

SCHOOL PSYCHOLOGY NEWS LETTER

University of Wisconsin-La Crosse, Spring 2015

Volume 37, No. 1

From the Director by Rob Dixon

It is a great time for school psychology! I commonly think of the practice of school psychology to be consultation, intervention, and assessment. All three areas are something that students at UW-La Crosse are learning and schools across the region are seeking. When I was practicing, I loved all three roles as each one held the opportunity to impact a student or a school system. Against a backdrop of funding challenges, Common Core, and educator effectiveness, I see several initiatives in the schools that look to school psychology to make a positive impact: (a) Response to Intervention (RtI) to meet the academic needs of the student, (b) Positive Behavior Intervention and Supports (PBIS) to meet the behavioral needs of the child, and (c) the more recent Mental Health emphasis to meet the emotional and social wellbeing of students. Our students are rising to the challenge to learn about consultation, interventions and assessments to provide the opportunity for a school system to move forward in all three areas and ultimately impact the students' lives but also the system that they work in. This year marked the earliest in my memory that all the future interns were hired: April 8! Like I said, it is a great time for school psychology!

School psychology has been something that I have invested a lot of time and energy into. It was early in my life, high school to be exact, that I developed the importance of giving back. It came with the idea that no matter what I put into the system, I always seem to get back more than what I put in. The National Association of School Psychologists (NASP) was an organization that I stumbled upon in the early years of practice (a story there that is best told over a beer). In the last few years I have been fortunate enough to represent Wisconsin School Psychologists to NASP as a delegate. I was elected as the delegate representative to represent the 13 states in the central region to the NASP board of directors (formally the executive committee). In the course of coordinating over a decade of conferences in Wisconsin, I was first tapped to consult on the NASP

workshop committee and now am the co-chair of the NASP summer conferences. It always seemed to me that the more I gave the more I was rewarded with exceptional experiences, awesome colleagues, and the opportunity to make a difference in the lives of children and their collective school systems. I was truly humbled this past year when NASP bestowed upon me a



NASP President Steve Brock
with Rob Dixon

Presidential Award to recognize me for exceptional service to children and school psychology. I hope that for all the alumni of UW-La Crosse that you have had the opportunity to give back to the profession and be recognized for the difference that you have made in the lives of children and the school systems that serve them.

New to School Psychology by Dan Hyson

I wanted to take this opportunity to introduce myself. My name is Dan Hyson, and I am a new tenure-track faculty member beginning in Fall 2014 in the School Psychology graduate program at the University of Wisconsin-La Crosse (UWL).

I come to UWL having spent the past 13 years in the field. After graduating from the University of Minnesota's joint doctoral program in child and school psychology in 2001, I practiced for six years as a direct service school psychologist at the elementary and high school levels in the Rosemount-Apple Valley-Eagan School District in the southern suburbs of Minneapolis, MN. For the following seven years up until this past summer, I then served as Data Management Coordinator for Hiawatha Valley Education District (HVED), a

cooperative of 14 school districts, three charter schools and two alternative schools in southeastern Minnesota. In that role, I managed an online data warehouse with districts' benchmark screening and summative assessment data, provided training in accessing, interpreting and using data to drive instruction, and assisted individuals, teams, schools and districts in setting and monitoring student progress toward instructional goals.

I continue to live across the river in Winona, MN, with my wife of almost 15 years, Jess Siebenbruner, Associate Professor of Psychology at Winona State University, and our five cats and two horses. I remain licensed as a school psychologist both in Minnesota and in



Wisconsin, as well as being a Nationally Certified School Psychologist (NCSP). I also remain connected with Minnesota as a continuing member of the Minnesota School Psychologists Association (MSPA) Executive Board and the Minnesota delegate to the National Association of School Psychologists (NASP).

My professional interests include the use of technology in data-driven decision-making, systems-level consultation and problem solving and teacher-student relationships. I am currently preparing to conduct a research project during the 2015-2016 school year in which I will use a structured observation tools to measure the quality of teacher-student interactions in the classrooms of early elementary school teachers, provide the teachers with coaching to help them improve dimensions of teacher-student interactions we collaboratively identify as goal areas and assess the impact of this coaching on the teachers' interactions with their students, as well as their students' engagement and achievement in reading. So far in my first year at UWL, I have taught School Psychology: Role and Function, Psychoeducational Assessment II, and Supervised Practicum I, II and III.

