

SCHOOL PSYCHOLOGY NEWSLETTER

University of Wisconsin-La Crosse, Spring 2016

Volume 38, No. 1

From the Director's Desk by Rob Dixon

The past couple of years have presented some interesting professional challenges to me. In the 2014-15 school year I was tapped to co-chair the Philosophy Department. This past academic year, I was asked to chair the Art Department – for the next three years! What can I say, I have become somewhat of a utility player and there is a need to help departments that are in distress. A larger department and more responsibilities meant that I did not have an opportunity to teach in the school psychology program this past year. That was something that I missed. So this next year, I have decided to step down from being the Director, a task that I have proudly done since 2003, in favor of Dr. Joci Newton leading the program. Many of you know Joci and know that the program will be in great hands.

This leads to another task on my horizon. In my role on the NASP Board of Directors and leading the WSPA Employment Fair, led me to an important revelation. The rural and small isolated districts of Wisconsin were simply not attracting the younger school psychologists. Openings remained for a year (or more). Retired school psychologists were lured back for a “couple of years” but that did not answer the long term need for school psychologists to fill the ranks. Watching students from across the state go to the employment fair and bypass the small districts meant that our current array of training programs were not meeting an important need. From my national perspective, Wisconsin is not alone. Every state, with the exception of the Northeast, is struggling to meet the demand for school psychologists. We are expanding our role – from academic interventions within Response to Intervention (RtI), to behavior interventions within Positive Behavior Intervention and Supports (PBIS), to mental health support to

help schools be more trauma sensitive and provide support for the mental health needs of students. School Psychologists are in demand! But the problem remains with how to fill the rural areas? Now I admit, I have a soft spot for rural districts as I started in rural Manitoba. To put it bluntly, unless we solve the rural employment crisis, we risk losing the comprehensive and integrated service delivery model (i.e., Practice Model) that NASP has built and we spend so much time teaching in our program.

So the task before me is to help rural and small school districts “grow their own” school psychologists. I am embarking on a journey to add to our brick and mortar program an online service delivery model. Same great program. Same great education. My hope is to have the first class begin in the Fall 2017 and there is a ton of work that needs to be done before we begin to advertise this fall. We can not add to the load and responsibilities of the current faculty, there is simply not enough hours in the day! So I really am going to need a village of supportive school psychologists willing to make a difference for the next generation of school psychologists. There is going to be a need for adjunct faculty and for supervisors in various regions. I am looking for support from the vast array of alumni that have gone through our program. If you had a “favorite class” and want to impart that knowledge to others, here is your opportunity. If you can step up and help me pull this together, you will be making a difference to countless professionals and school children in the future.

So with those changes on the horizon, I know that the UWL School Psychology Program is in good hands and looking to the future. We are making a difference through the work of all of our alumni. We are giving “school psychology away” and there are plenty of schools, teachers, children, and parents that need this support. It is a great time

to be a School Psychologist!

A Semester Abroad in Minnesota: The Story of My Professional Practice Reassigned Time in Winona Area Public Schools

**by Dan Hyson, Ph.D., NCSP, Asst Prof
in UWL School Psychology Graduate
Program**

I spent 13 years as a practicing school psychologist prior to joining the UW-La Crosse School Psychology Graduate Program faculty in Fall 2014. One of the unique aspects of being a faculty member in the UWL program that attracted me to apply for my current position was the commitment of the UWL Psychology Department and School Psychology Graduate Program to provide graduate faculty with the opportunity every fourth semester to spend one day per week practicing as a school psychologist in area schools.

My first chance to take advantage of this Professional Practice Reassigned Time came during Fall 2015. I was able to arrange to work one day per week throughout the semester in the Winona Area Public Schools in Winona, MN. I primarily split my time between Winona Senior High School and Goodview Elementary, while also briefly consulting with Jefferson Elementary.

My goals for the semester included:

1. Increasing my knowledge and refreshing my skills regarding assessing students suspected of Specific Learning Disabilities (SLD) using the Severe Discrepancy Model and Response to Intervention/Scientifically Research Based Intervention (RtI/SRBI) Model.
2. Using the knowledge and experience I gained to redesign SPY 758: Psychoeducational Assessment II to better support instruction for students in assessing students with SLD, especially as it relates to using data to determine response to intervention and assess Processing Strengths

and Weaknesses (PSW) (including the use of Cross-Battery Assessment) and to provide students with more current specific case examples that I can use in illustrating concepts; and

3. Summarizing the data both from assessments I conducted myself and from assessments conducted by other Winona school psychologists in a document I could present to the Minnesota Department of Education (MDE) to help them in considering revising the Minnesota SLD Manual.

