

UH School Psychology Newsletter



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Program Updates

It's hard to believe that another semester has come and gone! From candidacy and dissertation proposals and defenses to conference presentations, it has been a busy couple of months. We kicked off the semester with a successful Visiting Day and interviewed many extremely qualified applicants. We have eleven new students joining us next year and can't wait to welcome them to UH! Please see the feature on the new cohort that appears further down in this newsletter to get to know them.

In other exciting news, all of our students who went through the APA Match this year, matched for internship! Madeline Racine will be staying here in Houston at Texas Children's Hospital. Jacque Anderson will be going to Applewood Centers Inc. in Cleveland, Ohio, and Hannah Samaha will be at the New Orleans Consortium. Congrats on matching and good luck at internship!

Finally, we ended the semester with a program-wide town hall meeting where the new handbook and annual progress-monitoring system were discussed. These changes are in line with APA accreditation standards and aim to make certain requirements easier for faculty and students.



Recent Publications

- Gischlar, K., Keller-Margulis, M.A., & **Faith, E.** (2018). Ten years of response to intervention: A systematic review of the research. *Contemporary School Psychology*. doi. 10.1007/s40688-018-0179-9
- Keller-Margulis, M.A., McQuillin, S, Castaneda, J., **Ochs, S.**, & Jones, J., (2018). Identifying students at-risk: An examination of computer-adaptive measures and latent class growth analysis. *Journal of Applied School Psychology*, 34(1), 18-35. doi:10.1080/15377903.2017.1328627
- Liu, S., Daire, A.P., Griffith, S.M., O'Hare, V.N., Keller-Margulis, M.A., & Tucker, K. (2017). Validity and diagnostic accuracy of a measure of family adjustment stress in parents with typically developing children. *Journal of Child Custody*, 14(2-3), 175-190. doi:10.1080/15379418.2017.1338539
- Reyna, R.S.**, Keller-Margulis, M.A., & Burrige, A. (2017). Culturally responsive school psychology practice: A study of practitioners' self-reported skills. *Contemporary School Psychology*, 21(1), 28-37. doi: 10.1007/s40688-016-0102-1
- Mire, S. S., **Hughes, K. R.**, **Manis, J.**, & Goin-Kochel, R. P. (2018). Autism treatment: Families' use varies across U.S. regions. *Journal of Disability Policy Studies*. Online first. doi: 10.1177/1044207318766597
- Mire, S. S., **Anderson, J. R.**, **Manis, J. K.**, **Hughes, K. R.**, **Raff, N.S.**, & Goin-Kochel, R. P. (2018). Using teacher ratings to investigate developmental regression as a potential indicator of school-age symptoms among students with autism spectrum disorder. *School Mental Health*. Advanced online publication. doi: 10.1007/s12310-018-9251-x
- Mire, S. S., Tolar, T., **Brewton, C.**, **Raff, N.**, & **McKee, S. L.** (2017). Validating the Revised Illness Perception Questionnaire as a measure of parent perceptions of autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(5), 1761-1779. doi: 10.1007/s10803-017-3442-4
- Mire, S. S., **Gealy, W.**, Kubiszyn, T., Burrige, A. B., & Goin-Kochel, R. P. (2017). Parent perceptions about autism spectrum disorder influence treatment choices. *Focus on Autism and Other Developmental Disabilities*. doi: 10.1177/1088357615610547
- McQuillin, S.D., Lyons, M.D., **Clayton, R.R.**, & **Anderson, J.R.** (2018). Assessing the impact of school-based mentoring: Common problems and solutions associated with evaluating non-prescriptive youth development programs. *Applied Developmental Science*.
- Nowell, K. P.**, Goin-Kochel, R. P., McQuillin, S. D., & Mire, S. S. (2017). Intellectual functioning and ASD: Can profiles inform identification of subpopulations? *Review Journal of Autism and Developmental Disorders*, 4(4), 339-349.
- Smith, B. H., Lyons, M. D., **Esat, G.** (In press). Yoga kernels: A public health model for developing and disseminating evidence-based Yoga practices. *International Journal of Yoga Therapy*.
- Strait, G., McQuillin, S.D., **Anderson, J.R.**, & Williams, C. (2018). Practical application of student focused motivational interviewing. In McNamara, E. (eds.), *Motivational Interviewing Theory Practice, and Applications with Children and Young People*. Ainsdale, Meyerside: Positive Behaviour Management.

