

# SCHOOL PSYCHOLOGY NEWSLETTER

## University of Wisconsin-La Crosse, Spring 2017

Volume 39, No. 1

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### From the Director's Desk

by Joci Newton

The 2016-2017 academic year has been a good one for the UWL School Psychology program! As many of you know, I took over as program director for Dr. Rob Dixon this past fall, and so far, I am enjoying most parts of the new role. It's been a challenging learning experience, but as with most new things, my school psychology "flexibility" and "growth" mindset has prepared me well!



I'm especially thankful to work with patient colleagues and students who are willing to hear "I'll have to get back to you on that" while I furiously seek out answers to their questions!

It has been an exciting year for our program, especially for our students. Our interns had their first successful year in the workforce. We welcomed them back to campus just recently for a modified version of roundtable—it was so nice to see them all, and hear about the significant impact they are making on children and families in their districts.

We saw our second year cohort present their capstone research projects at NASP in San Antonio, at WSPA in Appleton, and here at the Celebration of Learning and Research at UWL. More importantly in their eyes, this cohort was very "active" in terms of spring employment—two of them had job offers before the spring semester even began, and ALL of them had jobs by the time

graduation rolled around. Whew! We are so proud of them, and can't wait to see what they accomplish next year on the job.

Our first year cohort also had a great year getting acclimated to School Psychology. They've established a strong bond as a group, and are now gearing up for their "tweener" summer. They're all enjoying Dr. Dixon's summer course, and cooking up exciting research projects that they will propose to NASP in a couple of weeks. Of course, the highlight of the summer will be the tweener outing and cookout!

In the fall, we're expecting a full incoming cohort of 12 students, so we'll be at full capacity. We're excited to welcome these new students into the School Psychology profession.

Faculty-wise, we've also got a lot of exciting projects going on. Dr. Betty DeBoer is taking on an exciting new collaborative project with the School District of La Crosse, Dr. Rob Dixon continues to lead the Art Department at UWL while maintaining his teaching responsibilities in School Psychology, and Dr. Dan Hyson is working with HVED on a teacher-student relationships project. These projects are described in detail in individually, faculty written articles later in this newsletter. Last, we (faculty AND students) were able to benefit from the wisdom of Mary Jo Snow this past year, as she co-taught our Practicum I, II, and III courses in Fall 2016 and Spring 2017. She's going to be taking some time off this coming fall, but we're hopeful to be able to recruit her again. Teresa continues to be the "rock" of the program, and keeps me on track with all of the tasks I need to be doing!

In closing, I'm thankful for the opportunity to lead and work in such a successful program with high achieving students, committed colleagues, and dedicated alumni. If there is anything we can do to support you in your professional endeavors, please let me know!



*funny she always was when we entered the office.”*

- *“My memories of Teresa are so very positive. ...Although she was probably not much older than me, I often looked to her for advice and support, which she gladly gave. She is a remarkable woman and I was very fortunate to have had her as part of my life.”*
- *“TZ was like a mother, a close friend, and confidante to all of the graduate students. She could always put a smile on your face, make you laugh, or help you work through any situation.”*
- *“I just appreciated the genuine care and interest that Teresa shared with me in our interactions. She was always willing to take an extra minute to have a good conversation and offer support during a busy time in life. She was a warm and welcoming presence and someone that I will always consider a friend!”*
- *“I owe my school psych career to Teresa!”*
- *“Teresa creates the warm, friendly, and welcoming environment that is a necessary component of student achievement. She is a great asset to the program, looking out for every student and creating a wonderful culture and climate within the UWL School Psych Program. She is an amazing lady and UWL is lucky to have her.”*
- *“Warm smiles, big hugs, and lots of reassurance when stress was high...those are the things I fondly remember of dear Teresa. She is the “rock” of the UW-L School Psychology program!”*

## **2017 NASP Student Reflections**

### **San Antonio, Texas**

by Laura Sommers,  
soon-to-be intern

As school psychologists, we are often put into the position of needing to explain what exactly it is that we do. NASP was such an amazing and unique

experience for us simply due to the fact that we were constantly surrounded by hundreds of people who not only shared our passion for students and families but also our respect for diverse learners and our unique roles in prevention and intervention for our students. No experience during NASP spoke to this as much as our attendance of the Keynote Speech. In a time where our country and the world is plagued by so much turmoil and hateful rhetoric, it was incredibly inspiring to hear Dr. Tererai Trent speak of hope and the endless possibilities we can offer children through great education and motivational supports.

Outside of the Keynote Speech, we were able to individually choose from numerous sessions that covered almost every school psychology topic imaginable to help us broaden our knowledge on new topics or delve deeper into topics we have been introduced to through our curriculum at UW-L to help us prepare for our upcoming internships.

Many of us also had our own opportunity to present our capstone research projects during poster sessions that took place throughout the conference. We were excited to share our findings with school psychologists across the country to further the field we love so much.