Personally, I am a confessed political junkie, a movie buff, a relatively new convert to country music and a longtime sports fan. While my sports fandom has been lifelong, I added a new team to my list of favorites this past summer when I fell in love with La Crosse's

own Loggers. I look forward in just a few months to another summer of afternoons and evenings at Copeland Park. The Loggers are only one of many reasons I am excited to be joining the La Crosse community, however. The faculty, students and staff in the School Psychology graduate program, Psychology Department and university as a whole have been extraordinarily welcoming and supportive to me as I have made the transition to academia this year. I already feel as if I fit in. Given my long history as a practitioner, I am especially enthusiastic about what many of you already know to be the UWL School Psychology program's commitment to providing students from the very beginning of the program with intensive practical experience in the schools and to providing faculty with the opportunity to stay connected with practice in the schools through sharing practicum supervision responsibilities and being provided with regularly scheduled reassigned time to practice as school psychologists in the field themselves.

I look forward to getting to know more of you in the coming months and years. Please do not hesitate to contact me at dhyson@uwlax.edu or 608-785-8444 with any questions.

New Member of the UWL School Psychology Program by Joci Newton

Chris and I are proud to announce a new member of the UWL School Psychology Family. On February 4, 2015, at 12:24am, we welcomed Zoey Elizabeth Newton into the world. Although she wasn't due until February 16, she was a big and healthy baby, weighing in at 8lb, 4oz and 20 ¾ inches long. We are enjoying the challenges parenthood is bringing us, and I'm specifically looking forward to having my own personal early childhood case study. Think of all of the



IQ testing I can practice! Just kidding...kind of ☺.

2015 NASP Student Reflections Orlando, Florida by Kyra Halverson

This year's National Association of School Psychologists (NASP) annual convention was a phenomenal experience for many from the UW-L School Psychology program. Dr. Dixon, Dr. DeBoer, Dr. Hyson, and all eleven second year students traveled to the Walt Disney World Resort in Orlando, Florida to attend the convention. Through intensive fundraising efforts and securing grant funding, the second year students were able to cover a vast majority of the trip costs. As a cohort, the second year students completed testing for UW-L's Disability Resource Services (DRS), and benchmark data collection for a local school district; activities that enhanced our skillset as future school psychologists and helped with our fundraising. Additionally, students applied for and secured funding from several different grants distributed by the Office of Graduate Studies.

"Student Success: Mental Health Matters" marked the theme for this year's convention. NASP President Stephen E. Brock promoted advocacy for mental health supports in the schools through several sessions including a passionate keynote address featuring Patrick J. Kennedy, former United States Representative from Rhode Island and political advocate for mental health supports. One student shared the following reflection on the keynote address:

"Patrick Kennedy's speech caused me to realize that mental health problems do not discriminate and can affect anyone regardless of race, socioeconomic status, etc. His message empowered me to believe that as school psychologists we are provided with a platform from which we can help to spread awareness about the barriers that exist for individuals who struggle with mental illness. Working to dismantle the stigma that surrounds mental health issues will enable those who suffer to

not live in silence or in shame but will provide them with greater avenues to seek out the resources they need to heal."

Students and faculty had abundant opportunities to increase their knowledge, discover new topics, and develop their skills. Topics such as mindfulness for diverse populations, examining the effectiveness of FBA's, trauma informed PBIS, the validity of Fountas and Pinnell decisions, academic interventions for EBD students, and highly decodable passages for progress monitoring represent just a few of the incredible learning opportunities available at the convention. Students also had opportunities to practice networking with other graduate students and practitioner, as well as present their own capstone research.

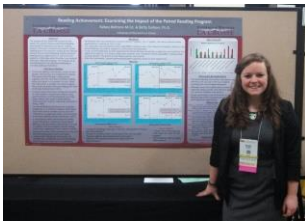
While the convention provided students with numerous rewarding educational opportunities, attendees were able to have fun and explore the surrounding Walt Disney World Resort. Highlights included sightseeing and dining on the Disney Boardwalk, a boat tour around the resort, and karaoke.

Overall, it was a fun-filled and inspirational week of professional development, peer bonding, and tourism. Next year's conference will be in New Orleans, Louisiana. It is anticipated that next year's convention will be just as fun and educational with a strong representation by UW-L students and faculty. We hope to see you there!



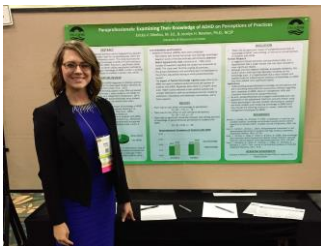
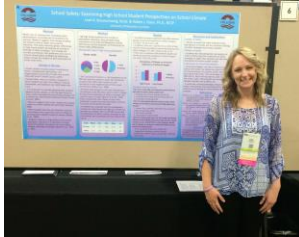
Poster Presentations - NASP 2015

Current second year students:



