

# **SCHOOL PSYCHOLOGY NEWSLETTER**

## **University of Wisconsin-La Crosse, Spring 2019**

**Volume 41, No. 1**

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### **From the Director's Desk**

by Rob Dixon

First of all, it is good to be back. I appreciate my supportive colleagues – Betty, Joci and Dan for allowing me the opportunity to stretch my administrative wings. A special shout out to Joci as she held down the fort as director these past two years. All I have to say is, as great as it is to visit, it is even better to be back home again.

While it has only been two years out of the Director's Chair, it has been 5 years providing administrative oversight to a couple of departments – one year in philosophy and four years in art. During that time, I can tell you that I frequently employed my school psychology skills as I am sure that many alumni do every day – regardless of whether you are in the trenches or moved to a more administrative position. As I said, I am glad to be back at home again.

Since we just finished “interview season,” I thought I would share one of my answers to a question that is frequently posed to me by applicants – *what is the best thing about the program at UW-La Crosse?* I begin by stating that I have two equally important responses. The first is undoubtedly the students. I am always excited to see the growth of our students. From the initial days in the program of providing observations and analyses in schools to completing complex assessments, meetings, and advocating for children; it always amazes me to see the transition over the short 66 weeks of instruction. In addition, the students live in close proximity to one another around campus and it is the close connections in the classroom and outside of the classroom (e.g., WSPA, NASP, parties) that bring the students together and form the bonds that I know will last a professional lifetime. The second “best” part of the program is the faculty. I have spent 18 years at

UWL and am proud to have that journey shared with three very strong faculty. In fact, looking across the state, we have the most stable faculty of the UW System schools. The benefits to this longevity are clearly seen in the operation and functioning of the program. I see it as the same strength when you consider a brand-new teacher versus a seasoned veteran. Now, some may react to the veteran teacher label and wonder if we are resting on our laurels? Nothing could be further from the truth! Our professional practice release provides time for faculty to be in the schools on a rotating basis and to keep our skills fresh. The faculty and I recently presented this faculty opportunity at the National Conference on Contemporary Issues in School Psychology and Education and participants were intrigued with this innovative way to blend a faculty position with the changing demands that are seen in the schools. Personally, I am looking forward to spending some time in the schools in the Fall to see how much has changed since I was last in the schools.

As a program, we have been in existence since 1969. The collective wisdom of the program has been to build a strong base of knowledge and skills that aligns to the needs that one sees in the schools. Frequently, I have talked about trying to prepare our students with an eye to what may be five years out. In other words, let's not live in the past, but let's think about where we are going. To meet some of those needs, we see our faculty getting involved with trauma sensitive schools (Betty), social justice (Dan), early childhood (Joci) and mental health (Rob). Our strong foundation allows us to address and extend our needs moving forward. While changes always happen – even in stable institutions, I know that we will continue to keep our eyes moving forward and preparing students for future challenges.

# 2019 NASP Student Reflections from Atlanta Georgia

by Alyssa Anderson, Addy Green, and  
Sam McGarvey

Attending the NASP 2019 Annual Convention for the first time was an amazing experience. Not only did we get to attend informative and intriguing sessions, but we were able to present our research alongside all of our classmates. Presenting our research posters was the culmination of many months of hard work and dedication. We were also able to discuss our findings with other professionals with similar research interests, who challenged us to think critically about the implications of our projects and how we can apply this knowledge to our future careers.

Although the convention was the focus of our

trip, we also took some time to explore the city and bond as a cohort!



While in Atlanta, we enjoyed delicious southern cuisine, experienced Sub Zero Nitrogen Ice Cream, and were able to explore the Center for Civil and Human Rights Museum, Georgia Aquarium, and Ponce City Market. Some of us even rented motorized scooters to navigate the city!

We are lucky to have been able to attend NASP, present our research, and bond with our classmates while exploring a new city! To help us cover costs and get to Atlanta, we received a Travel Grant, Poster Grant, funding from the Psychology Department, and did several fundraisers, one of which included a GoFundMe. This allowed alumni to give back to the program. Seeing alumni donate to current students is a testament to the positive climate of this program. It shows they are willing to invest in future school psychologists and give back to the profession.