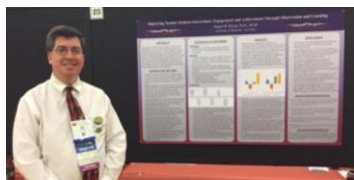
And of course, we enjoyed the sight-seeing the great city of San Antonio had to offer. We warmly welcomed the eighty-degree weather and sunshine in the middle of winter during our strolls along the Riverwalk and time at the hotel pool while spending time with our cohort. It was truly an unforgettable experience, and we greatly appreciate the support from the Psychology Department in helping us get there.



## NASP 2017 Presentations

### Professors:

- Robert Dixon with Kelly Vaillancourt Strobach, Shawna Rader-Kelly, Nate Von embse and Wendy Price .. Meeting: Roundtable Discussion – Advancing School Psychologists as Mental and Behavioral Health Providers
- Daniel Hyson with Joel Nepomuceno, Mary Beth Klotz, and Mary DuHoux .. Meeting: Recruiting and Retaining a Diversity of Members and Leaders
- Daniel Hyson, Poster Presentation  
Improving Teacher-Student Interactions, Engagement, and Achievement Through Observation and Coaching



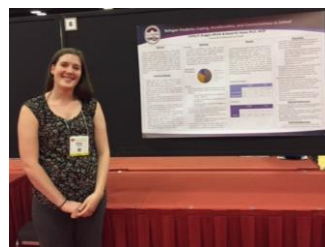
### Past Professors:

- Milton Dehn, Mini-Skills Session – Using a Pattern of Strengths and Weaknesses to Identify SLD
- Russell Vaden with Steven Arenz .. Poster Presentation – Preventing Teen Suicide: Effective Collaboration With Community Partners
- Russell Vaden with Steven Arenz .. Poster Presentation – Effective Inclusion of Parents in Autism Assessment: Solving the Dilemma

### Alumni:

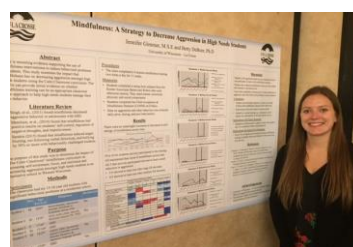
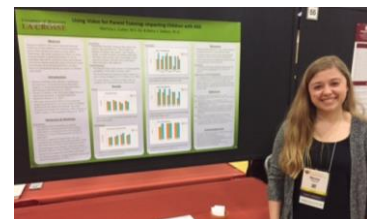
- Jeremy Ford with John Hosp .. Paper Presentation – Novel Approaches in Curriculum-Based Measurement for Science: Examining Alternate Forms
- Jeremy Ford with Sarah Conoyer, Erica Lembke, John Hosp, and Alex Smith .. Poster Presentation – Curriculum Based Measurement in Science: Measures for Middle School Students

## Graduate Student Poster Presentations - Spring 2017



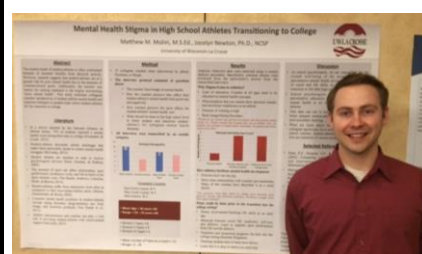
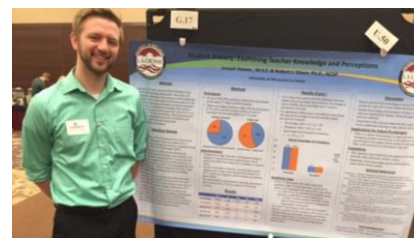
Refugee Students: Coping, Acculturation, and Connectedness to School by Ashley Brugger (left). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

Using Video for Parent Training: Impacting Children with ASD by Merissa Cutter (right). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.



Mindfulness: A Strategy to Decrease Aggression in High Needs Students by Jennifer Gimmer (left). She presented at WSPA and Celebration of Learning/Research Day at UWL.

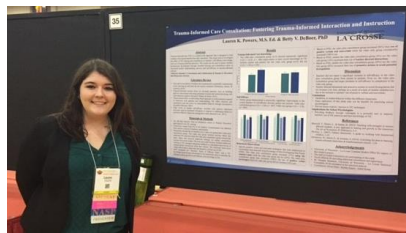
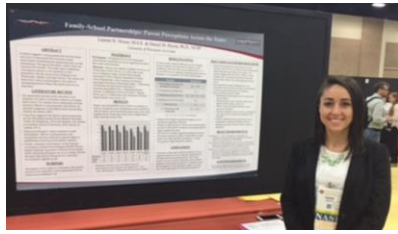
Student Anxiety: Examining Teacher Knowledge and Perceptions by Joe Hames (right). He presented at WSPA and Celebration of Learning/Research Day at UWL.