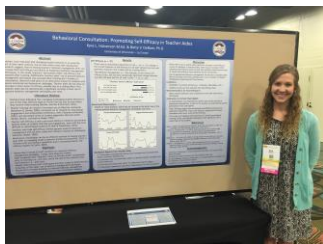
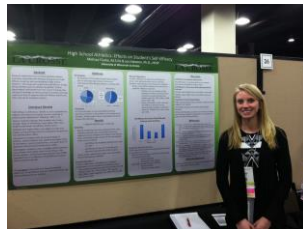
Reading Achievement: Examining the Impact of the Paired Reading Program by Kelsey Behrens (left)

School Safety: Examining High School Student Perspectives on School Climate by Leah Braunschweig (right)



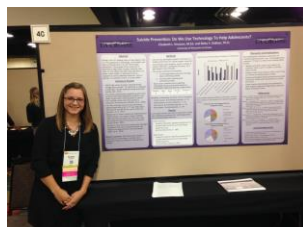
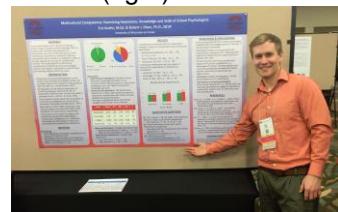
Paraprofessionals: Examining Their Knowledge of ADHD on Perceptions of Practices by Ericka Dibelius (left)

High School Athletics: Effects on Student's Self-Efficacy by Melissa Flucke (right)



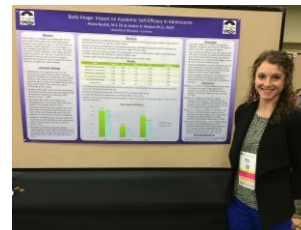
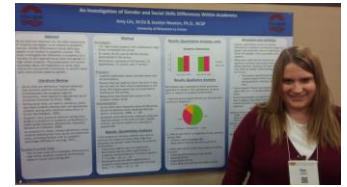
Behavioral Consultation: Promoting Self-Efficacy With Preservice Teachers by Kyra Halverson (left)

Suicide Prevention: Do We Use Technology to Help Adolescents by Elizabeth Knutson (right)



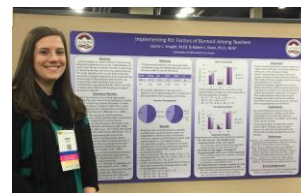
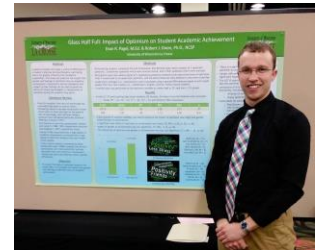
Multicultural Competence: Examining Awareness, Knowledge and Skills of School Psychologists by Eric Kuehn (left)

An Investigation of Gender and Social Skills Differences Within Academics by Amy Litz (right)



Body Image: Impact on Academic Self-Efficacy in Adolescence by Alaina Nesbitt (right)

Glass Half Full: Impact of Optimism on Student Academic Achievement by Evan Pagel (left)



Implementing RtI: Factors of Burnout Among Teachers by Jayme (Henry) Vought (right)

Professors:

- Daniel Hyson, Special Session -- Increasing Undergraduate Students' Awareness About a School Psychology Career

Past Professors:

- Milton Dehn, Mini-Skills Session – The Neuropsychology of Children's Memory Impairments
- David Goh, Poster Presentation – Factor Structure of the Bidimensional Acculturation Scale

UWL Graduate Student Elizabeth Knutson Awarded Best Poster at WSPA 2015

Suicide Prevention: Do We Use Technology to Help Adolescents?

by Elizabeth Knutson, MEd and Betty DeBoer, PhD

University of Wisconsin-La Crosse School Psychology graduate student, Ms. Elizabeth Knutson, was awarded for Best Poster at WSPA in March 2015. For questions about her study, contact Ms. Knutson at knutson.eliz@uwlax.edu.

How would teens reach out for help if they or a friend were thinking about suicide? University of Wisconsin-La Crosse graduate student, Ms. Elizabeth Knutson, and her advisor, Dr. Betty DeBoer, partnered with La Crosse County to help answer these questions:

1) Do students prefer technology-based approaches over social approaches to dealing with situations when a friend is thinking about suicide?

2) Do students prefer technology-based approaches over social approaches to dealing with situations when *they* are thinking about suicide?

Elizabeth found very little literature regarding adolescents' use of texting or online chat programs in suicide situations. Consequently, she developed a survey consisting of two scenarios followed by a number of helpful resources that teens could use in the given situation. The following scenarios were used to answer her research questions.

"Friend Scenario"

You are sitting with your friend outside after school and your friend tells you that they have been feeling very depressed lately. Your friend confides in you that they have been thinking about committing suicide and have a plan to follow through with it in the next few days. You think that your friend is going to try to commit suicide. How likely would you be to use any one of these if they were available?