## NASP 2019 Presentations

### Professors:

At the Trainers of School Psychologists Meeting on Feb 26, 2019 in Atlanta, GA just before the NASP convention, a poster was presented by Robert Dixon, Betty DeBoer, Dan Hyson and Jocelyn Newton – Keeping it Real in the Ivory Tower: Instituting Professional Practice Time. Betty DeBoer is missing from the picture due to flight problems and the winter storm.



Robert Dixon had a poster entitled Online Education: Creating Opportunities for Association to Offer Professional Development.

Anisa Goforth, Dan Hyson, Samuel Kim, and Christy Walcott participated in a Special Session, Getting to Yes: Writing Successful Research Proposals.

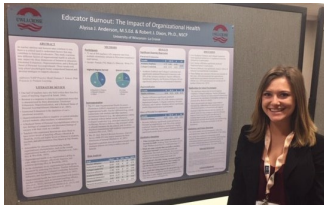
Anna Wright, Amy Reschly and Dan Hyson presented a paper on Measuring Student Engagement in Early Elementary School.

### Past Professors:

Milt Dehn presented a Mini-Skills Session on Best Practices in Dyslexia Assessment.

Carl Romstad and Milt Dehn presented a Mini-Skills Session on Formal Reasoning, Informal Reasoning, and Low-Achieving Students.

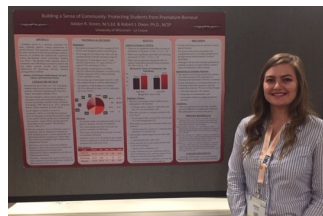
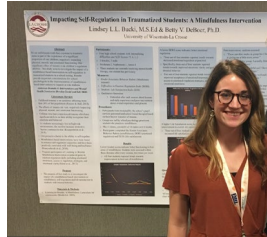
## NASP Graduate Student Poster Presentations Spring 2019



**Educator Burnout: The Impact of Organizational Health** by **Alyssa Anderson** (left) and Rob Dixon. She presented at NASP and the Celebration

of Learning/Research Day at UWL.

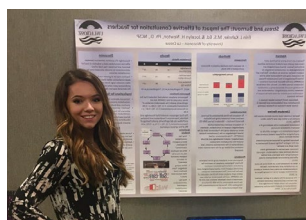
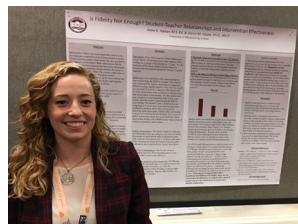
**Affecting Self-Regulation in Traumatized Students: A Mindfulness Intervention** by **Lindsey Bucki** (right) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.



**Building a Sense of Community: Protecting Students from Premature Burnout** by **Addy Green** (left) and Rob Dixon. She presented at NASP, Spring WSPA, and the Celebration

of Learning/ Research Day at UWL.

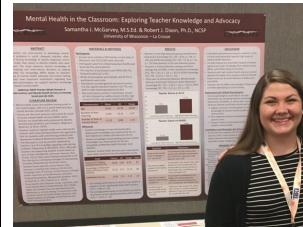
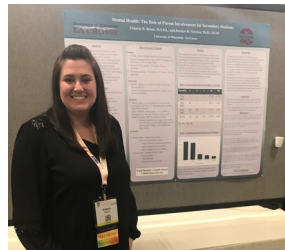
**Is Fidelity Not Enough? Student-Teacher Relationships and Intervention Effectiveness** by **Anna Hamer** (right) and Dan Hyson. She presented at NASP and the Celebration of Learning/Research Day at UWL.



**Stress and Burnout: The Impact of Effective Consultation for Teachers** by **Erin Kahnke** (left) and Joci Newton. She presented at NASP and the Celebration of Learning/ Research Day at

UWL.