Mental Health Stigma in High School Athletes Transitioning to College by Matt Molini (left). He presented at WSPA and Celebration of Learning/Research Day at UWL.

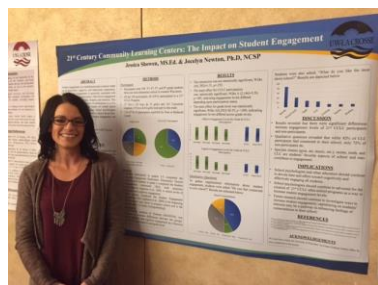
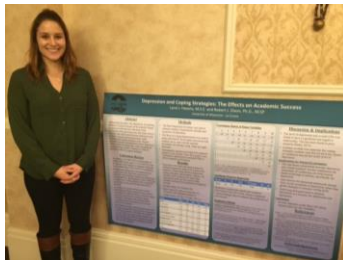
Learning/Research Day at UWL.

**Family-School Partnerships: Parent Perceptions Across the Years** by Lauren Nixon (right). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

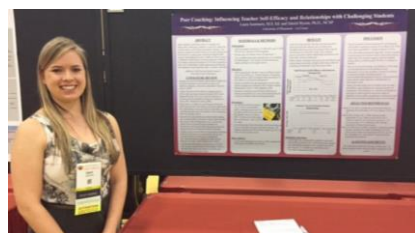


**Trauma-Informed Care Consultation: Fostering Trauma-Informed Interactions and Instruction** by Lauren Powers (left). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

**Depression and Coping Strategies: The Effects on Academic Success** by Lynsi (Havens) Sherry (right). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

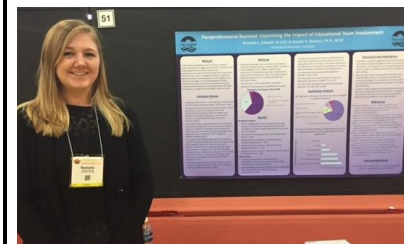
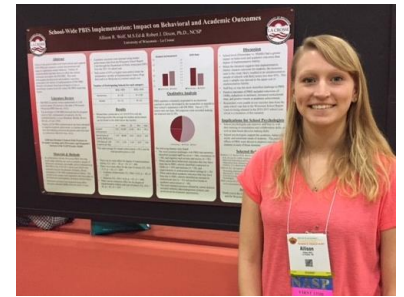


**21<sup>st</sup> Century Community Learning Centers: The Impact on Student Engagement** by Jessica Showen (left). She presented at WSPA and Celebration of Learning/Research Day at UWL.



**Peer Coaching: Influencing Teacher Self-Efficacy and Relationships with Challenging Students** by Laura Sommers (left). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

**School-Side PBIS Implementation: Impact on Behavioral and Academic Outcomes** by Allison Wolf (right). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.



**Paraprofessional Burnout: Examining the Impact of Educational Team Involvement** by Rochelle Zabadal (left). She presented at NASP, WSPA and Celebration of Learning/Research Day at UWL.

WSPA and Celebration of Learning/Research Day at UWL.

## **Jessica Showen Named WSPA Bernice Krolasik Memorial Scholarship Winner** by Kayla Fleck, 1<sup>st</sup> year student

The prestigious Bernice Krolasik Memorial Scholarship, awarded to one non-traditional age school psychology graduate student, was presented to our very own Jessica Showen at the 2017 WSPA Spring Convention. Not only has Jessica excelled academically in UWL's School Psychology program, but also, she has demonstrated her commitment and dedication to student success and well-being through her role as the Site Director of a 21<sup>st</sup> century community learning center at the Norwalk-Ontario-Wilton School District for the past six years.

Jessica considers advocacy to be a critical component in her every day work, stating that the following quote reflects her personal values and beliefs in relation to the practice of school psychology: "Every child deserves an advocate: an adult who will never give up on them, who understands the power of connection and insists that

they become the best they can possibly be” (R. Pierson, May 2013). With strong personal and professional goals, we recognize Jessica’s successes and look forward to seeing the impact that Jessica will have on students and families in the future as a school psychologist and avid advocate.

## **WSPA Spirit Award: “The Twelve Days of Practicum”** by Kayla Fleck, 1<sup>st</sup> year student

This year’s WSPA Spirit Award Competition was filled with witty parodies composed by first and second year school psychology graduate students from both the University of Wisconsin Whitewater and the University of Wisconsin La Crosse. UWL, having had brought home the WSPA Spirit Award for the past two years, was eager to maintain their champion status.

Performances throughout the competition included UWL’s clever rendition of “The Fresh Prince of Bel Air” created by their first year students as well as a sidesplitting remake of “Watch Me (Whip/Nae Nae)” by the second years. UWL set a high bar, however UWL was up for the challenge.