"Self Scenario"

You have been feeling very depressed for the last few months. You have been thinking about committing suicide and have a plan to follow

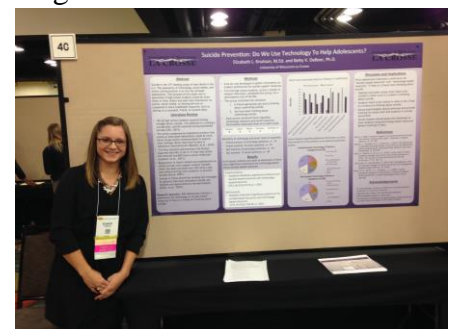
through with it in the next few days. How likely would you be to use any one of these if they were available?

Five hundred fifteen students from three high schools in western Wisconsin completed the survey for a participation rate of 96%. Once all of the surveys were back, Elizabeth hosted a marathon session of data entry in which her wonderful UW-La Crosse school psychology colleagues helped plug in numbers to SPSS (with the provision of positive reinforcement in the form of cookies, of course). A chi-square analysis was performed to determine if there was a difference in terms of preference for technology-based (texting services, online chat services) versus socially-based resources (talk with teacher/counselor/psychologist/friend) in suicide situations. For both scenarios, students indicated a significant preference ($p < .001$) for socially-based resources over technology-based resources.

So what does this mean for our schools and students? **These findings underscore the importance of making sure that teachers, school staff, and the student body are trained in what to do if a student confronts them about suicidal ideation or if they are thinking about suicide.** As mental health and student advocates, it is the responsibility of school psychologists to make sure that this training is available for our schools and that we are providing the necessary tools to our teachers and staff to help our students when they are in a situation involving suicide.

While the majority of the students that completed this study showed a significantly stronger preference for socially-based

resources in the given situations, Elizabeth emphasizes that there are students that would prefer using some of the technology-based resources, too. Further post-hoc analyses were completed after WSPA, adding to the meaningful findings found previously. Of the 98.24% of adolescents that



reported having access to a mobile phone, smart phone, or Internet, **approximately 30-39% of them reported that they would be likely or highly likely to use technology-based resources if a friend were thinking about committing suicide.** Moreover, **approximately 9-18% of students with access to a mobile phone, smart phone, or Internet also reported that they would be likely or highly likely to use technology-based resources if they were thinking about suicide themselves.** These numbers provide the evidence to support the development of technology-based suicide prevention programs for adolescents.

A limitation of this study is that it did not look at risk-levels for suicide in the adolescents that completed the surveys. Therefore, the findings can only be generalized for high school students in Western Wisconsin, rather than to a high risk population. Future researchers may want to replicate this study using more at-risk populations to better identify resources they would use.

Alums Granted Award

Two school psychologists with the School District of New London in Wisconsin were recognized with an award for outstanding service from the Wisconsin Council of Administrators of Special Services (WCASS) Region IV in Stevens Point on Friday, April 10th. Congratulations to Jessica Rice (Class of 2005) and Amy Menchl (Class of 2004)!



**Students in the City: 2015
Milwaukee Public Schools
Immersion Week**

In recent years, representatives from the University of Wisconsin-La Crosse and Milwaukee Public Schools have been working together to build a pipeline from La Crosse to Milwaukee in order to allow students the opportunity to be exposed to diversity in an urban setting. For one week in January, four second-year students volunteered to participate in a weeklong immersion experience. For this week, students were paired with an MPS school psychologist and were dispersed across the city in a variety of schools. Below are experiences and stories from each of the four participants.

Immersion Excursion by Leah Braunschweig

I had the opportunity to shadow a school psychologist who works at Greenfield Bilingual and Jeremiah Curtin Elementary. These schools are located on the south side of Milwaukee, so they each had high Spanish-speaking populations. The bilingual nature of the schools was a highlight and was the most unique aspect of the experience. I was able to observe both monolingual and bilingual instruction throughout the week, which I had never been exposed to before. Overall, I feel as though this experience was invaluable and I was able to further understand and appreciate how districts meet the needs of students who live in an urban setting.

School Psychology through a Uniquely Diverse Lens by Evan Pagel

During my week in Milwaukee I was hosted by two school psychologists, one of whom serves Kilbourn Elementary and Morgandale Elementary while the other serves Community High School. The variety of experiences that I had the opportunity to both observe and be involved in firsthand at the primary and secondary levels of education opened my eyes to the many facets of what being a school psychologist entails in a district as diverse as Milwaukee. This experience has left an indelible impression on me and I consider myself to be a more culturally conscious individual as a result. I was truly able to walk away with a greater appreciation for what it will mean to call myself a

school psychologist in the future.