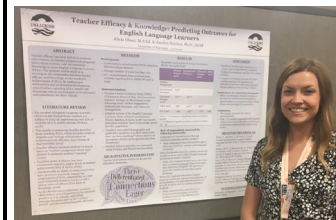
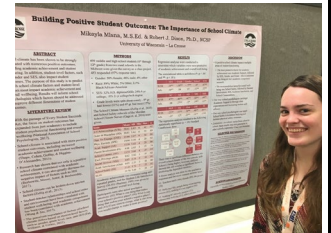
**Mental Health: The Role of Parent Involvement for Secondary Students** by **Victoria Klaas** (right) and Joci Newton. She presented at NASP, Spring WSPA, and the Celebration of Learning/ Research Day at UWL.



**Mental Health in the Classroom: Exploring Teacher Knowledge and Advocacy** by **Samantha McGarvey** (left) and Rob Dixon. She presented at NASP and the Celebration of

Learning/Research Day at UWL.

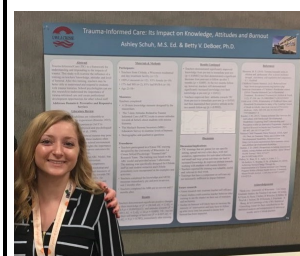
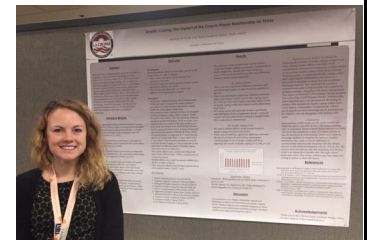
**Building Positive Student Outcomes: The Importance of School Climate** by **Mikayla Mlsna** (right) and Rob Dixon. She presented at NASP and the Celebration of Learning/ Research Day at UWL.



**Teacher Efficacy and Knowledge: Predicting Outcomes for English Language Learners** by **Alicia Olsen** (left) and Joci Newton. She presented at NASP and the Celebration

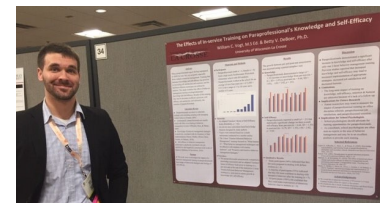
of Learning/Research Day at UWL.

**Dyadic Coping: The Impact of the Coach-Athlete Relationship on Stress** by **Hannah Picel** (right) and Dan Hyson. She presented at NASP and the Celebration of Learning/Research Day at UWL.



**Trauma-Informed Care: Its Impact on Knowledge, Attitudes and Burnout** by **Ashley Schuh** (left) and Betty DeBoer. She presented at NASP and the Celebration of Learning/Research Day at UWL.

**Training Paraprofessionals on Behavior Management to Increase Knowledge and Self-Efficacy** by **Will Vogt** (right) and Betty DeBoer. He presented at NASP, Spring WSPA, and the Celebration of Learning/Research Day at UWL.



## WSPA Awards

by Robert Dixon

In 2018 there was no Spring WSPA due to the NASP convention being in Chicago. The final Suzanne Allard Award, recognizing the accomplishments of a graduate student, was then presented at the Fall 2018 WSPA convention to



a UWL current intern – Kayla Fleck. Kayla is completing her internship at the Rolling Hills Elementary School in the Mukwonago School District.

The WSPA Board renamed the Allard Award to the Elizabeth Lindley Woods Award. We are proud that Addy Green, a current second year student, has



been selected to receive the first Elizabeth Lindley Woods Award at the Spring 2019 WSPA convention. For those history buffs, the Wisconsin DPI's 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 children. The Elizabeth Lindley Woods

Scholarship Award will be presented to a graduate student recognized for academics, research and personal characteristics who is enrolled in a Wisconsin school psychology training program.

## Dr. Dan Hyson Recognized for his Contributions to School Psychology

by Betty DeBoer

I am delighted to highlight that our very own Dr. Dan Hyson was honored at the Minnesota School Psychology Association (MSPA) conference with "The Power of One" recognition in January of 2019 which recognizes distinguished leadership – locally, nationally and internationally.