UWL’s first year students put a school psychology twist to Aerosmith’s “I Don’t Want To Miss A Thing,” dramatizing the components of RIOT by ICEL. In the last chorus of their performance, the first year students encouraged the audience to raise their cell phone flashlights and sing:

*‘Cause when I assess you  
Just testing would never do  
I’d still wanna interview  
‘Cause I don’t wanna miss a thing*

*After a file review  
I’d wanna observe you  
‘Cause I’m a school psych  
And I don’t wanna miss a thing*

Despite the creative efforts of the other participants, UWL’s second year students brought home the WSPA Spirit Award with their humorous

and heartfelt remake of “The Twelve Days of Christmas”. With a cohort of twelve students, this performance was strategically designed to assign each student a specific role in the song. While the song started out with mentioning awkward greetings, observations and snotty children; the song ended with the reminder that the second years would soon be graduating and saying goodbye to their beloved cohort. With the mentioning of goodbyes and best friends, there was not a dry eye in the house. The final chorus went as follows:

*On the twelfth day of practicum  
My school psych gave to me:  
12 School Psych Interns  
11 Sad goodbyes  
10 Of us leaving  
9 Jobs already  
8 WECAN postings  
7 Woodcock-Johnsons  
6 Snotty Children  
5 FBAs  
4 BASCs returned  
3 Observations  
2 Re-evals  
1 Group of best friends leaving*

Congrats to the UWL second years on this award. Until next time!

## **Impacting Student Mental Health: An Opportunity to Make a Difference** by Rob Dixon, UWL Faculty in School Psychology

La Crosse Schools have had a strong interest in positively impacting the mental health of students. It began with the 2011 conference, “Rebuilding for Learning,” built along the lines of Howard Adelman and Linda Taylor’s work on addressing the barriers to leaning and teaching. I have had an opportunity to attend many of these yearly conferences and look forward to the 7<sup>th</sup> iteration this fall. While some may say that the La Crosse Districts were ahead of their time, the focus on mental health has now taken a firm hold on districts and states around the country. It is hard to ignore the fact that 1 in 5

students experience a mental health disorder and that these concerns directly impact student learning.

A couple of years ago, La Crosse was interested in pursuing a mental health grant from the Department of Public Instruction. The purpose of the grant was to increase the capacity of the staff to address the mental health needs of students. I was selected to be the “Mental Health Liaison” with Northside Elementary in La Crosse when they received their grant two years ago. The Mental Health Liaison is a volunteer mental health provider that is paired with a school to identify student needs and assist the school to work more effectively with students. For the most part, my role has been working with the Principal to develop strategies and systems that address the numerous discipline concerns that had arisen at the school. This has been extended to review and assist on the development of a model for all elementary schools.

One of the benefits of working on this project and in this role is that it has directly impacted my teaching in the school psychology program. Rather than just take the view of two sides of the RTI triangle: academic and behavior; I also include mental health as the third side. This means that we talk about Tier I system capacities across the three areas as well as Tier II interventions across the three areas. As the graduating school psychologists are being expected to take on a more comprehensive role in the schools, it would be my expectation that this wide-ranging and integrated view of academic, behavior and mental wellness in our curriculum would allow our graduates to embrace this expanded role at their future school.

## **Musings from Betty DeBoer** by Betty V. DeBoer, UWL Faculty in School Psychology

I could not pick which of three topics to write about, so I decided to give you a bit of information on all three areas....

### **Excitement at UWL:**

Things are super exciting at UWL. Our wonderful Teresa celebrated her 40<sup>th</sup> year with the UWL system last summer! Dr. Newton is doing a

fantastic job as our program director, Dr. Hyson is settled in and getting ready to sharpen his toolkit this fall by working a bit at a local school during his reassigned time, Dr. Dixon is managing to split his time between the Art Department and school psychology, and Ms. Mary Jo Snow survived teaching Practicum 1 with me this past semester. Whew!

### **Chileda provides amazing opportunities for UWL school psychology graduate students:**

There have been some awesome changes to some of my classes. I continue to teach my graduate courses in Behavior Assessment & Management and in School Consultation & Collaboration and to provide supervision to practicum and internship students.

In the past, our UWL students have had varying opportunities at Chileda. Initially, we did a one-hour field trip to Chileda. This expanded into a longer field trip, into an all-day trip, into several trips across the semester, into actually doing an FBA and proposing an intervention across one semester, into doing an FBA and consulting on implementation and progress monitoring across the year. Now, Chileda has increased the incredible consultation opportunities our students are getting.

How does it work? The first year Behavior Assessment and Management class is held twice a week, but one of those class periods is often held at Chileda. Chileda staff attend some of our UWL class lectures with our students to learn how we are approaching FBAs and BIPs. Our first year students basically go to Chileda across the year to get to know a classroom and its teacher, then to pick a student to work with, and then to conduct an FBA, implement a BIP, and progress monitor the intervention and evaluate its effectiveness. The UWL students have targeted behavior problems ranging from residential students not wanting to get up to go to school, to self-injurious behavior, to stealing, to many forms of aggression. After the intervention, our student teams prepare a presentation on their case that the Chileda staff attend.