Recent Presentations

Barton, A. K., Anderson, J. R., & Gonzalez, J. E. (April, 2018). *Self-Control and Early Vocabulary Skills in Latino Preschoolers*. Poster session to be presented at the Psychological, Health, and Learning Sciences Research Symposium, Houston, TX.

Bergez, K., Reid, E., Mire, S. S., Keller-Margulis, M., & Tolar, T. (2018, August). Reliability of WE-CBM for students with autism spectrum disorder. Poster accepted for presentation at the American Psychological Association's 126th Annual Convention, San Francisco, CA.

Brewton, C. M., McNeel, M., Mire, S. S., Tolar, T., Goin-Kochel, R. P., & Keller-Margulis, M. (2018, August). *Measuring parent perceptions about causes of their children's autism spectrum disorder*. Poster session accepted presentation at the American Psychological Association's 126th Annual Convention, San Francisco, CA.

Frankel, L. A., Lephuoc, K., Kuno, C.B., Hughes, K.R., Jansen, E. (2018, March). *The Relationship Between Parent Mental Health and Parent Feeding of Young Children*. Poster presented at The Society for Research in Human Development Conference, Plano, TX.

Goin-Kochel, R. P., Mire, S. S., Berry, L. N., Dowell, L. R., Minard, C. G., Sahni, L. C., Cunningham, R. M., & Boom, J. A. (2018, April). *Parental vaccine hesitancy and beliefs about causes of children's developmental disorders: A comparison across four groups of parents*. Poster session presented at the 48th annual convention of the National Immunization Conference, Atlanta, GA.

Goin-Kochel, R. P., Mire, S. S., McKee, S. L., & Ozonoff, S. (2018, April). *First concerns and skill loss: Revisiting parent report of autism spectrum disorder onset via the ADI-R*. Poster session presented at the 51st Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

Manis, J. K., Hughes, K. R., Anderson, J. R., Mire, S. S., & Goin-Kochel, R. P. (2018, August). Teacher ratings of autism symptoms in school-age children with a history of regression. Poster session accepted for presentation at the

Meinert, A. C., Barton, A., Mire, S. S., Kubiszyn, T. (2018, February). *School psychologists' role in psychopharmacological treatment decisions*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Raff, N. S., Grebe, S., Mire, S. S., Frankel, L., Loveland, K. A., & McQuillin, S. D. (2018, August). *Stress in parents of adolescents with autism spectrum disorder: Examining parent perceptions*. Poster session accepted for presentation at the American Psychological Association's 126th Annual Convention, San Francisco, CA.

Truong, D. M., Mire, S.S., Ramclam, A. N., Smoots, K., Grebe, S. C., McNeel, M. M., Choi, N., McKee, S. L., Hufsa, A. (2018, August). *Reducing disparities in autism research: Addressing diversity issues in study recruitment*. Poster session accepted for presentation at the American Psychological Association's 126th Annual Convention, San Francisco, CA

Truong, D. M., McKee, S. L., Meinert, A.C., Liu, X., & Mire, S. S. (2018, August). *Predicting parenting stress in families of children with autism: The Family Adjustment Measure*. Poster session accepted for presentation at the American Psychological Association's 126th Annual Convention, San Francisco, CA

Truong, D. M., McKee, S. K., & Mire, S. S. (2018, February). *Behavioral treatment acceptability and implementation: Considering impact of parent perceptions*. Poster session presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Truong, D. M., McDonald-Ramclam, A. N., Racine, M. D., & Mire, S. S. (2017, October) *Asian American families' access to autism identification and intervention services: Barriers and practice implications for reducing disparities*. Poster session presented at the Asian American Psychological Association Annual Convention, Las Vegas, NV.

Introducing the 2018 Cohort!

Georgina Rosenbrock: Georgina is from Port Lavaca, Texas and is finishing up with her B.A. in Psychological Science from Texas Tech. A fun fact about Georgina is that she was born into a royal tribal line from West Africa!

Kristen Erps: Kristen is from Louisville, Kentucky. She did her undergrad at Western Kentucky University and has two years of specialist Ed.S school psychology work also from Western Kentucky University. Kristen can play the ukulele and her favorite pastime is karaoke!