Dr. Sally Baas had these words of appreciation for Dr. Hyson:

"I am pleased to present this award to Dr. Dan Hyson. Dan has served as a practicing school psychologist and graduate educator who has used his power of one exhibiting distinguished leadership locally and nationally focused on the needs of children and youth and those who serve them. He specializes in teacher-student relationships, alternative approaches to working with behaviorally challenging students, systems consultation and technology and data-driven decision making. He has been a catalyst in impacting our state and national organizations of school psychology, helping to enhance the organizational leadership and making a huge difference in the lives of those he serves and those with whom he serves."

Dr. Hyson is an Assistant Professor at the University of Wisconsin-La Crosse, in the School Psychology Program. Dan has a Ph.D. in Child and School Psychology from the University of Minnesota and a B.A. in English and French from Amherst College. Professionally he has served as Data Management Coordinator in the Hiawatha Valley Education District (Winona, MN) and school psychologist in the Rosemount-Apple Valley-Eagan Schools in Rosemount, MN. He has served as President on the Executive Board of the Minnesota School Psychologists Association and serves as Membership Chair for the National Association of School Psychologists (NASP).

Sally concluded with “Thank you, my friend, Dr. Dan Hyson, for the work you are doing to address issues of school psychology and the impact we make on services to students in the United States and around the world. Congratulations, Dr. Dan Hyson, you lead with the Power of One!”



**...Please help me congratulate, Dr. Hyson! We are lucky to have him as our colleague!** Dan is pictured with Marilyn Leifgren, the MSPA Board member that presented him with the award.

## **Minneapolis School Experience**

by Rob Dixon

Those that have been through the program in the past few years know that we have done a trip to Milwaukee every second spring and offset that experience with another adventure. This year we are heading up to Minneapolis Public Schools (MPS). In the morning, we will be paired with a school psychologist and in the afternoon, we will take part in a diversity discussion. The district has been challenged with the performance of the minority population of students. The staff, led by Matthew Lau (Manager of Psychological Services), is looking at disproportionality and a potential response or intervention. Matthew has given the staff “White Fragility” by Robin Diangelo and students and faculty from UWL are reading along so we can participate in the afternoon discussions. While I am not too far into the book, many of the conversations ring true and reflect some of the challenges we have seen in the past two years with racial tensions and anger in the streets. I am looking forward to participating and seeing the outcome from this important and critical conversation.

## **Extended Milwaukee School Experience**

by Lindsey Bucki, Addy Green,  
Victoria Klaas, Samantha McGarvey &  
Ashley Schuh

In January, five students in the second year cohort attended a week-long “advanced practicum” experience in Milwaukee Public Schools (MPS). Each of us was placed in a different school for the week, so we were able to see many of the different roles and responsibilities of school psychologists across the district.

This experience made us aware of how different the role can look for a school psychologist from district to district, and even from school to school. We learned that effective collaboration between many different professionals provides the most benefit for students. In a district as large as this one, there are a variety of opportunities you can become involved in from direct services to systems-wide data collection and evaluation.

We were able to observe various unique practices such as restorative justice circles, close collaboration between the school psychologist and school social worker, a PBIS team meeting led by the school psychologist, and cohort meetings for first-year psychologists in MPS. There were opportunities to observe mental health practices as well. For example, we saw small groups with students with internalizing difficulties, the administration of mental health screeners, risk assessments, crisis responses, and Tier 3 supports such as RENEW and educational wraparound. A powerful experience was recognizing the flexibility that school psychologists must have in order to meet each student’s individual needs. In one specific instance, a school psychologist was able to provide counseling services in a school hallway due to this location being a better fit for the student’s needs and comfort level. Another meaningful takeaway was observing how critical relationships are between the school psychologist and students. One school psychologist had 15 different students come into her office whether it was just to talk, to get needed support, or to receive mandated services.

## **Playing in Kindergarten? It's Good for Us All!**

by Joci Newton

During the Fall, 2018 semester, I had the opportunity to work with a gifted and experienced group of kindergarten educators in a local school district who were implementing Developmentally Appropriate Practices (DAP) in their classrooms with their students. In other words, they were striving to return their kindergarten classrooms to more PLAY-BASED learning that we probably all remember from our own experience! Doesn't that sound fantastic?