I was fortunate to be able to be involved with a case at Winona Senior High School that nicely addressed both the first and second goals. The student was an English Learner (EL) who was also being provided special education services for a diagnosed SLD. As part of the re-evaluation, I administered the Woodcock-Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV Cog) and the Wechsler Individual Achievement Test – Third Edition (WIAT-III). I had not actually previously administered either of these measures, so the case provided me an excellent opportunity to learn and practice administering these two new measures. To help in addressing the referral concern related to to what extent the student’s writing difficulties were associated with culture and language and to what extent they were related to his SLD, I examined the WJ-IV Cog results using Sam Ortiz’s Culture-Language Interpretation Matrix (CLIM). Interpretation of these assessment results led the team to recommend that the student receive additional writing support from an SLD teacher. I used this case with second year students during the current Spring 2016 semester as part of the final exam for SPY 758.

The other two cases I was asked to help with during my reassigned time in Winona involved behavioral concerns. In both cases, I was asked to conduct Functional Behavior Assessments (FBA). Each ended up being a very unique case and a good example of the importance of examining “cognitive,” in addition to reinforcement, functions of behaviors. I have already shared these cases with second year students during SPY 764: Supervised

Practicum III when we reviewed the key components of comprehensive FBAs to help prepare the students for completing their own FBA assignments as part of that course.

Although I was not able to be involved with any cases in which RtI/SRBI SLD eligibility criteria were used, I was asked to observe and review the forms and processes associated with RtI problem solving teams at Goodview Elementary and Jefferson Elementary in Winona. After observing the teams and reviewing the forms and processes, I wrote up a feedback summary and shared it with the school psychologists at each school. I have already shared this experience with students in SPY 764: Supervised Practicum III when we recently discussed best practices in leading problem solving teams.

Unfortunately, I was also not able to identify and share cases with Minnesota Department of Education (MDE) in which students met all RtI/SRBI SLD eligibility criteria except demonstrating a level of achievement below the 5th percentile on a standardized achievement test. I gathered some cases from Winona school psychologists that we thought would be appropriate cases to share with MDE, but I discovered that the cases did not include adequate progress monitoring data. The data were either gathered too infrequently (every couple of months rather than weekly) or had not been gathered for long enough to meet the Minnesota requirement (12 data points over at least 7 weeks). As a result, I did not share the cases with MDE, but the experience led me to insert a discussion of best practices in progress monitoring and advanced interpretation of progress monitoring data into SPY 758.

Finally, at the request of Winona school psychologists, I consulted regarding two additional systems-level data-driven decision making issues. First, I provided the high school school psychologists with a refresher training on interpreting and using Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) computer adaptive test data. In addition, I arranged for all of the school psychologists in the district to participate in a web chat with a staff member at TIES, an educational

technology cooperative, regarding technology tools for tracking interventions that have been attempted with students receiving tiered intervention. This was a need one of the school psychologists had shared with me earlier in the year.

Overall, I feel that the experience was extremely beneficial in helping me to refresh my skills with respect to the direct service role of the school psychologist and provide me with more recent specific cases and experiences to share with my students, especially in SPY 758 and SPY 764. I did find at the beginning that I had to adjust my original plan somewhat to better address the needs of the district and the experiences available (e.g., including behavioral cases and working at the high school, not just at the elementary level). This suggested to me that prior to my next Professional Practice Reassignment it might be helpful for me to work with the school district I plan to spend time in to conduct a needs assessment and use the results to proactively refine my plan to better meet the district's needs. I appreciate the Psychology Department and School Psychology Graduate Program providing me with the opportunity to have this professional practice reassigned time. It has already and will continue to improve my teaching and supervision of students. I would also like to thank the school psychologists and other staff in the Winona Area Public Schools for their guidance and support throughout what was both an educational and enjoyable semester.

2016 NASP Student Reflections New Orleans, Louisiana by Kythie Boyd

The 2016 NASP Annual Convention in New Orleans, LA was a fun-filled week of professional development, beignets, music, and warm weather! The 2nd Year UW-La Crosse students traveled to the land of jazz and delicious food for a full week of professional development and to present our Capstone Research Projects.

This year's convention theme was Connect the Dots. The featured sessions emphasized school climate and were designed to develop practitioner

expertise essential to improving school climate for all students, staff, and families. We attended a variety of presentations and walked away with actionable skills and strategies to better practice in the areas of Social-Emotional Learning, support students with ADHD, implement and develop Response to Intervention, and encouraging systems change. It was an exciting week that was full of new experiences and fun adventures!

The first highlight included the presentation of our capstone research projects. We presented our research projects during the poster sessions that took place over the course of the entire conference. It was an eye-opening experience that allowed for us to see the variety of research going on across the country, and engage in conversations with practitioners, researchers, and students about topics that we are passionate about and that are pertinent to our future practice as school psychologists.

Thursday brought the keynote address with NASP President Todd Savage and Janet Mock, a transgender author and journalist. Dr. Savage facilitated a conversation regarding Ms. Mock's experiences in schools as a transgender youth and solicited advice for school psychologists working with LGBT youth and ensuring positive and supportive school climates for all students.

