were able to expand your role as a school psychologist?

Ericka: I credit my foundation not only to the UWL School Psychology program and the faculty who shaped me as a practitioner, but also to the internship experience I had in MPS.



(Banie & Newton, "Q&A with new School Psychology Program Instructor Ericka Check" continued from p. 10)

Because of the comprehensive and non-traditional role, I was able to dedicate much of my time to providing school-based mental-health needs to students through co-leading ropes-team activities for small groups, providing individual counseling, leading small group social academic instructional groups, supporting early intervention and prevention Tier 1 social emotional learning lessons, leading and facilitating problem solving team meetings, and analyzing progress monitoring data. I was then able to support the provision of school-based mental health services and systems-change implementation in my next two districts as a result. I think advocating for our expertise in school-based mental health practices will benefit our students and families and districts as a result.

Other skills that I've been lucky enough to develop involve coaching and program improvement. In the past I've served as a lead coordinator for special education teams, which has allowed our entire building's special education program to better support students, families and colleagues. I also built further partnerships with district and building-level instructional and behavioral coaches, which allowed us to partner in building level teams to evaluate evidence-based practices and monitor them as a result. By anchoring in systems-level work, I've found that the impact and influence school psychologists hold is truly profound and can effectively meet the needs of many students, families and colleagues community-wide.

Q: What has been your experience teaching at the same institution that you attended for graduate school?

Ericka: I hold the UWL School Psychology program incredibly dear to my heart. As I reflect, there seems to be a common experience of the intensity that graduate school offers, and I was not an outlier in this regard. This program not only shaped me as a professional, but as a person as well. I found lifelong friendships, professional connections, mentorship, family, and myself through this program. This program, in particular Dr. Suthakaran Veerasamy's courses centered on understanding racial identity and culturally competent practices, initiated a ten-year self-development journey that I know will last a lifetime.

With that, the UWL School Psychology program has never been far from my professional practice; I served as a practicum site supervisor and adjunct instructor while I was a practitioner. While I may have had a few nerves returning as a full-time instructor, I see that it has been an incredible gift to experience the shift from student to colleague and give back to the program that gave me so much. As I take the lessons that were passed on to me by my previous instructors and new colleagues (including Dr. Newton, Dr. Dixon, Dr. Hyson, Dr. DeBoer and Dr. Schumacher-Martinez), I hope to share the importance of several core professional pillars of cultural humility, systems change advocacy, and adult social emotional learning that I feel are unique to me.

Q: What is your favorite part of being an instructor at UWL?

Ericka: Each day I'm increasingly more appreciative and grateful for my time with the students who will be our future school psychologists. While leading trainings or engaging in formative and summative assessment and data collection may be fun for many school psychologists, I am loving the role of mentor and coach. As a practicum and internship supervisor, I enjoyed finding ways to connect individually with the graduate students. Now as an instructor, I'm able to amplify their unique voices, lived experiences, strengths, and interests for them to develop their skills as both a person and practitioner. This connection has been one of my greatest joys.

(Banie & Newton, "Q&A with new School Psychology Program Instructor Ericka Check" continued from p. 11)

Q: What do you like about living in La Crosse?

Ericka: Little did I know that, upon entering my undergraduate studies at UWL, La Crosse would one day become my home. I love the people, natural resources, and sense of community this area offers. Having connected with many families in this area either through my work as a school psychologist or personal life, I've found that the generosity, kindness and hard-working values this community instills is what has touched me most.

Q: What do you view as the biggest issue facing the field of school psychology today?

Ericka: As a whole, the current demographic makeup of school psychologists does not represent the students and families we serve. Over 80% of school psychologists surveyed through NASP identify as White, female, monolingual and able-bodied (Goforth et al., 2021). This demographic representation is disproportionate in relation to the publicly enrolled national student body. White students make up approximately 49% of the U.S. public school enrollment population as of 2015 (de Brey et al., 2019) with a projected decrease through Fall 2027. Our field has work to do in terms of developing cultural competence and demonstrating cultural humility and working towards inclusive spaces. This competency and humility will serve us to better address current issues in education by listening to the voices who are most impacted. With decreased funding, undersupported or understaffed schools, and growing student mental health needs, it's even more essential to work to disrupt and dismantle oppressive systems which impact our most vulnerable populations. By anchoring in advocacy and inclusive practices, humble school-family-community connection, and responsive efforts to develop belongingness and cultural understanding, we can work to center the communities we serve.