Increasing Awareness through an Urban Based Field Experience by Ericka Dibelius

I was given the privilege to shadow the school psychologist at Allen-Field Elementary in MPS. It was one of the larger elementary schools in the district. I was able to observe a wide range of activities and participate in several hands-on experiences. From observing differentiated instruction for students with visual impairments, to collecting data on behavior, I appreciated the applied experiences. I also appreciated the exposure to cultural and linguistic diversity, since Allen-Field supported a bilingual curriculum in the school. I definitely experienced a greater awareness and sensitivity in how to work with students, parents, and teachers who speak languages other than English. Overall I found this to be an incredibly valuable experience that allowed to me observe the district from the inside, and I would highly recommend this experience to anyone wanting exposure to a more urban and diverse population.

MPS - YES! by Alaina Nesbitt

I had the opportunity to shadow a school psychologist at Lloyd Barbee Montessori and Maryland Avenue Montessori for a week. This awesome experience opened my eyes to the variety of schools Milwaukee has within their school district, as well as how Montessori schools operate. I enjoyed participating in peer mediations, group counseling sessions, group activities, and talking with the students that frequently popped into the office just to say hi. Each day was different and I got to see how closely the school psychologists work with the school counselors and social workers within MPS. This positive experience left me inspired to expand my horizons within the field of school psychology.

Take Pride in Your School Psychology Program and UWL's Psychology Department

Take pride in your School Psychology Program! Five people in School Psychology / Psychology have been honored this year at the UWL "College of Liberal Studies Evening of Excellence" on April 29, 2015. Your very own faculty member, Dr. Betty DeBoer, received the award for Excellence in Service. As you may know, Dr. DeBoer has been very active at the state level with the Wisconsin School Psychologists Association where she currently serves as Past President, Legislative committee co-chair, and School Crisis committee co-chair. She also serves on the Department of Public Instruction's Trauma Sensitive Schools Task Force and the Wisconsin Alliance of Pupil Service Organizations committee. At the national level, Dr. DeBoer serves as the Assistance to States representative for the Central Region for that National Association of School Psychologists. At the local level, Dr. DeBoer serves on the Chileda Human Rights committee.

School Psychology student Ms. Kyra Halverson received the CLS Graduate Student Academic Achievement Award. She was described as an "exceptional student" going "above and beyond the core expectation" of a class. She independently conducted research presenting the results at the NASP conference in Orlando. Mr. Evan Pagel, another School Psychology student, received the Graduate Recognition of Excellence Award. He was cited for his work as an advisor for the Upward Bound program and the Disability Resource Services here at UWL. He also completed his research and presented his results at the NASP conference in Orlando.

Dr. Ryan McKelley of the Psychology Department also received the Recognition of Excellence Award for Teaching. He has been teaching courses in psychopathology and health psychology since the fall of 2008. His courses are in high demand and students say he is "one of the best instructors they have ever had", that he is well organized, makes classes interactive, is approachable and accessible, and uses excellent real-life examples. In addition to his in-class instruction, he mentors student research, served on numerous graduate student thesis committees and supervises undergraduate research projects, including projects through Psychology Honors Program and McNair Scholars.

Ms. Sheri Craig, also of the Psychology Department, received the Classified Staff Recognition of Excellence Award. She is described by the department faculty as a "self-starter" with "exemplary work skills" and someone whose "interpersonal skills are top notch." Psychology has the most majors in the College of Liberal Studies and the departmental office is very busy. Sheri responds

to the needs of 30 instructors, an advising office, a graduate program, and students from across campus. She treats everyone with professionalism and good humor.

Work with Chileda has Big Payoffs

by Betty DeBoer

The UWL School Psychology Program offers its graduate students many unique opportunities. One of those opportunities is to work with staff and students at Chileda. Chileda is a residential and day treatment program in La Crosse, Wisconsin that serves children with significant behavioral challenges. Many of the children at Chileda have developmental disorders and/or histories of trauma, both of which complicate their treatment.

When I started taking students to Chileda, around 1996, as part of the behavior management course, graduate students got a tour and presentation from one of its founders, Mr. Ray Heidel. Students were always fascinated by the services that Chileda staff members were providing so I started looking for ways to expand their experiences there. Under the continued direction of Dr. Kirby Lentz, Chileda opened its door for increased opportunities for UWL school psychology graduate students and, eventually, graduate students got to complete a functional behavior assessment and make recommendations to teachers during their fall semester as part of the behavior management course. For several years, the full fall semester was offered on-site at



Chileda and Chileda teachers and staff were invited to sit in on classes. Although this arrangement provided many opportunities for our students and for Chileda staff, the frequent drives to Chileda and the time away from their classrooms were starting to be too burdensome for

students and Chileda staff. Every year, the opportunities for graduate students were “tweaked”. My work with Chileda continued to grow when Ms. Ruth Wiseman, CEO of Chileda, took the reins. Ms. Wiseman offered Mr. Jon Zinniel, Director of Training, to work with my class to ensure that our graduate students, Chileda students and Chileda staff all continued to benefit from the arrangement. Mr. Zinniel and I spend many, many hours every year reviewing how things went the prior year, making adjustments, working on scheduling, and ensuring every detail is arranged “just so” for things to run as smoothly as possible.