While we were excited about the opportunities for professional development, we also took advantage of the food, music, and culture that New Orleans has to offer! The Welcome Party put on by NASP involved dancing the night away to the tunes of famous jazz artist, Deacon John and the Ivories! Since the conference took place at the top of Bourbon Street, we were within walking distance to all that New Orleans has to offer. We took multiple trips to Café Du Monde, known for their world famous beignets, frequented the local restaurants for shrimp po-boys and gumbo, ventured into "local" territory for an alligator dog, and went to the home of Bananas Foster. Due to an Uber mix-up, half of us took a swamp tour in the Bayou and held a baby alligator (Ahh!), while the others went on a ferry ride and had the opportunity to eat a giant plate full of crawfish!

The 2016 NASP Convention was an incredible, whirlwind adventure that gave us the opportunity to

choose from hundreds of different sessions and gain valuable information and skills to take back to practicum and next year on internship!

NASP 2016

Professors:

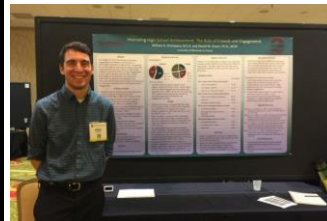
- Robert Dixon with Margaret Sedor, Mini-Skills Session – Transition Planning: Positively Supporting Secondary Students in Their Future
- Daniel Hyson with Peter Nelson, Mini-Skills Session – The School Psychologist Role in Assessing and Improving Student-Teacher Interactions

Alumni:

- John Hosp with Jeremy Ford, Paper Presentation – Content Area Curriculum-Based Measurement Using Academic Vocabulary

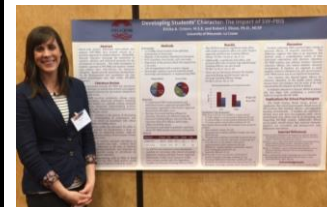
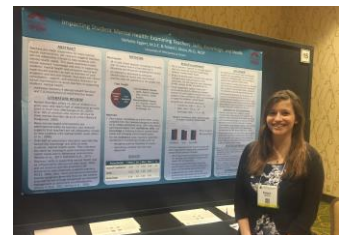
Poster Presentations - NASP 2016

Current second year students:



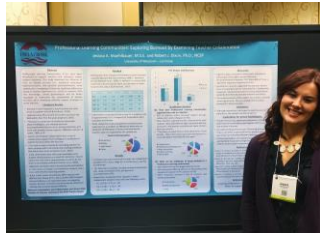
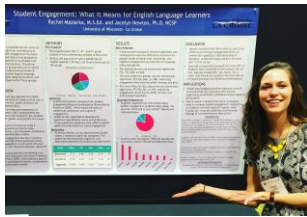
Improving High School Achievement: The Role of Friends and Engagement by William Champeau (left) (Advisor: Dan Hyson)

Impacting Student Mental Health: Examining Teachers' Skills, Knowledge, and Needs by Stefanie Eggert (right) (Advisor: Rob Dixon)



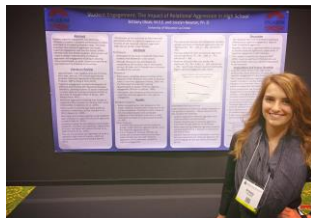
Developing Student Character: The Impact of School-Wide PBIS Systems by Ericka Grimm (left) (Advisor: Rob Dixon)

Student Engagement: What it Means for English Language Learners by Rachel Maziarka (right) (Advisor: Joci Newton)



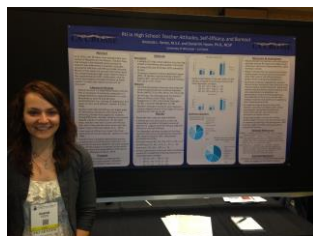
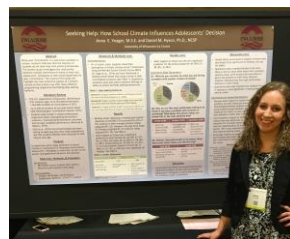
Professional Learning Communities: Exploring Burnout by Examining Teacher Collaboration by Jessica Muehlbauer (left) (Advisor: Rob Dixon)

Student Engagement: The Impact of Relational Aggression in High School by Brittany Oblak (right) (Advisor: Joci Newton)



Teacher Efficacy in Classroom Management: Impact of Support and Experience by MacKenzie Welch (left) (Advisor: Joci Newton)

Seeking Help: How School Climate Influences Adolescents' Decision by Anna Yeager (right) (Advisor: Dan Hyson)



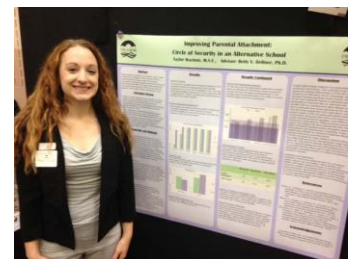
Rtl in High School: Teacher Attitudes, Self-Efficacy, and Burnout by Amanda Yenter (left) (Advisor: Dan Hyson)

All of the Above Posters, as well as the Following Posters were also Presented at WSPA, Spring 2016 and Research Day at UWL



Social-Emotional Learning: Understanding the Factors Affecting Teacher Implementation by Kythie Boyd (left) (Advisor: Rob Dixon)

Improving Parental Attachment: Circle of Security in an Alternative School by Taylor Wacholz (right) (Advisor: Betty DeBoer)



All posters can be found on the UWL website.