There are many cited examples of the increased academic rigors of kindergarten. Goals are no longer social in nature (learning to play and relate to others), there are now academic requirements children must demonstrate their mastery of (Russell, 2011). Many scholars and teachers have noted the difficulty in helping students to reach this academic mastery given the different developmental levels at which students enter kindergarten. Moreover, many students are now entering school with high levels of stress due to trauma experiences, making it difficult for them to adjust and learn within the academic setting.

In August, 2018, the American Academy of Pediatrics reiterated the importance of developmentally appropriate play in young children's lives, not only to promote development but also to counteract the negative impact of trauma (Yogman, et al., 2018). The positive impact of play with a caring adult (typically a parent) help to regulate both individuals, therefore regulating the body's stress response. As an extension of this research, it may be that play can have positive effects on learning, particularly within an educational setting where children are coming to school with high levels of trauma experience.

During the fall semester, I learned that this return to play-based learning is hard work for educators for a few different reasons. First, as many of us know, students come to kindergarten at various learning "readiness" places, and educators are expected to get them ALL to the same place at

the end of the year. This does not change, regardless of the pedagogy, and educators still feel that pressure. This pressure comes from not only within themselves, but from other educators they work with on a daily basis. In fact, much of my consulting time and effort was spent with the 'specialist' educators who worked with kindergarteners on a more infrequent basis. Second, students come to school with their various mental health needs, potentially stemming from trauma-based experiences. I directly observed the positive impact a caring teacher's approach could make in the moment. Simply slowing down to sit with a student to make a tower with blocks, or listen to a child's story about the farm animals she is positioning could be both a learning experience as well as a regulating moment for both child and teacher. I am hopeful that more schools and educators choose to take on this challenge!

### References

Russell, J. L. (2011). From child's garden to academic press: The role of shifting institutional logics in redefining kindergarten education. *Education and Educational Research*, 48(2), 236-267.

Yogman, M., Garner, A., Hutchinson, J., et al. (2018). The power of play: A pediatric role in enhancing development in young children. AAP Committee on Psychosocial Aspects of Child and Family Health, AAP Council on Communications and Media. *Pediatrics*.

## **SPY Scholarship**

by Rob Dixon

Scholarships have been a point of emphasis on campus for the last few years. Last year we were pleased to announce the Fulkerson Scholarship, which is named after Janet Fulkerson – from the Class of 1981. This year, we are putting the final touches on the Dr. Bob Arthur Scholarship. We are thankful to both these families for identifying school psychology and the support of graduate students as an important priority. If you are interested in establishing a scholarship to a graduate school psychology student, please contact me and

we can start that conversation, which will eventually lead to the UWL Foundation. I know that our students benefit when there is visionary support for their success. Thank You!

## “We’ll Psych You Out” Intramural Team by Anthony Bacchi

One of the many benefits of UWL's School Psychology program is the close-knit and family-like culture that is formed between and within cohorts. This past year, some of us decided to become involved in extra-curricular activities that included intramural basketball and softball. At the beginning of the semester, the professors emphasized the importance of self-care and how we need to find alternative measures to keep our minds sane. We decided to brainstorm ideas on how we could all bond together outside of class and utilize self-care strategies. Upon collaboration of ideas at our favorite location in La Crosse to unwind, Howie's, we decided that intramurals would be a fantastic way to meet all our needs.

The teams were solely derived from school psychology graduate students, and created a strong

Furthermore, the other students in the program who chose not to physically participate in the sports chosen were always there to support their peers as well. With the addition of colleagues and professors, you can imagine the fan section that followed the teams around, bringing loud cheers and roars after every basket and hard hit ball. The students were able to have fun and enjoy competing together, while utilizing their witty humor through their team name: "We'll Psych You Out". The teams were able to have great success as well. The men's basketball team brought home the A-League Championship, while the Co-Ed team made it to the semi-finals! Not only was this a great success and achievement for the players, but a highlight for the program as well. We are currently in softball



playoffs, and there are very high expectations after the previous success in basketball. Overall, the intramural teams provided the students with a nice break from the papers, projects, discussion posts, practicum cases, readings, meetings (you get my point here), and brought them together at the same time.