This fall, first semester graduate students attended class at Chileda for almost half their scheduled class periods. During that time, they initially observed the classrooms and provided general feedback to teachers about classroom structure and behavior management strategies they observed. Later in the semester, with parent permission, graduate students worked in small groups to target specific challenging behaviors in individual Chileda students using a comprehensive functional behavior assessment (FBA) approach. They consulted with teachers and developed preliminary behavior intervention plans. On the anonymous student evaluation forms, one student expressed a common sentiment, “Our experiences from Chileda are ... very worthwhile, as they are a great learning experience pertaining to behavior management and students with severe disabilities.”

In early February, graduate students received Chileda approval for their proposals and started baseline data collection. They are now consulting with teachers to monitor implementation and collect intervention data on a weekly basis. They will present their results at the end of the semester and make additional recommendations to teachers and staff, as appropriate.

A few of the main benefits I see from these experiences are:

- Increased exposure to and understanding of children with severe behavioral challenges that are complicated by their developmental disabilities and/or trauma history.
- Exposure to and understanding of services Chileda provides.
- Opportunities to develop empathy for children with severe behavioral issues and teachers serving this population.
- Opportunities to work directly with teachers early in the program.
- Opportunities to work as a team to conduct and FBA and to develop a BIP.

-Increase confidence in all of the above areas.

I'd like to thank Chileda administrators, staff and students for all of their support across the many years we have been working together. Students often site this experience as a highlight of their educational experience at the UWL School Psychology program.

Know Someone Looking to Learn About ASD This Summer? Or Someone Looking for 2 Credits? by Betty DeBoer

Many of us work with school personnel who do not have a base knowledge in autism but nonetheless work with students with autism.

Chileda and UWL are again collaborating to offer an intensive 1-week on-campus certificate program, June 22-June 26, 2015, to provide participants with a base in autism. *Participants can either earn a certificate only, or for an additional cost, participants can earn the certificate, complete additional assignments and also earn 2 credits from the University of Wisconsin-La Crosse.* I teach 2 small sections of this course and am the instructor of record for the 2-credit option for those needing credit for licensure.

Please feel free to pass this on to people who may be interested or to staff (like principals, special education directors or special education teachers) who may know people that may be interested. This certificate program is appropriate for teachers, paraprofessionals, speech therapists, OT's, PT's, paraprofessionals, school psychologists, administrators, and parents.

Here is the link should you be interested or know anyone who may be interested:

<http://chileda.org/asd-certificate-program/>.

Changes Coming to Psychoeducational Assessment at UWL by Joci Newton

Most of you already know about (and likely use) the new Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), and the Woodcock-Johnson, Fourth Edition (WJ-IV). The UW-L School Psychology Program faculty are working hard to update our coursework to cover these measures.

Leading up to the release of the tests in the fall of 2014, we brainstormed how to best update our inventory and teaching.



First, we had to purchase new kits—which was a sizeable financial undertaking. Luckily, we were able to secure grant funding from the College of Liberal Studies to purchase enough new WISC-V, WJ-IV COG, and WJ-IV ACH test kits to meet student learning needs. These materials were delivered to us in the middle of November: an early Thanksgiving gift! Now that we have the materials, we are planning to teach these materials within some of our courses for fall of 2015. This includes:

1. A complete revision and update of SPY 757, Psychoeducational Assessment. Incoming fall 2015 students will be the lucky "guinea pigs" with the updated material!
2. We will create a number of learning modules for second and third year students to complete within their practicum and internship courses during the 2015-2016 school year. This will enable them to learn the "new" aspects of the updated measures.

With these changes, we hope that our students will continue to use the best practices with psychoeducational assessment of children within school settings!

Cory McIntyre: Outstanding Central Office Leader by Rob Dixon

Cory McIntyre, a 1998 graduate of the UW-La Crosse School Psychology Program and currently serves as Director of Student Services for the N. St. Paul–Maplewood–Oakdale School District, has been named an Outstanding Central Office Leader by the Minnesota Association of School Administrators (MASA). McIntyre was honored for exhibiting a willingness to risk, possessing strong communications skills, being a progressive change agent, and having high expectations for self and others. He commented that UW-La Crosse provided him with a strong set of leadership skills that put me in a position to successfully move into administration. He was presented with this award at a statewide recognition ceremony that was held at the MASA/ MASE Spring Conference on March 12-13, 2015, at the Minneapolis Marriott Northwest in Brooklyn Park.