I believe our program at UWL is the only one in the country with this type of supervised, intensive consultation experience --- and it is all during

students' first year!

UWL students gain confidence in working with teachers and staff that they carry with them through practicum and into their internships.

### **Shifting Service:**

My service activities are seeing some major changes. I am still on the Chileda Human Rights Review Committee, however, I just resigned from the WSPA board after 19 wonderful years. It is time to let others become more involved in this fine organization.

Now, the activity that is taking MOST of my service time is my work with promoting Trauma Sensitive Schools or Trauma Informed Care. I have been an active member of DPI's Trauma Work Group for the past four years. This work group developed and compiled excellent training materials on trauma that are available free on the DPI website. If you don't know much about Trauma Sensitive Schools, a good starting place is to review the nine 10-minute modules by the Madison Metropolitan School District. The next step would be to review the more comprehensive, hour-long, modules developed by DPI. You can watch these alone or with your team. The DPI modules provide free supplemental resources on line as well.

Fortunately, the La Crosse School District has teamed with Chris Nelson from Chileda and me for trauma training. Chris and I offered monthly 3-hour trainings on trauma for all the school psychologists, social workers, counselors and nurses in the district through presentations we created and though guest speakers from Gundersen Clinic, the YMCA and La Crosse Social Services. The next step in going to be how to get this information to teachers.

For the next two years, it looks like I will be spending time every week at Northside Elementary School in La Crosse to help the system be more supportive of traumatized children. I plan to review policies and procedures, conduct resource mapping and a needs assessment, collaborate with key stakeholders in the school and in the community, and arrange for professional development training. Wish me luck!

## **The How of Teaching: Coaching Teachers to Improve their Interactions with Students** by Dan Hyson, UWL Faculty in School Psychology

*This article describes the background for, the process I followed in conducting, and the results of a Faculty Research Grant project I conducted with three elementary school teachers during the 2015-2016 school year entitled, "Improving Teacher-Student Relationships, Student Engagement and Student Growth in Reading and Math: The Impact of Evidence-Based, Intensive Coaching."*

Before joining the UW-La Crosse School Psychology graduate program faculty in Fall 2014, I worked for 13 years as a practicing school psychologist. During the first six of those 13 years as a practitioner, I case managed special education students with emotional and/or behavioral needs. In this role, I repeatedly noted the significant impact the quality of a teacher's relationship with one of my students could have on the student's academic and behavioral outcomes. At UWL, we train our graduate students to help teachers identify research-based interventions and implement them with fidelity. Few would argue with the fact that this is a necessary step toward ensuring students have the opportunity to learn to their full potential. But it is not sufficient. Increased attention needs to be paid not just to this "what of teaching," as I would call it, but also to the quality of teacher-student interactions, what I would refer to as the "how of teaching."

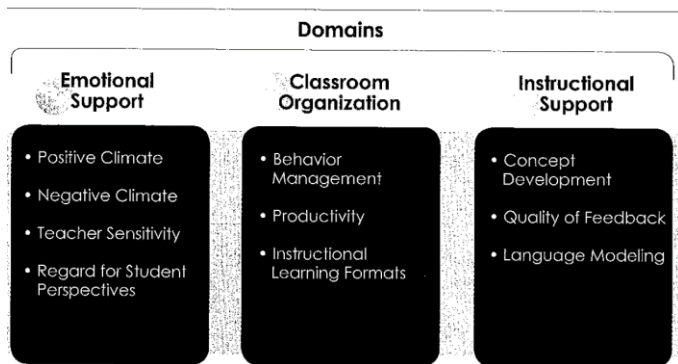
As you might expect, it's more difficult to measure the how than it is to measure the what. While there are rating scales designed to do this and they may require little if any training for school psychologists to use, leading researchers in this area suggest that these scales may misidentify students who have low quality relationships with their teachers. Structured observational measures offer an alternative. Some of these tools are designed to provide frequency counts of the number of times teachers engage in certain behaviors (e.g., positive



or negative interactions with students, offering students opportunities to respond, etc.) during the observational period. Like the rating scales mentioned earlier, little training is required for school psychologists to use these measures reliably. Whether they provide a valid, comprehensive assessment of the quality of teacher-student interactions, however, is another question.

That's where structured observation systems like the Classroom Assessment Scoring System (CLASS) come in. The CLASS focuses not on producing frequency counts of discrete teacher behaviors, but on yielding global ratings across 10 dimensions of teacher-student interactions. (For more information about what the CLASS measures, see Figure 1 below and/or go to [teachstone.com](http://teachstone.com).) This comprehensiveness is what contributes to CLASS scores being such a strong predictor of student engagement and student achievement. To be able to use such a comprehensive tool reliably, however, requires intensive, ongoing training.