Amanda Yenter Named WSPA Minority Scholarship Winner

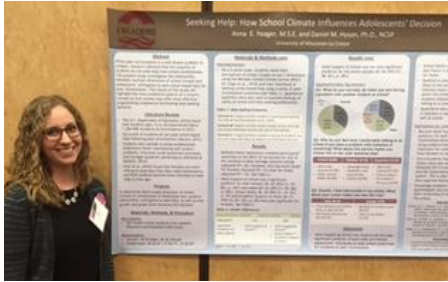
While all the students at UW-La Crosse excel, it is nice to have students recognized beyond our campus walls. Amanda Yenter was named the WSPA Minority Scholarship Winner during the 2016 WSPA Spring Convention. Amanda has excelled in the program and has demonstrated her skills as a critical thinker, a collaborator, and a future professional that truly embodies the sense of being a child-centered practitioner. We are looking forward to seeing the impact that Amanda will have



on the students, parents and schools that she will be practicing.

WSPA Outstanding Poster Award

Anna Yeager was the recipient of the Outstanding Poster Award for her poster presentation at the Spring WSPA Conference in Wisconsin Dells.



The Achievement Gap in Early Childhood: What Can We Do?

by Joci Newton

Some of you may have heard that I am “off campus” during the spring 2016 semester. I applied for, and then was granted a sabbatical from the College of Liberal Studies (CLS) at UWL. The goal of my sabbatical is to devote all of my working time to developing my research agenda, which will subsequently improve my teaching and applied School Psychology knowledge! My current research focuses on identifying modifiable factors that create and/or support the achievement gap that has been measured in kindergarten. So, more succinctly stated, what can parents and teachers of children aged birth-5 years do to promote early literacy and numeracy learning in all kids? We already know that learning in these early years is most easily attained through supportive and nurturing relationships with caregivers (parents, teachers, babysitters, daycare providers, etc.). In other words, “high quality child care” is not defined by using the best curriculum or purchasing the highest rated toys or books, it is represented by the relationships children establish with caregivers. Specifically, I am interested in more clearly defining what that supportive and nurturing relationship entails. For example, one of my projects examines how parent gender role

stereotypes about academics impact a child’s early learning. In another project, I am exploring how parent’s evaluative feedback, specifically praise, impacts a child’s motivation for early learning. Finally, another project seeks to outline how teachers can create a caring climate in Early Childhood classrooms.

At this point in my sabbatical (just a few weeks left!), I feel rejuvenated and energized by my progress. I am certain that my research will enhance my teaching, particularly my Early Childhood Assessment class. Further, I am hopeful that these projects can turn into collaborations with community agencies to improve outcomes for children in the Coulee region.

I would like to extend a thank you to the College of Liberal Studies and the Psychology Department at UWL for their financial support of my sabbatical. I would also like to acknowledge the contributions of both current and former students; many of my research questions have emerged out of discussions I have had with eager and inquisitive students! Finally, I am indebted to my School Psychology colleagues (Teresa, Dr. Dixon, Dr. DeBoer, and Dr. Hyson) for their logistical and interpersonal support of this endeavor. As you can imagine, when one of the core School Psychology faculty is on leave, the remaining individuals have to “scramble” to cover not only coursework, but also advising, admissions, etc. My school psychology colleagues have re-distributed and absorbed my workload with smiles on their faces, proving that supportive and nurturing relationships are not only important to early childhood populations, but to all of us in our daily professional (and personal) lives!

If you have questions about my work, or would like to explore working on a project together, I’d love to chat! Please contact me via email at jnewton@uwlax.edu or phone 608.785.6889.

WSPA Works with DPI to Promote Trauma Sensitive Schools in Wisconsin

by Betty V. DeBoer, WSPA Legislative Committee/
WSPA School Crisis Committee, University of Wisconsin-La Crosse

WSPA has a Legislative Committee that currently undertakes the responsibility of working with Wisconsin's Department of Public Instruction (DPI) to assist Wisconsin schools in becoming more trauma sensitive. Wisconsin's DPI work on trauma has been recognized nationally at the NASP's Summer Public Policy Institute in Washington DC and in recent journal articles*. UWL faculty member Betty DeBoer has been the WSPA liaison and has attended trainings, presented on trauma sensitive schools at WSPA conferences, NASP and other venues, and participated on projects with the DPI trauma work group over the past 3 years. Kris Rivet from the Marinette School District, Dave Kwiatkowski from CESA 8, and Jeff Krukar from Genesee Lake School in Oconomowoc are the other work group members that were trained as school psychologists.