Cory’s dedication and perseverance has led to the improvement of key services, resulting in more efficient, response, and fiscally responsible programs. In a letter of nomination for McIntyre, N. St. Paul–Maplewood–Oakdale School District Superintendent Patty Phillips wrote, “Day after day, week after week, and situation after situation, I’ve observed Cory display the attributes of that hardworking, fiscally accountable winner we all want on our leadership team. Cory McIntyre is a committed, knowledgeable, visionary, resilient and passionate leader who works hard and smart fostering accountability and improving achievement for all students.” Don Juve, former school psychologist and Cory’s practicum supervisor noted that even in the his practicum days, Cory was interested in the “big picture” and asked about how the district worked.

Cory has served the N. St. Paul–Maplewood–Oakdale School District since 2013, previously serving Hudson School District in Wisconsin, Rochester Public Schools and the Auburn School District in Washington. McIntyre holds a master’s degree in school psychology from the University of Wisconsin–La Crosse. Cory completed his program administrator license at the University of Washington and his principal and superintendent licensure at the University of Minnesota. Cory commented that attending UW-La Crosse instilled within him the value to be a continuous learner.

Some Sound Bites by a few from the Class of 2010

Sarah (Coolidge) Datta – For the past two years I have had the opportunity to work on an early childhood

grant initiative where I am on a specialized team of consultants in Baltimore City Public Schools. As a consultant, I directly collaborate with administration and classroom teachers to guide developmentally appropriate practices in early childhood prevention and intervention across both academics and behavior. I have not done any psycho-educational assessments in two years but I have had opportunities to work with clinical social workers from the University of Maryland on implementing early childhood mental health consultation models in the schools and have become trained on multiple evidence-based models of care. I also have continued work on developmental trauma and trauma informed care in school based settings with Dr. DeBoer. Through Dr. DeBoer’s mentoring, I have joined Towson University’s School Psychology graduate program as adjunct faculty and will be teaching a special topics course in trauma this summer. I also do developmental trauma trainings for the Related Services Department and Office of Teaching and Learning in Baltimore City Public Schools. On the more personal front, I just got married and will be moving to Columbus, Ohio at the end of June!

Meg (Roethke) Forgette – I am currently spending my time as a school psych in Chaska, MN helping to support our pre-referral intervention teams, lead our evaluation process, provide various professional development topics for our staff across our district, acting as a PREPaRE trainer for our district and others in our area, helping to lead one of my buildings in developing and implementing PBIS, and working to train our building teams in best practices when referring or evaluating our EL students. Other highlights of my role have included being a part of our Check and Connect program in mentoring at-risk students and coaching our teachers on both due process as well as assessing and positively supporting children’s behavioral needs. When I’m not in the schools my husband and I have had a blast spending time with our 11 month son Joey this past year!

Megan Fostner – This is my fourth year working as a school psychologist in the West Bend School District. I work in multiple buildings at the elementary level. A large focus of my school psych team has been to research, develop training, and teach the reading and math interventionists in progress monitoring at the tier 2 and tier 3 levels. This school year, we have begun training the special education staff to utilize these measures as support data for part of their SLO (student learning objectives) and IEP goals. I am also co-facilitator of a research project analyzing the effects of

daily exercise on academic growth, specifically reading skills, with our low SES population. When not in the office, I continue to enjoy baking and watching movies. I'm looking forward to warmer WI weather so I can begin gardening and running outside.

Jenny Stoner – I am in my third year as a school psychologist in STRIVE Preparatory Schools at the Lake Campus in Denver, CO. I have taken on the Lead School Psychologist role this school year and am leading a team of 10 school social workers and school psychologists in supporting scholars and providing professional development. I continue to adapt to the role of the school psychologist in our schools by developing my skills, specifically in providing direct mental health services in 1:1 and group settings. I also love playing in the mountains - snowboarding, mountain biking, backpacking, etc. Life is good here in Colorado!

Kelly (Wulff Plumb) Minnig – This is my second year working at the Beaver Dam Unified School District in Wisconsin, which is where I grew up. I work at three of the elementary schools in the district. Most of my work in Beaver Dam has been focused on the implementation of RtI. I have worked with my colleagues on creating our RtI Handbook that outlines our processes and procedures. I also serve on our RtI Strategic Planning Committee to analyze our implementation and identify areas of need. A large part of my role is collaborating with principals, teachers, and Literacy Support Teachers surrounding conversations that encompass both student specific, as well as larger system wide discussions. Data analysis is also a crucial part of my role, involving academic and behavioral data (PBIS). In addition, I provide individual counseling and often assist in behavior management and crisis management. Supporting my schools in this capacity has greatly improved my skills in working with students in crisis. Helping a student deescalate is one of the most rewarding aspects of the job!