Figure 1  
**Domains and Dimensions of the CLASS Tool**



Despite these significant training requirements, during the summer prior to the beginning of my first year at UWL, I chose to get trained in the Kindergarten-third grade version of the CLASS. In addition to the wealth of research on its predictive validity, what also led me to want to get trained on the CLASS was my desire through my research to maintain a strong direct connection to schools and teachers. As required by Teachstone, the provider of the CLASS, I have completed annual reliability tests since this initial training and continue to maintain certification as a CLASS K-3 Observer.

In December 2014, I received a UWL Faculty Research Grant to observe three second and third grade teachers in a rural Minnesota school district using the CLASS, provide them with coaching addressing the quality of their teacher-student interactions, and to assess growth in those interactions, as well as accompanying growth in the engagement and academic achievement of their students. Recognizing that it might be challenging to recruit teachers to participate in a study in which they would be observed and receive feedback and coaching regarding something as personal as their relationships with their students, I decided to conduct a pilot study in Spring 2015 in the same school district in which I would be conducting the grant project the next school year.

For the pilot study, I identified the three teachers with whom students had reported on a self-report survey having the most positive teacher-student relationships. I told these teachers about their students' ratings and asked if I could observe them using the CLASS to learn more about what they were doing right in their classrooms to develop such positive teacher-student relationships. All three agreed. After I completed the observations and provided the teachers with feedback, I then asked them if they would be willing to share their experiences with the rest of the staff as part of a Spring 2015 staff meeting during which I described the grant project to the rest of the staff and asked for volunteers to participate. I expect that this approach contributed to the fact that I had three teachers volunteer either during the meeting or immediately following.

I began the grant project in Fall 2015 by conducting a series of six 20-minute observations in the classrooms of the three teachers who had volunteered to participate (two second grade teachers and one third grade teacher). I then provided each with feedback using the Teachstone Feedback Strategies approach I had been trained on in August 2015. Based on the feedback, I worked with each of the teachers to identify an initial goal area that they she was interested in working on. Each month, I would then meet with each teacher to discuss her progress toward her goal and discuss strategies for continued improvement using the

Teachstone Instructional Support Strategies approach I had also been trained on August 2015. Prior to each coaching meeting, the teachers would video record 20-minute segments of their teaching and share them with me electronically. In the middle and at the end of the year, I conducted additional observations to assess each teacher's growth in the use of the CLASS Dimensions. In the Fall and Spring, all students in the classrooms of both the target teachers and other comparison second and third grade teachers who had not volunteered for the grant project completed a self-report measure of student engagement and reading and math curriculum-based measures.

Data analyses revealed that two out of the three teachers exhibited significant and meaningful Fall-Spring growth (effect sizes of 1.02 and 1.37 respectively, both large effect sizes) in Instructional Support, the primary focus of the coaching conducted as part of this project. While the third teacher did not demonstrate significant growth in Instructional Support overall, she did show growth in Concept Development, one Dimension within Instructional Support, during Read Aloud, the specific time of day that had been the primary focus of her coaching sessions. Students in the classrooms of target teachers also demonstrated greater growth in their self-reported student engagement compared to students in comparison classrooms. Finally, results from reading and math curriculum-based measures revealed that students' math problem solving skills grew at a greater rate in target teachers' classrooms than they did in those of comparison teachers. Similar differences in growth were not found with respect to students' reading fluency. It is expected that this may be due to the fact that, as mentioned earlier, consultation primarily targeted Instructional Support, which may be more connected with the critical thinking associated with math problem solving than with the rote skills involved in reading fluency.

I hope in the future to be trained as a CLASS K-3 Trainer so that I could provide training to UWL graduate students and area school psychologists and general and special education teachers in using the CLASS to observe and provide feedback to teachers to improve their teacher-student interactions,

student engagement and achievement. If you want to talk further about this study or the CLASS as a tool, feel free to contact me at [dhyson@uwlax.edu](mailto:dhyson@uwlax.edu).

## **UWL Athletic Wall of Fame** *(info gathered by TZ)*

Becky (McDonnell) Beaulieu is an alum of the UWL School Psychology Program, Class of 2003, and was inducted to the UWL Wall of Fame in 2016. She was an athlete in Women's Gymnastics from 1997-2001. Becky earned four letters for the gymnastics team from 1997-2001. A seven-time National Collegiate Gymnastics Association (NCGA) All-America, Beaulieu won the national title on the floor exercise in 1998 and 1999. Her winning score of 9.80 on the floor exercise in 1999 set a then school record. She is one of four gymnasts in NCGA history to capture back-to-back crowns on the floor exercise. She also claimed NCGA All-America accolades on the floor exercise with a second-place finish in 2001. She earned three career All-America honors on the vault, finishing second in 2001, third in 1998 and sixth in 1999. Becky was also seventh in the all-around in 2001. She was a 2001 NCGA Academic All-America selection.