Thanks to the leadership of DPI's Nic Dibble, the trauma work group developed an excellent bank of information and resources on trauma sensitive schools.

The purpose of this article is to highlight some of the excellent resources that the DPI trauma work group has created, compiled and made available to you for free on the DPI website.

A great place to start any process in school psychology is with assessment. To assess how trauma sensitive your school currently is, go to DPI's website to Trauma, Trauma Checklists, Trauma Sensitive Schools Checklist. Here, you can complete a checklist that will help you determine your school's strengths and areas that need improvement. This can be used as a sort of progress monitoring tool as you proceed on your journey to becoming more trauma sensitive.

The Madison Metropolitan School District created a great "first place to go" for those with

minimal understanding of trauma sensitive schools who want an outstanding, but brief, overview. The DPI link to the Madison Metropolitan School District's modules can be found under Trauma, e-Resources, Madison Metropolitan School District Modules. The modules cover: An Introduction to Trauma, A Sense of Safety, Creating Safety, Trauma and the Brain, Self-Regulation, Empowerment, Self-Care, and Disciplinary Practices. If your school is just thinking about learning more about trauma sensitive school practices, these 9-15 minute modules are a potential resource to share with administrators or to use across a series of staff meetings or in-services. You can view all 9 modules in about 2 ½ hours. You, as the school psychologist, can lead discussions in a "study group" approach with key stakeholders using these videos as your base as well.

If you are ready for more in-depth training, DPI is creating modules with Sara Daniel from "StA" in Milwaukee and Pam Black from Trauma Sensitive Education, LLC. These modules are being released in "tiers." Most of the tier 1 training modules are available on the DPI website under Trauma, Learning Modules, Trauma Sensitive Schools Learning Modules. Keep an eye out for future modules at tiers 2 and 3 in 2017 and 2018.

Once you are ready to read more detailed information on Trauma Sensitive Schools, go to Trauma, Strategies, Strategies and Resources, where you will find a document that the trauma work group painstakingly developed. In this document, we list key areas related to trauma sensitive school (such as Academics, Behavioral Support, Crisis Prevention and Response, Emotional and Physiological Regulation, Leadership, Relationships, Policies, etc.). For each Key Area, we have a brief description of what the Key Area "looks like" in a trauma sensitive school and strategies that schools can use to promote best practices in each area. Finally, for each Key Area, we provide well-vetted resources that will give you high quality information on the strategies we provided.

When you feel ambitious enough to give a presentation on Trauma Sensitive Schools, everything you need is at Trauma, Presentation

Materials, Creating Trauma Sensitive Schools Speaker Notes. Here, you will find a PowerPoint and detailed information that will help you feel comfortable presenting an in-service.

If you are in a PBIS School, check out how to integrate trauma sensitive school training into your existing model. Go to Trauma, Trauma and PBIS for an informative document.

DPI has various other excellent resources and links to other high quality websites that are worth exploring for those interested in trauma sensitive schools. Good luck on your journey.

***Journals**

Chafouleas, SM, Johnson, AH, Overstreet, S., & Santos, NM (2016). Toward a Blueprint for Trauma-Informed Service Delivery in Schools, *School Mental Health* 8:144–162. DOI 10.1007/s12310-015-9166-8

Weed Phifer, L & Hull, R (2016). Helping Students Heal: Observations of Trauma-Informed Practices in the Schools. *School Mental Health* Volume 8, Number 1 8:201-205 ISSN 1866-2625 DOI 10.1007/s12310-016-9183-2

Biennial Program Field Trip to Milwaukee
by Rob Dixon



Posing with Drs. DeBoer and Dixon are former students Kao (Vang) Hathaway, Stacy (McKinnon) Black and Melannie (Tate) Litscher.

This past week the School Psychology Program took the biennial trek to Milwaukee Public Schools.

While it was a whirlwind tour, many students enjoyed their day in the “big city.” The idea of this trip spawned from a NASP Program Review suggestion to include more diversity in the La



Crosse program and a conversation at WSPA between Jean Gatz and myself. The La Crosse students repeatedly

commented on the close personal relationships they observed that the MPS School Psychologists were able to generate with the students and staff members. While the specific experiences varied depending on what they day brought and their mentor’s schedule, all the students walked away appreciative of the opportunity to spend a day in a school that looked much different than the schools of La Crosse and the surrounding area.

WSPA Spirit Award: “I’m Gonna Miss You When We’re Gone”

by Jessica Muehlbauer and Stefanie Eggert

As second year students, and reigning WSPA Spirit Award champions, our group knew that we had to bring something special to our final conference as a cohort. Our rendition of Hall and Oates, “You Make my Dreams Come True,” was a clear winner in 2015, likely due to our use of props and personality. While this particular song brought humor and spunk, we felt the need to share a piece of our group’s special relationship with those in attendance. Thankfully, Anna Yeager had a very special and important epiphany during recent travel, and she happened to stumble upon Anna Kendrick’s “Cups.” We quickly realized that a personal performance would be a special way to end our time together.