Q: Do you feel that your program adequately prepared you for the work you do as a school psychologist? What were some areas that could have been improved? How has that impacted how you teach your graduate students?

Ericka: I felt incredibly well prepared by this program. I learned a strong foundation in the NASP domains of practice which allowed me to develop my skills as a practitioner to best support students, families, and colleagues. I also now have the life-experience to recognize that no single program can prepare their students for every single scenario they will encounter in the schools. Because of this, I aim to share with the current graduate students that the process by which they problem solve or serve students and families is more important than knowing exactly what to do. As a practitioner, I learned this lesson repeatedly. By anchoring in values of cultural humility, compassion, belonging, integrity, and excellence, I hope to share through my instruction the following – that this field is an incredibly personal field, and this depth requires deep humanity.

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Gumby and the UWL School Psychology Program

by Dan Hyson

Gumby, the green clay toy figure popularized in the 1950s and 1960s TV show and revived in the 1980s thanks to Eddie Murphy’s portrayal of the character on Saturday Night Live, has been a big part of the UWL school psychology program this year. The unofficial mascot of the National Association of School Psychologists due to the similarities between the adjectives used to describe Gumby on the toy’s packaging and adjectives one



would use to describe a school psychologist (see table below from Cowan, 2022), Gumby traveled with program faculty and students to the Fall Wisconsin School Psychologists Association conference (left) and visited in life-size form the rising second years’ summer research class (above).



GUMBY'S QUALITIES*

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and pure
- Adventurous
- Fearless
- Loving
- Everybody's friend
- Gumby represents the good in all of us

SCHOOL PSYCHOLOGISTS' QUALITIES

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and ethical
- Resourceful
- Highly skilled
- Dedicated
- Caring
- School psychologists see the good in all of us

* By Art Clokey, Gumby's creator, found on the back of the Gumby package



2022-2023 Intern Placements



Rachel Lizzadro-McPherson
Madison Metropolitan School District

Katie (Sorebo) Cauley
Harrison County School District (KY)



Destiny (Miller) Clark
Wisconsin Rapids Public Schools



Carissa Hemb
Saint Croix Central School District

Amanda Bach
Winneconne School District



Kayla Larson
Oshkosh Area School District



Shayde McKay
Anoka-Hennepin Schools (MN)

Claire (Schecklman) Metz
Marshfield School District



Zach Noethe Wolford
School District of La Crosse

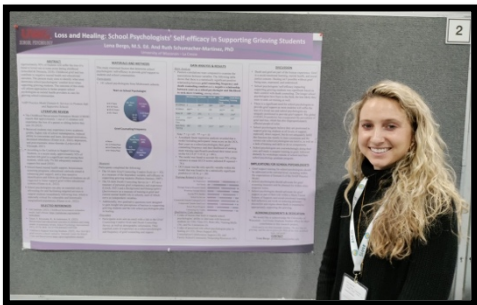


Kelly Hinden
Middleton-Cross Plains Area School District

2023 Student Capstone Research Projects

Lena Bergo and Ruth Schumacher-Martinez

Loss and Healing: School Psychologists' Self-efficacy in Supporting Grieving Students



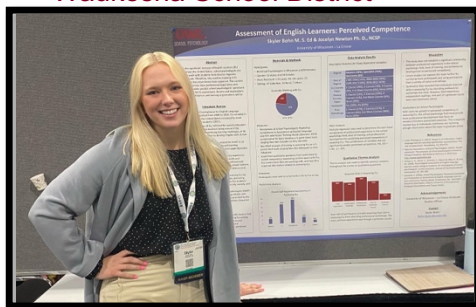
Approximately 90% of students will suffer the loss of a friend or loved one at some point during childhood (Schonfeld & Demaria, 2018). Childhood grief and loss contribute to negative mental health and educational outcomes. The present study aims to identify what most determines school psychologists' comfort level when supporting grieving students. The outcome of this study will inform approaches to better prepare school psychologists as mental health providers to care for grieving school communities.