Named to the WIAC All-Time Team in 2012, Becky won three (1998, 1999, 2001) floor exercise titles at the conference championships. She earned nine career All-WIAC honors and was a three-time WIAC Athlete of the Week selection.

A two-year team captain, Becky earned a bachelor's degree in psychology in 2001 and master's degree in school psychology in 2002. She lives in Hudson, Wisconsin, and starts her 12th season as head women's gymnastics coach at UW-Stout in 2016-17. Becky, who served as an assistant gymnastics coach at UWL from 2001-03, is also an instructor in the Health, Wellness and Fitness Department at UW-Stout.

**In Memory of  
James J. Ryan III  
May 16, 1928 – June 8, 2016  
by John Cleveland, June 18, 2016  
School Psychology Dir., 1969-76**

Dr. James Jay Ryan, III, Professor of Psychology and Professor Emeritus, was a son, twin brother, veteran, husband, father/parent, grandfather, neighbor, colleague, and friend.

I had the privilege to know Jim in several of the above roles but most of all, he was my friend for 48 years. We met when Jim came to La Crosse to interview for a position in the Psychology Dept at Wisconsin State University – La Crosse. It was a one-day interview and if we liked what we saw and heard, a job would be offered at the end of the day. It was a busy day and Jim was offered a position. After touring the campus, Jim took the train back to Minneapolis, discussed the offer with Mary Lou, and in 2 or 3 days informed us he wanted to join us.

In August 1968, Jim, Mary Lou and their 6 children moved into one of the Fish Lab houses on Madison Street. In summer, 1969, they moved to 23rd St, where they lived out the rest of their lives.

In 1968, WSU-La Crosse and the Psyc Dept were growing. Jim stepped right in and taught a variety of courses, Learning, Measurement, General Psychology and worked with the new grad program in School Psychology. Additionally, Jim got involved in TAUWP with Jerry Culver and became a strong advocate for competitive salaries, benefits, and valid faculty evaluations. Jim was one of a few UWL faculty persons to conduct an extensive study of UWL's Student Evaluation of Instruction (SEI) program. After Main Hall auditorium was remodeled, Jim coordinated the two large sections of General Psyc. He also wrote and acquired two NSF grants to train high school teachers of introductory psychology. At his retirement in 1993, Jim received a framed thank you from the Governor and a used lap board from the Psyc Dept. No gold watches at UWL.

As a professor, Jim held high expectations for himself, his students, his colleagues, and the University. In the department, Jim was Mr.

Measurement, the go-to guy when you had questions about research design or statistical analysis. His skills were well known on campus and much appreciated by faculty and grad students. Jim was a career long member of APA.

Jim also had a life outside of UWL. As a father and husband, he was proud of his children and followed them in their various activities. He was a strong supporter of public education and was active in the Emerson PTA. As the children left the nest, Jim and Mary Lou looked forward to family gatherings at holiday time and camping and traveling during summer.

Jim was a Minnesota Viking fan. At times coming to work on Monday was tough. Both Jim and I were looking forward to the 2016 season.

Jim was a democrat's democrat. He lived and walked the talk. At the County level, Jim was actively involved in launching the initial campaigns of Ron Kind and Jennifer Schilling.

Jim and Mary Lou loved music, especially Jazz and the La Crosse Symphony. They were strong supporters of La Crosse Jazz and traveled to other Jazz functions around the Midwest. As Symphony season ticket holders, you would see Mary Lou and Jim in the right front area of the Viterbo Fine Arts Auditorium.

In retirement, Jim enjoyed biking, cross country skiing, the retiree breakfasts, third Thursday lunch at Schmidty's with colleagues, going out to eat with friends, and just chatting in the living room about football, politics, family and the most recent John Grisham novel.

In closing, Jim was a member of the "greatest generation." With parental permission at age 17, Jim enlisted in the US Navy. He served as a radioman on Adak Island in the Aleutians. Jim described it as a cold, wet, windy and lonely job. He was awarded the WW II Victory Medal. After discharge in 1948, Jim went back to the Univ of Minn on the GI Bill and the rest is history.

Jim's transition into civilian life can best be summarized by a quote from Tom Brokaw's book, "The Greatest Generation." "When the war was over, the men and women who had been involved, in uniform and in civilian capacities, joined the joyous and short-lived celebrations, then

immediately began the task of rebuilding their lives and the world they wanted. They were mature beyond their years, tempered by what they had been through, disciplined by their military training and sacrifices. They married in record numbers and gave birth to another distinctive generation, the Baby Boomers. They stayed true to their values of personal responsibility, duty, honor and faith.” Jim was a member of the Greatest Generation!