It was truly a collaborative effort, as multiple members of the cohort contributed to the process of revising the lyrics so the song would fit the

experiences and personality of the cohort while still keeping the rhythm and tone of the melody top rate. Unfortunately, time was not in our favor. As we scrambled to learn the song, we quickly realized we would need additional support. Thankfully, our guest star, Michael Maziarka (Rachel's husband) helped our group keep the beat with his instrumental performance! With brief practice, we were ready for the show. However, after the first



performance of the night, we knew that we were in for a fierce competition. The first year cohort brought a fun and upbeat rendition of Justin Bieber's "What Do You Mean," and "We Will Rock You." The Whitewater second-year cohort followed with Mulan's "I'll Make a Man Out of You." It was clear that they were there to compete. With nerves in full force, our group dimmed the lights and followed our percussionist's beat:

*Got my bags packed for my next journey
Two box'a Kleenex for the road
Cuz I sure would like to take you with me
And I'm leavin' in May, what'd you say?*

*When we're gone, when we're gone
I'm gonna miss you when we're gone
I'm gonna miss you by your laugh
Might even miss livin' in Graff, oh
I'm gonna miss you when we're gone*



*I've got my contract for my new job now,
The one with the loveliest of schools
I've got SST's, and IEPs
FBAs and PLCs
But the one thing it's missing is you*

*When we're gone, when we're gone
I'm gonna miss you when we're gone
We'll engage in consultation
We'll encourage collaboration, oh
I'm gonna miss you when we're gone*

*When we're gone, when we're gone
I might still need you when we're gone
Text you everyday, I swear
But for now, let's not despair, oh
We'll still have WSPA when we're gone*

We are all so very grateful for this fun and special recognition. While this song was not perhaps what one would expect from a karaoke competition, it was meaningful to our group and a personal way to begin our farewells. The moment was not only special for the members of our cohort but also brought powerful reactions from others, as there was more than one misty set of eyes in the crowd. NASP President Todd Savage was so moved that he performed the splits on stage at the end of our song. Clearly we speak for all of the second year students, we will truly miss you when we're gone!

Sound Bites by Class of 2011

Michelle Anderson - After spending two years as a school psych and PBIS Coach in the Madison Metropolitan School District, I have spent the last 3 years in Intermediate District 287 in the west metro area of Minneapolis. I have been working in an alternative high school and high needs special education programs. I serve partly as school psychologist and partly as Social Emotional Learning (SEL) Coordinator. I frequently lead professional development and do consultation on mindfulness, culturally responsive practices and equity, restorative practices, positive behavior supports, and behavior management. I meet with students individually and in restorative circles and groups, as well as completing evaluations and leading the problem-solving team. My husband and I are very excited to be on to a new adventure in the mountains as we soon move out to Burlington,

Vermont.

Kelly (Blackburn) Zwieg - I currently work for River Bend Education District in New Ulm, Minnesota. I have been a school psychologist there for four years. We provide service for 7 surrounding districts and two charter schools. We typically have seven school psychologist on staff, but currently only have six; we have been short staffed all year. I currently spend three days a week in an elementary school (prek-3rd), one day a week at a high school and we have an office day on Fridays at our River Bend office. This is a great opportunity for paperwork and we also have a weekly psych meeting to discuss updates, questions and cases. The main focus of my job is completing special education evaluations. I also lead our weekly grade level Teachers Assisting Teacher (TAT) meetings. This allows each grade a chance once a month to discuss student concerns and problem solve. We also have Child Study Team (CST) meetings and data team meetings, which I schedule and lead. My role also includes some behavioral management and collaborating with staff within the classrooms to implement interventions. When I am not working, I love being outside, walking my dog, cooking and baking. My husband and I are also busy preparing for the arrival of our first baby this fall.

Angie Goethel - I'm currently a school psychologist with the School District of LaCrosse. I'm grateful to be working with an excellent team of school psychologists who continuously challenge and support each other. This year, I've been splitting my time between two elementary buildings, Summit Environmental (EC/PK-5) and North Woods International (PK-5). I serve on three special education teams and two student management teams (problem-solving teams). I attend PBIS team meetings as I'm able and otherwise consult by answering questions and reviewing data. Within one of my buildings, I've been collecting staff feedback and reviewing data to identify specific areas of academic need by grade level. My goal is to identify intervention strategies and provide staff development to support implementation of these strategies. Outside of work, I participate on the WSPA Mental Health Committee. And, in my free time I'm in my "sweet

spot" when spending time with my family.