If we're not at Graff Main Hall, catch us on the hardwood or softball diamond.



bond outside of class and school. We were able to form teams that included first and second year students, which demonstrated how well we all got along across classes. However, not only did the students participate, but school psychology faculty attended games and events to further support and increase the morale within the program.

# Trauma-Informed Care Training at UWL

by Betty V. DeBoer

We believe that UWL is a leader in training school psychologists on trauma-informed care.

UWL school psychology graduate students go to their internships with a strong knowledge base on trauma-informed care in schools. All students at UWL currently receive some initial training on trauma-informed care in Dr. Rob Dixon's *Core Instruction and Classroom Management Practices* class where they read parts of Eric Rossen's, "Supporting and educating traumatized students: A guide for school-based professionals" their first semester of the program. Their second semester, UWL students receive extensive training in Dr. Betty DeBoer's *School Consultation and Collaboration* class on how to work with children, families and schools in a trauma-informed manner. During this second semester, UWL students read and discuss S. Craig's (2008) "Reaching and teaching children who hurt: Strategies for your classroom" and M. Blaustein and K. Kinneburgh's (2010) "Treating traumatic stress in children and adolescents." They hear lectures on trauma-informed care, trauma-informed FBA's and special approaches for school personnel (i.e., nurses, OT's, SLPs, etc) that work with children with trauma histories. In lieu of reading for some weeks, UWL students watch a movie series: *Precious*, *Paper Tigers*, and *Resilience* and write reflection papers on how they would see their roles as school psychologists in the schools portrayed. As a class, students watch *Removed*, a 13-minute video (available for free on you tube) on the experiences of a child going into foster care after living with domestic violence. UWL students discuss how attachment, regulation and competence come into play and, again, what their roles as school psychologists would be. We watch *Boston 24/7*, a brief video of an inner-city high school, to discuss how high schools can gear up to be trauma-informed and some of the challenges more unique to that setting. Finally, each student completes a *DPI Trauma sensitive schools fidelity* tool (free on

the DPI website) with a team of school personnel at their practicum site to assess how trauma-informed their school is. Students take what they learned in class and the school's ratings on the *DPI tool* and develop recommendations specific to their site.

Students write an exam where they essentially describe how they would develop a trauma-informed school at a hypothetical internship site. Students detail how they would assess their school and what types of training and supports they would introduce at tiers 1, 2 and 3.

In *Practicum*, all faculty reinforce what students learned regarding trauma and ensure that students are taking into consideration a child's potential trauma history. UWL students assess the impact of trauma on the child's ability to attach and relate to adults in a healthy manner; to regulate their emotions, thoughts and behavior; and to demonstrate the competence expected of a child that age. Additionally, UWL students learn to ensure that teachers are intervening, as needed, in all those areas rather than simply focusing on the behavior or academic issues at hand.

We are proud of the work that we are doing as a faculty with trauma-informed care at UWL. We have had numerous students report back that they were told by their internship interviewers that they were impressed by the UWL students' knowledge and experience with trauma-informed care. Additionally, many interns reported being the most knowledgeable or one of the most knowledgeable on trauma-informed care at their internship sites. Some alumni have taken on leadership roles in trauma-informed care at their sites while others have taken on trauma-informed care roles with NASP. **If YOU have taken on any leadership roles in trauma-informed care, please let me know by sending me an email at [bdeboer@uwlax.edu](mailto:bdeboer@uwlax.edu).**



## **Do you Shop Online? Give “iGive” a Try!**

You can help contribute to send students to Orlando and beyond. The UWL School Psychology Program has recently been registered as a cause on iGive.com. This is a fantastic opportunity for us to fundraise to support the program and the student organization which helps to fund the yearly trip to NASP!