2023-24 Internship Placement:

Hiawatha Valley Educational District
(MN)

Skyler Bohn and Joci Newton

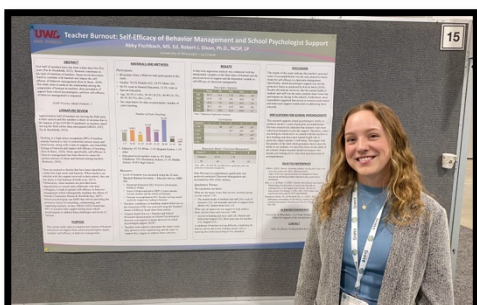
2023-24 Internship Placement: Assessment of English Language Learners: Perceived Competence Waukesha School District



With the significant increase of English Learners (EL) throughout the United States, school psychologists are likely to work with students from diverse linguistic backgrounds. Therefore, the need for training in EL assessment has never been more apparent. The current study determines how professional experience and training variables predict school psychologists' perceived competence for EL assessment. Results and implications for both practitioners and training organizations will be discussed.

Abby Fischbach and Rob Dixon

Teacher Burnout: Self-Efficacy of Behavior Management and School Psychologist Support



Over half of teachers leave the field within their first five years (Pas & Hershfeldt, 2012). Burnout contributes to this lack of retention of teachers. Stress levels have been found to correlate with burnout and impact the self-efficacy of behavior management (Kim & Burić, 2020). This study aims to analyze the relationship among the components of burnout in teachers, their perception of support from school psychologists, and how self-efficacy of behavior management is impacted.

2023-24 Internship Placement:

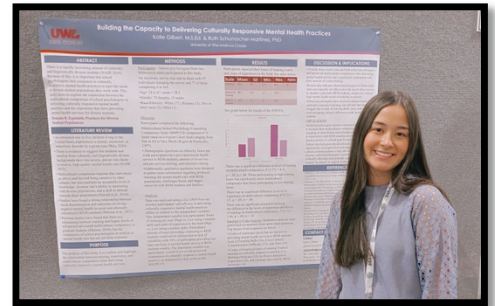
Rochester Public Schools (MN)

2023 Student Capstone Research Projects

Katie Gilbert and Ruth Schumacher-Martinez

Building the Capacity to Delivering Culturally Responsive Mental Health Practices

There is a rapidly increasing amount of culturally and linguistically diverse students (NASP, 2016). Because of this, it is important that school psychologists feel competent in culturally responsive mental health practices to meet the needs of diverse student populations they work with. This study aims to explore the connection between the multicultural competence of school psychologists in delivering culturally responsive mental health practices and the experience they have providing mental health services for diverse students.



2023-24 Internship Placement:
Middleton-Cross Plains
Area School District

Wylie Jackson and Joci Newton

Crisis Intervention: Do you Follow Your Head or Your Heart?



2023-24 Internship Placement:
Salem School District

Issues of school crisis rank among the most distressing problems in modern education. School psychologists must be equipped with highly effective evidence-based and trauma-informed prevention and intervention strategies. All teachers will inevitably encounter crises in their roles, so it is imperative that they feel self-efficacy with respect to their crisis response skills. Teachers' individual approach to high-stress situations must be considered. Using Cognitive-Experiential Self-Theory, this allows school response teams a direct approach to applying the findings within their team to tailor their response procedure, potentially positively impacting teacher crisis intervention self-efficacy.

Kylie Rieder and Ruth Schumacher-Martinez

LGBTQIA+ Perspectives: Creating Affirming Schools for Sexual and Gender Minorities

LGBTQIA+ students are exposed to elevated negative outcomes when compared to their cisgendered, heterosexual peers (Robinson & Espelage, 2011). As school psychologists, it is our responsibility to ensure that all students receive the support they need to succeed. The purpose of the current study is to analyze how factors of school climate and personal wellbeing impact LGBTQIA+ students' sense of belonging in high school. This will help inform practitioners on strategies to develop a more inclusive community for LGBTQIA+ students.