Melanie (Hill) Meister - I am currently in my fourth year working as one of the four school psychologists within the Baraboo School District. I am "housed" out of our largest elementary school (~430 students), but I also support our 4K program (9 sections within six sites around the community) and our Early Childhood programs (2 sections). A large part of my role is consultation and collaboration. I am currently my building's internal PBIS Tier 2/3 coach as well as the facilitator for Problem-Solving Team meetings. Through these efforts, I help determine interventions, both academic and behavior, that best fit a child's needs. I train, model and support interventionists in implementing evidence-based interventions with integrity. I also am an interventionist at times, typically when a Behavior Intervention Plan calls for some skill training. On a similar note, I run a couple SAIG groups throughout the year, usually focused on emotional regulation and coping skills. I do still have a traditional role, too, being involved with special education and 504 referrals, evaluations, meetings and plans. Finally, I do get the opportunity for systems-level work, which is my favorite. I work closely with district administration as well as district-wide instructional coaches to continue to develop our MTSS. For example, in a few weeks, all the psychologists and instructional coaches are meeting to dive into our various district-selected assessments to determine if we have unnecessary or repetitive data sources that we can fade out. Outside of the career, I enjoy watching movies, reading non-work related books, taking walks or hiking nearby Devil's Lake with my husband and friends.

Claire Knoll - I am currently employed as a school psychologist in the Dodgeville School District. I spend my time primarily at the middle school level, but also service the high school with their special education needs. I focus a good deal on making sure special education paperwork is compliant and assist special education teachers with the evaluation process. I am working with an amazing team to implement PBIS at the middle school, a necessary program with the many behavioral challenges at that level. I am also

beginning to reshape the academic side of MTSS as well, increasing the focus on data-driven decisions, research-based strategies, and more frequent progress monitoring. This is a big change, but fortunately I work with a great staff who are willing to try just about anything to help meet their students' needs! I help coordinate the numerous testing opportunities and assist in data analysis for SLOs. In addition to that I am on our building's PLC Leadership Team and participate in some amazing coaching provided through the SPDG grant and in turn am able to help lead PD with the staff to help the PLC process carry over building-wide. I'll be honest, I spend a great deal of time in meetings and chasing after some of my favorite friends, but at the end of each day I get to go home to my husband and our new daughter Penelope. It has been a blast watching her go through the stages of development I read about in grad school!

Ashley Morris - I am currently wrapping up my fifth year, as the school psychologist in the Randall Consolidated School District. My district serves students from 4K-8th grade, which allows me to continuously expand my knowledge and repertoire to multiple age levels. Not unlike many school psychologists, I wear many "hats" in the district, as I serve in various roles. My primary focus is serving as the head of our special education department, to make sure our day-to-day operations run smoothly, but also to keep my team abreast of the many changes to special education law and programming. Additionally, I also coordinate all of our 504 evaluations and case manage each student found eligible for a 504 plan. One of my very favorite aspects of my role is to meet with students individually or in groups to work on various social-emotional or behavioral skills. In addition to individual or small group counseling, I am also very actively involved in working on our PST team to develop and implement behavior plans for students, who may require additional assistance in this area. Similarly, I also work very closely with our RtI team to manage our universal screening procedures, data management, intervention groups, and at times, planning for students who fail to respond to our interventions provided. When I'm not wearing my "School Psychologist hat," I am fortunate to be able

to spend time with my family and family that lives nearby, and of course with my puppy Jax!

Marie (Schmidt) Sonsalla - I am completing my fifth year as the district-wide School Psychologist and Special Education Director Designee at the Melrose-Mindoro School District. I continue to wear many hats in the small district, creating a variety of tasks that become enmeshed in my School Psych duties. I lead the pre-referral intervention meetings, consult on academic and behavioral interventions, lead the evaluation process, and oversee and review IEPs for all students in the district. I collaborate on the district RTI teams and am involved in the review, monitoring, and acquiring of interventions for the district. I provide professional development to staff on benchmarking and progress monitoring systems as well as our RTI framework. This work blends nicely into assisting staff with reviewing and interpreting data for the completion of their Student Learning Objectives as a part of the Educator Effectiveness initiative. Additionally, I am on the district Crisis Team, the interview committee for new employees, and complete the responsibilities as the District Assessment Coordinator. I have coached volleyball at the Junior High and High School levels within the district over the last five years. When I am not in the schools, I enjoy spending time with my husband, Ben, and our son, Ethan. We just purchased a house recently, so making it a home has been occupying free time. We enjoy spending time outside hiking and biking in the beautiful La Crosse area.

Raechel Torf - I rock n' roll as a school psych in the good state of Illinois. I started out at Oconomowoc High School and after a few years decided I wanted to return to my home state. I landed a gig at Highland Park High School. My school is fabulous. We have a strong emphasis on mental health. There are four school psychs and two social workers. Even with those numbers my days are super busy with managing student crisis, running groups, seeing individual students for counseling, completing special education evaluations and so much more. I am working on developing a curriculum with special education teachers to support student needs at a high school level. Think Second Steps but for teenagers. Our evaluations are super in-depth and my reports are lengthy. I'm currently taking a Spanish class and am training for my second half ironman. I absolutely love my school and my role #winning. Just a plug

for UW-LaCrosse - we are definitely some of the best trained school psychs.