**WHAT IS iGive?** iGive.com is an online charity portal that connects you with over 900 stores that care about causes around the country. When you shop at these stores through iGive, a portion of each purchase comes back to your cause in the form of a donation check. It is FREE, FREE, FREE for you and FREE, FREE, FREE for the UWL program, and you pay the same as you would normally – You spend nothing extra!

### **WHAT STORES PARTICIPATE?**

Merchants of every kind are members. Some stores include Staples, Macys, Best Buy, 1-800-Flowers, Barnes and Noble, Amazon, Radio Shack, the Apple Store, William Sonoma, and many hotel chains!

### **HOW DOES IT WORK?**

1. Register for a free account (an automatic \$5 donation will be made to us by iGive because you are a new shopper).
2. Choose UWL School Psychology Program as your cause.
3. During registration you will install the iGive program, and the shortcut button which allows your browser to automatically recognize when you are shopping at a participating store.
4. Shop like you normally do! If the store is a participant, then a contribution will be made to us on your behalf. You spend nothing extra and UWL gets a percentage of the amount you just spent.

**GET STARTED TODAY!** Go to [www.igive.com](http://www.igive.com) to sign up and select **UWL School Psychology** program as your cause. And start shopping! Then tell your family and friends to do the same! Thank you!!

## **Tribute:**

**Robert E. Arthur**

**May 6, 1934 – August 9, 2018**

by John Cleveland

It all started in 1968 when the Psychology Department received a green light from System and DPI to launch a new graduate program in School Psychology. Our first objective was to hire a School Psychologist. The position was posted in Spring, 1969. Robert Arthur applied and was invited to come for an interview. In those days, if the candidate met your expectations, a job offer was made. The Department liked what Bob had to offer and his interest in working in a new program in a growing Department. The rest is history. Bob served in the Program for 28 years. He retired in 1997.

Bob was a Behaviorist. While that was fine, it did not take Bob long to learn that in a small Dept and an even smaller School Psych Program, we were an eclectic bunch sharing the responsibilities of meeting the needs and expectations of our students. It wasn't as refined as in today's Sch Psych World where practitioners and educators are focused on RTI – Response to Intervention and PBIS – Positive Behavioral Intervention and Support, which would have been right down Bob's alley.

As colleagues, we became close friends. Bob was impressed that I knew how to pronounce Leominster and Worcester and knew all about the Kimball Farm Ice Cream Store in Westford, MA. Bob loved ice cream. Thanks to Uncle Sam, I was stationed at Ft Devens, MA and in 1957, Ardu and I lived in Leominster. In 1957, Bob was beginning a 3 year commitment in the US Army. He served as a Radio Man stationed on the line (38th Parallel) in Korea.

While we each had our own teaching and supervision loads, we worked together in developing the new graduate program. The quality and growth of both the School Psychology Program and the Psychology Department are well documented. Bob played a key role.

For years, we shared the Practicum Seminar and supervision of students working in the field with area certified School Psychologists. We gathered once a week with practicum students to discuss what was happening in the field and related issues. At times, we would reveal our theoretical differences. We also traveled to State and National Sch Psych meetings. If a state car was not available, we would take turns driving. I remember riding in Bob's VW Bus in mid-winter with little or no heat. Bob was a fixer of cars and appliances.

He loved basketball and for years during lunch, would play at Mitchel Hall with other faculty/staff and would return to work out of breath, sometimes limping and holding an ice cup for his bruises. Bob later took up running. Bob's hearing was impaired and in respect, Bob had a designated seat at meetings. During long Dept meetings, Bob's noisy hearing aid batteries kept us awake.

Bob was a person of integrity. He was articulate, chose his words carefully, did not use profanity or verbally degrade people. Bob sincerely respected and loved his students. Right up to the end, Bob wanted to talk about Students on the list of graduates. His door was always open. We would frequently hear Bob using the pronoun MY when referring to people; MY students, My program, my Joyce, my Bruce, my Sara, my church etc. He was loyal and would stand for others. Bob was very frugal. On Saturday mornings, you would find him at rummage sales. He loved good books like John Lee Carre's and classical music – Brahms, Beethoven, Mozart, etc. Bob liked to bake bread. At one time he had 4 bread makers.