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You can help contribute to send students to Orlando and beyond. The UW-L 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!

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GET STARTED TODAY! Go to www.igive.com to sign up and select **UW-L School Psychology** program as your cause. And start shopping! Then tell your family and friends to do the same! Thank you!!

Current Students

Current first year students include: Amanda Yenter from St. Norbert College, Jessica Muehlbauer from the University of Minnesota-Duluth, Kythie Boyd from the University of Minnesota-Minneapolis, Taylor Wacholz from Minnesota State-Mankato, MacKenzie Welch from the University of St. Thomas, Rachel Rieden from UW-Madison, Liam Champeau and Brittany Oblak from UW-Stevens Point, Stefanie (Cox) Eggert from Wisconsin Lutheran College, and Anna Yeager and Ericka Grimm from UW-La Crosse.

Current second year students include: Melissa Flucke from the University of Minnesota; Elizabeth Knutson from Luther College; Eric Kuehn from

Minnesota State-Mankato; Alaina Nesbitt from Ripon College; Evan Pagel from UW-Madison; and Kelsey Behrens, Leah Braunschweig, Ericka Dibelius, Kyra Halverson, Jayme (Henry) Vought, and Amy Litz from UW-La Crosse.

Current intern names and addresses:

Megan Galdes, Baraboo High School (M-T-Th-F), 1201 Draper St., Baraboo, WI 53913, 608.355.4684; North Freedom Elementary School (W), S4890 Cty Hwy I, North Freedom, WI 53951, 608.522.4946, mgaldes@barabooschools.net.

Luke Gerber, MAWSECO (Meeker and Wright Special Education Cooperative). Luke is at several schools: Lake Ripley Elementary, 100 West Pleasure Dr, Litchfield, MN 55355, 320.693.2436; Wagner Elementary, 307 East 6th St, Litchfield, MN 55355, 320.693.2824; Litchfield Middle, 340 East 10th St., Litchfield, MN 55355, 320.693.2441; Litchfield High, 901 N. Gilman Ave., Litchfield, MN 55355, 320.693.2424; Cokato Elementary, 200 5th Street SW, Cokato, MN 55321, 320.286.4100; and Dassel Elementary, 131 Williams Ave East, Dassel, MN 55325, 320.286.4151, lgerber@mawseco.k12.mn.us.

Katie Goulet, SCRED (St Croix River Education District). Katie is working at the East Central Schools, 61085 State Hwy 23, Finlayson, MN 55735, 320.245.2289 x-6164; 651-247-8769- work cell; kgoulet@scred.k12.mn.us.

Brittany Harn, Mukwonago School District, 385 County Road NN E, Mukwonago, WI 53149, 262.363.6300 x-24201(office) x-24206. She is working at Clarendon Ave Elementary, 915 Clarendon Avenue, Mukwonago, WI 53149, 262.363.6286 x-22003; and at Park View Middle School, 930 N. Rochester Street, Mukwonago, WI 53149, 262.363.6292, harnbr@masd.k12.wi.us.

Sarah Jacobson, Milwaukee Public Schools. Sarah is working at Thurston Woods Campus, 5966 N 35th St, Milwaukee, WI 53209, 414.393.2871 – direct; and at Carson Academy, 4920 W Capital Dr., Milwaukee, WI 53216, 414.393.4800, jacobssl@milwaukee.k12.wi.us.

Alissa Otto, Anoka-Hennepin School District. Alissa works at the Evergreen Park World Cultures Community School, 7020 N DuPont Avenue, Brooklyn Center, MN 55430, 763.506.2535; and at Hamilton Elementary School, 1374 111th Avenue NW, Coon Rapids, MN 55433, 763.506.2535, alissa.otto@anoka.k12.mn.us.

Annual Alumni Fund Drive

This spring the UW-L Foundation Office will be calling alumni and asking for your continued support of the UW-L School Psychology Fund. The response last year was very encouraging and your gifts were sincerely appreciated.

We can assure you that last year's gifts were put to good use. Funds received directly benefit the School Psychology program. We are in the process of updating the technology (i.e., video equipment, iPads, etc.). Your support of these projects is greatly appreciated.

Please complete the form below and mail in the attached envelope 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 UW-L Foundation.

_____ Yes, I want to support the **UW-L Foundation School Psychology Fund!**

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

Please make check payable to the **UW-L Foundation School Psychology Fund.**

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