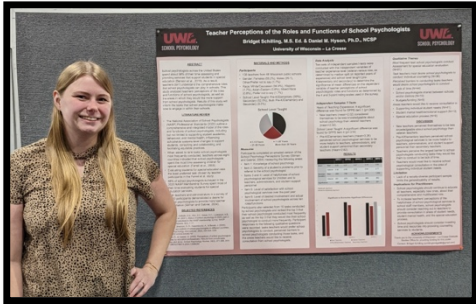


2023-24 Internship Placement:
Pulaski Community School District

2023 Student Capstone Research Projects

Bridget Schilling and Dan Hyson

Teacher Perceptions of the Roles and Functions of School Psychologists

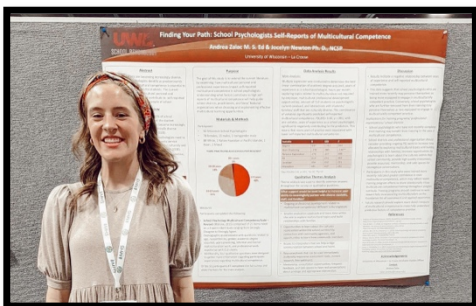


2023-24 Internship Placement:
Cadott Community School District

School psychologists across the United States spend about 58% of their time assessing and providing services that support students in special education (Benson et al., 2019). As a result, teachers don't understand the comprehensive roles that school psychologists can play in schools. This study analyzed teachers' perceptions of the roles and functions of school psychologists, as well as the areas in which they would like more support from school psychologists. Results of this study will inform the tasks that school psychologists make time to engage in within their schools.

Andrea Schwarz and Joci Newton

Finding Your Path: School Psychologists Self-Reports of Multicultural Competence

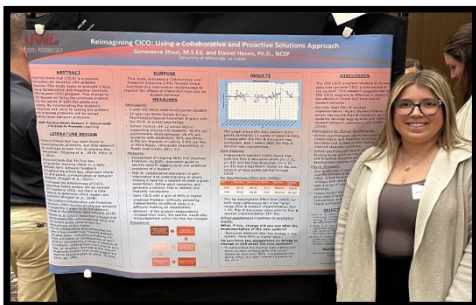


2023-24 Internship Placement:
District 113 (Highland Park, IL)

Student populations are becoming increasingly diverse, yet most school psychologists identify as predominantly White. Therefore, multicultural competence is essential to ensure equitable outcomes for students. The current study aims to identify multicultural personal and professional experiences that contribute to self-reported multicultural competence in a sample of school psychologists.

Genevieve Stout and Dan Hyson

Reimagining CICO: Using a Collaborative and Proactive Solutions Approach



2023-24 Internship Placement:
DeForest Area School District

Check-In/Check-Out (CICO) is a popular intervention for students with problem behaviors. This study seeks to evaluate a Ross Greene Collaborative and Proactive Solutions (CPS) focused CICO program. This change to CICO focuses on fixing the unsolved problem using the voices of both the adults and students. By incorporating the student's perspective and voice to solving the problem more unsolved problems will be solved, creating fewer behavior problems

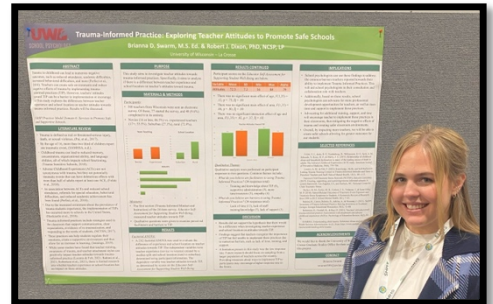


2023 Student Capstone Research Projects

Brianna Swarm and Rob Dixon

Trauma-Informed Practice: Exploring Teacher Attitudes to Promote Safe Schools

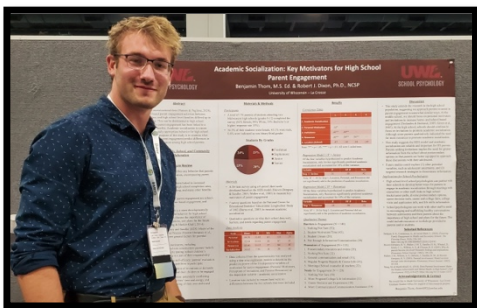
Trauma in childhood can lead to numerous negative outcomes, such as reduced attendance, academic difficulties, increased behavioral difficulties, and more (Perfect et al., 2016). Teachers can create safe environments and reduce negative effects of trauma by implementing trauma-informed practices (TIP). However, teachers' attitudes toward TIP can be a barrier to implementation or encourage it. This study explores the differences between teacher experience and school location on teacher attitudes towards trauma-informed practices. Results will be discussed.