## 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!

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

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3. During registration you will install the iGive program, and the shortcut button which allows your browser to automatically recognize when you are shopping at a participating store.
4. Shop like you normally do! If the store is a

participant, then a contribution will be made to us on your behalf. You spend nothing extra and UW-L gets a percentage of the amount you just spent.

**GET STARTED TODAY!** Go to [www.igive.com](http://www.igive.com) to sign up and select **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:** Joe Converse from UW-Madison; Kendal Ursin from UW-River Falls; Rachel Pfarr from UM-Duluth; Kayla Fleck and Kelsey Kohlbeck from UW-Whitewater; and Kalli Boland, Shelby Brown, Katelyn Flynn, Lindsey (Grones) Artymiuk, Michaela Keller, Megan Rasmussen, and Morgan Schilz from UW-La Crosse.

**Current second 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) Sherry, Lauren Powers, Jessica Showen, Ally Wolf, and Rochelle Zabadal from UW-La Crosse.

### Current intern names and addresses:



**Kythie Boyd** is working with the DeForest Area Schools (60%), Yahara Elementary, 234 N Lexington Pkwy, DeForest, WI 53532, 608.842.6430 and at the Columbus Schools (40%) (W-Th), Columbus Middle, 400 S. Dickason Blvd, Columbus, WI 53925, 920.623.5954 x-3223, [kboyd@deforestschoools.org](mailto:kboyd@deforestschoools.org).

**Liam Champeau** is working with the Watertown Unified School District, Watertown High School, 825 Endeavour Dr., Watertown, WI 53098, 920.262.7550 x-6607, champeaul@watertown.k12.wi.us.



**Jessica Muehlbauer** is working for the St. Croix Central Elementary School, 202 S Division St, Roberts, WI 54023, and for the St. Croix Central High School, 1751 Broadway St, Hammond, WI 54015, 715.749.3119 x-4224, jmuehlbauer@scc.k12.wi.us.



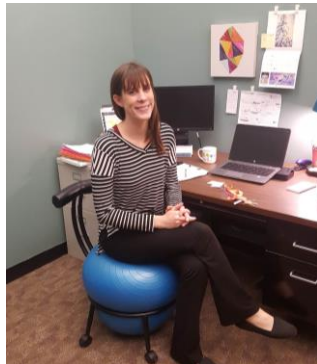
**Stefanie Eggert** is working for the Medford Area Public School District at the Medford Area Elem School, 1065 W. Broadway, Medford, WI 54451 and at the Stetsonville Elem School, W5338 Cty Rd A, Stetsonville, WI 54480, 715.748.2316 ext 376, eggerst@medford.k12.wi.us.



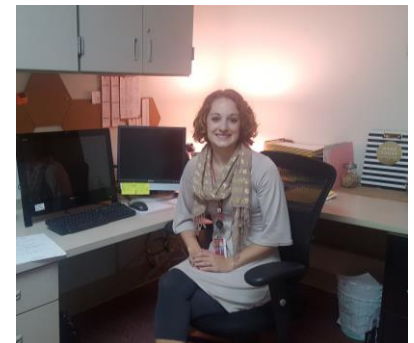
**Brittany Oblak** is working for the Marathon County Special Education at the School District of Athens, 601 W Limit Road, Athens, WI 54411. She works at both the Elem School, 715.257.7571 x-229 and at the High/Middle School, 715.257.7571 x-107, boblak@athens1.org. She is pictured with her supervisor, Danny Powers. Danny is an alum of our UWL School Psyc Program, Class of 1984.



**Ericka Grimm** is working for the Intermediate Dist #287, West Education Center, 11140 Bren Rd W., Minnetonka, MN 55343, 952.653.1674, eagrimm@district287.org.



**Taylor (Wacholz) Bordelon** is working for the Austin High School, 301 3rd St. NW, Austin MN 55912, 507-460-1818, Taylor.bordelon@austin.k12.mn.us.



**Rachel Maziarka** is working for the Arcadia Elementary School, 358 E River St, Arcadia, WI 54612, 608.323.3315 x-

2148, maziarkar@arcadia.k12.wi.us.

**MacKenzie Welch** is working for the Cologne Academy, 1221 South Village Parkway, Cologne, MN 55322, 952.466.4117, mwelch@cologneacademy.org.



**Anna Yeager** is working for the Gillett School District, 208 West Main Street, Gillett, WI 54124, 920.855.2137 x-1015, ayeager@

gillett.k12.wi.us and for the Bonduel School District, 404 West Mill Street, Bonduel, WI 54107, 715.758.4133 x-133, yeageann@bonduel.k12.wi.us.

**Amanda Yenter** is working for the Hopkins Lloyd Community School, 1503 W Hopkins St, Milwaukee, WI 53206, 414.267.0630, yenteral@milwaukee.k12.wi.us.



*Information to share? Call 608/785-8441 (day or night) or e-mail Teresa at tznidarsich@uwlax.edu. Also, you can catch up with us on Facebook.*