Do you Shop Online? Give "iGive" a Try!

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!

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!

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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: Ashley Brugger from Loyola Univ in Chicago; Matt Molini from Miami Univ in Ohio; Lauren Nixon from Winona State; Laura Sommers from UW-Madison; Joe Hames from UW-River Falls; Merissa Cutter from UW-Whitewater; and Jennifer Gimmer, Lynsi Havens, Lauren Powers, Jessica Showen, Ally Wolf, and Rochelle Zabadal from UW-La Crosse.

Current second 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) Maziarka 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 intern names and addresses:

Kelsey Behrens is working for the Mosinee School District, 600 12th St., Mosinee, WI 54455, 715.693.2810 x-1439; kbehrens@mosineeschools.org.



Leah Braunschweig is working for the School District of La Crosse at the Lincoln Middle School, 510 S. 9th St., La Crosse, WI 54601, 608.789.6639 and at the Logan Middle School, 1450 Avon St. La Crosse, WI 54603, 608.789.5853, lbraunsc@lacrossesd.org.

Ericka Dibelius is working for the Milwaukee Public Schools at the Silver Spring School, 5131 N Green Bay Ave., Room 69, Milwaukee, WI 53209, 414.247.7306 and at the River Trail School, 12021 W Florist Ave., Room 114C, Milwaukee, WI 53225, 414.393.2233, dibeliev@milwaukee.k12.wi.us.



Melissa Flucke is working for the Unified School District of DePere at the De Pere Middle School, 700 Swan Rd., De Pere, WI 54115, 920.337.1024 and at the Susie C. Altmayer



Elementary School, 3001 Ryan Rd., De Pere, WI 54115, 920.338.1894, mflucke@depere.k12.wi.us. Melissa is pictured with Rob Lennon, Director of Pupil Services, and an alum of the UWL School Psyc Program, Class of 1982.

Kyra (Halverson) Heidelbergberger is working for the St. Croix River Education District at the Chisago Lakes Middle School, 13750 Lake Blvd., Lindstrom, MN 55045, Office: 651.213.2418, Work Cell: 320.438.9083, kheidelbergberger@scred.k12.mn.us.



Elizabeth Knutson is working for the Union Grove Schools, 1745 Milldrum St., Union Grove, WI 53182, 262.878.1850 x-2064, Work cell: 262.210.0681, and at the Raymond School, 2659 76th St., Franksville, WI 53126, eknutson@uges.k12.wi.us.



Eric Kuehn is working for the St. Croix River Education District at the Pine City Elem (Primary) School, 700 6th Ave. SW, Pine City, MN 55063, 320.629.4279 and at the Vision School (Fed. Setting IV School), SST Meetings, 870 Main St. South, Pine City, MN 55063, ekuehn@scred.k12.mn.us.



Amy Litz is working for the Kimberly School District at the Janassen Elementary, 420 Wallace Street, Combined Locks, WI 54113, 920.788.7915 and at the 4K Center for Literacy, 614 E. Kimberly Ave, Kimberly, WI 54136, 920.423.4190, alitz@kimberly.k12.wi.us.



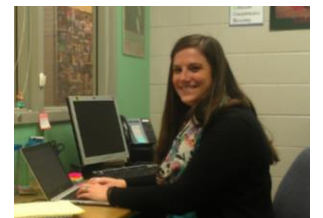
Alaina Nesbitt is working for the Monroe Middle School, 1510 13th St., Monroe, WI 53566, 608.328.7396, alainanesbitt@monroe.k12.wi.us. Alaina is pictured with Joe Monroe, the Dir. of Pupil Services, and an alum of the UWL School Psyc Program, Class of 1998.



Evan Pagel is working for the Howard-Suamico Schools at the Bay Port High School, 2710 Lineville Rd., Green Bay, WI 54313, 920.662.7250 and at the Howard Elementary School, 631 W. Idlewood Court, Green Bay, WI 54313, 920.662.9700, evanpage@hssd.k12.wi.us.



Jayne (Henry) Vought is working at the Hudson Middle School, 1300 Carmichael Rd., Hudson, WI 54016, 715.377.3820 x-4017, voughtjl@hudson.k12.wi.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 Program. The response last year was very encouraging and your gifts were sincerely appreciated.

The School Psychology Program is taking on an ambitious project and needs your support. We are developing an online program to address the severe shortage of school psychologists in rural and smaller districts in the state. This program will be directed to licensed educators that are place-bound and still want to continue their education to become school psychologists. Your support will go towards the development and implementation of the program. The anticipated start of the program is Fall 2017 and there is a tremendous amount of work that needs to be completed.

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 Alumni Campaign pledge is \$_____. I have enclosed \$_____

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

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