2023-24 Internship Placement:
Gale-Etrick-Trempealeau
School District

Ben Thom and Rob Dixon

Academic Socialization: Key Motivators for High School Parent Engagement



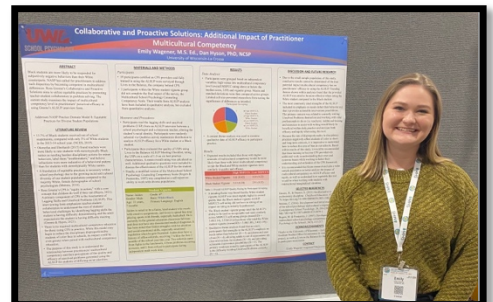
2023-24 Internship Placement:
Winona Area Public Schools (MN)

In most recent national data (Hanson & Pugliese, 2020), school-based parent engagement activities between elementary and high school level families differed up to 29 percent. This can be detrimental to high school students, as parent engagement has been linked to a variety of benefits. Academic socialization is a more developmentally appropriate behavior for high school parents. The purpose of this study is to examine what motivators of parent engagement predict differences in academic socialization among high school parents.

Emily Wagener and Dan Hyson

Collaborative and Proactive Solutions: Additional Impact of Practitioner Multicultural Competency

Black students are more likely to be suspended for subjectively negative behaviors than their White counterparts. NASP has called for practitioners to address such disparities by becoming competent in multicultural differences. Ross Greene's Collaborative and Proactive Solutions aims to utilize equitable practices by promoting teacher-student collaboration in problem solving. The current study examines the impact of multicultural competency level in practitioners' perceived efficacy in using Greene's ALSUP interview form.



2023-24 Internship Placement:
School District of Onalaska

NASP 2023 Reflection

by Brianna Swarm, Class of '23

This year, the NASP 2023 Annual Convention was held in Denver, Colorado. The convention had so many session options throughout each day that most of us found it difficult to pick which sessions to attend. Many of us would split up sessions we went to and shared notes with each other afterwards so we could still learn about as many sessions as possible. Another notable experience was the opportunity for our entire cohort to attend and sit front row for the Keynote Address and hear from NASP President Celeste Malone and the keynote speaker Shawn Ginwright (below). A further highlight from the convention was the opportunity to present our research posters after months of hard work and planning. Talking to other professionals and students from other universities about similar interests and experiences was something many of us were grateful to have the opportunity to engage in.



The Class of 2023 and SPY faculty, Rob Dixon and Dan Hyson, enjoy a night out after spending the day at the NASP Convention.

Attending the conference and picking from the various sessions available each day was the primary focus of the trip, but our cohort did make time to have some fun as well. While we were in Colorado, several of us had the chance to explore downtown Denver, meet other school psychologists at the Denver Welcome Party, hike at Red Rocks Trail, tour the Colorado State Capitol Building, and enjoy meals at numerous restaurants in downtown Denver. Our entire cohort also had the chance to meet Dr. Rob Dixon and Dr. Dan Hyson at Wally's Wisconsin Tavern (above).

We are all very grateful and lucky to have the opportunity to attend and present our research at the NASP Convention. To help us cover the costs, we received a Travel Grant, Poster Grant, funding from the Psychology Department, and held various fundraisers as a cohort. We would like to thank everyone who helped us attend the convention and have this wonderful experience!



UWL School Psychology Class of 2023 attend the NASP 2023 Keynote Address given by Shawn Ginwright



Annual Alumni Fund Drive

Every spring the UWL Foundation Office calls alumni asking for your continued support of the UWL School Psychology Program. The response last year was very encouraging, and your gifts were sincerely appreciated.

Please complete the form below and mail to make your tax-deductible contribution. The School Psychology staff and students thank you for your ongoing support of our School Psychology program. This campaign is meant to complement the University's Annual Fund. Please continue to support the UWL Foundation.

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Name: _____ Address: _____

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My School Psychology Campaign pledge is \$_____. I have enclosed \$_____

Please make check payable to the **UWL Foundation School Psychology Fund**

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