I thank God for the privilege of knowing and working with Bob. Thank you for your friendship and contributions to UWL. You will be missed. God bless the memory of Robert E Arthur.

## Current Students

### Current first year students include:

In the back row – Melissa Brant from Clarke University in Dubuque, Iowa; Jordan Jozefacki from UW-Stevens Point; Joel Delwiche from UW-Whitewater; Jenna Sether from UW-La Crosse; Bobbi Jo Loomis from UW-Stevens Point; Ryan



Kruser from UW-La Crosse; and Anthony Bacchi from UW-La Crosse.

In the front row – Katie Fisher from UW-Madison; Courtney Lloyd from UW-La Crosse; Ashley Haut from UW-Madison, Theresa Maurer from UW-Madison and Kayla Scheevel from Winona State.

Picture taken in Appleton, WI at the WSPA Conference in October 2018.

### Current second yr students (below) include:

In the back row – Will Vogt from UW-Green Bay; Addy Green from UW-Madison; Erin Kahnke from Minnesota State-Mankato; Alicia Olsen from UW-La Crosse; Victoria Klaas from UW-Madison; Mikayla Mlsna from UW-La Crosse; and Samantha McGarvey from UW-Madison.

In the front row – Alyssa Anderson from North Dakota State; Lindsey Bucki from Winona State; Anna Hamer from UW-Eau Claire; Ashley Schuh from UW-La Crosse, and Hannah Picel from UW-Stevens Point.



Picture taken in Atlanta at the NASP Conference in February 2019.

## One Journey Ends... Another Begins Final Chapter of Teresa's Tales

I've been with the UW-System for 44 years having started at UW-Superior. Then on October 1, 1979 I started working for UWL School Psychology. This October will be 40 years at UWL in School Psych.



During this time, Joe and I have raised four children – Joe, Becca, Jake, and Tim – they've all gotten married and have successful jobs. And we have five lovely grandchildren – Emma-10 yrs, Joseph-3 yrs, Jonathan-almost 2, Finley-9 months, and Jennifer-7 months..

Joe continues to enjoy his retirement – and now, it's time for me to join him! We're looking forward to spending more time with the grandkids – enjoying some “grandma and grandpa” time with them. We're also looking forward to making a few more trips to Connecticut to see Joe's brother as well as more visits with my 95-yr-old mother, who lives a couple of hours north of us. We are also planning to do a lot more traveling – short trips exploring the midwest, and longer trips exploring these United States. With all the visiting and traveling, I will always have plenty of time for quilting, needlepoint, gardening, and reading!

It's been an absolute joy to get to know all of the students (aka, my work kids), the faculty, the local school psychologists, and the field of School Psychology over all these years. I didn't ever think I'd get to know, and use, all the acronyms, which I affectionately call “alphabet soup”.....but I certainly got to know my share of them.



Here's to the last installment of “Teresa's Tales” .... Last day of work – October 1, 2019 with retirement to officially begin October 2!! You can still reach me at my UWL email until my retirement, then through Facebook. I don't know how often I'll be checking FB – I may just take a break from the computer for awhile.

For you data geeks – you know who you are.....the number of students I've gotten to know who have completed the program from the Class of 1980 to the Class of 2020 is (.....drum roll.....) 393!! From those 393 students, there have been a few marriages to fellow school pyscs ... and that is 7 (that I know of).

Please keep the School Psyc Program updated on you, your families, and your jobs by emailing [schoolpsych@uwlax.edu](mailto:schoolpsych@uwlax.edu) or by calling 608.785.8441.

# 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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\_\_\_\_\_ Yes, I want to support the **UWL Foundation School Psychology Fund!**

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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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**Date** \_\_\_\_\_

Mail to:            Foundation Office, School Psychology Fund  
                      UW-La Crosse, Cleary Alumni & Friends Center  
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