Samantha Tan: Samantha is originally from Singapore and graduated from the University of York with a BSc. in psychology. She completed an MEd in the Psychology of Education at the University of Bristol and did teacher training at the National Institute of Singapore. Samantha enjoys travelling, reading, pilates, and trying out new vegetarian recipes!

Emily Jellinek: Emily's hometown is Doylestown, Pennsylvania. She will be graduating in May from Penn State University. A fun fact about Emily is that she is a triplet!

Sai Jonnalagadda: Sai is from Irving, Texas, which is a suburb of Dallas. She went to the UT Dallas and majored in cognitive science. Sai loves to dance and has learned Kuchipudi, an Indian classical dance form!

Caroline Silva: Caroline's hometown is Bayonne, New Jersey. She went to undergrad at Fordham University and enjoys hiking in her free time.

Mycah Ayala: Mycah is from Cardiff by the Sea, California. She will be graduating from Oklahoma State University and has been a vegetarian for her entire life!

Elias Loria: Elias is from Heredia, Costa Rica and completed his undergrad at University of the Ozarks in Clarksville, Arkansas. A fun fact about Elias is that he is a huge fan of the TV show The Walking Dead.

Mariana Vazquez: Mariana's hometown is Laredo, Texas and received her undergraduate education at Texas A&M University, College Station. Mariana studied abroad in Seville Spain at the Universidad Pablo de Olavide, Hispanic Studies Program in 2016!

Angela Serrano: Angela is from Baytown, Texas. She completed her undergrad at UT Austin, and a fun fact about her is that she has 8 nieces and nephews.

Christian Stewart: Christian is from Provo, Utah and earned his undergrad degree from Utah Valley University. Chris has a masters in marriage and family therapy from The University of Nevada, Las Vegas. Chris is also a father of 2 extremely active kids (4 year old daughter and 1 year old son)!

Welcome 2018 cohort! We are so glad to have you!

Dr. David Kahn

Dr. Kahn is a licensed psychologist and works as a school psychologist in Galena Park ISD. He has supervised many of our students for practicum and was happy to share some of his experiences and expertise with us!

Q: How long have you been a school psychologist?

A: I've been practicing in the schools for 14 years, but it has been 7 years since completing my doctoral degree.

Q: How did you become interested in school psychology?

A: I became interested during undergrad when I took an educational psychology class for teacher certification. I wanted to work some before pursuing a more advanced degree, so I worked as a music teacher for 2 years and 4th grade teacher for 3 years. UH Clearlake had a good program and after earning my masters, I began working in Galena Park. Professionals like John Jones and Carol Booth encouraged me to get my doctoral degree. I went back to school to earn my PhD in school psychology and became particularly interested in neuropsychology after studying with Cecil Reynolds.

Q: Where did you complete your internship?

A: Nebraska Internship Consortium in Professional Psychology (NICPP). I was mainly at the developmental center, but also had experiences at Munroe-Meyer...

...and Boys Town. It was a great experience and I highly recommend it. NICPP can provide geographic diversity in that the approach is different than how we do things in Texas. I think that it is beneficial to go to a different region for internship as you are exposed to different views and approaches. NICPP has a diversity of offerings and allows the interns to work at a variety of sites. My year there were 27 interns, so I was able to meet people from many different places and various training backgrounds.

Q: Where did you do your post-doc?

A: I did 2 different postdocs. The first one was in pediatric psychology at the University of Arkansas, Little Rock where I was able to do some neuropsychology assessment and attend neuropsychology didactics. My 2nd postdoc was at the Mary Free Bed Rehabilitation Hospital in Grand Rapids, Michigan. The site has its origins with a socialite who paid for one free bed in a hospital, which her friends heard about and donated as well. There were so many free beds, that a new hospital was opened. To this day no one is denied treatment, and they still accept donations. After this postdoc, I decided to come to Galena Park, which allows me to take part in the loan forgiveness program.

Dr. David Kahn

Q: What is your favorite part about working in the schools?

A: As a former teacher, I enjoy being able to help teachers improve and meet the needs of their students. That is the most rewarding part. Having school psychologists who work as consultants is becoming so critical. Cuts in education funding leaves teacher training at the bare minimum. For example, classroom management classes are not being taught anymore, leaving teachers' toolboxes empty in this area. Our scientific background as school psychologists can help fill their toolboxes.

Q: Do you have any tips for practicum students when they are in the schools?

A: Get as many experiences as your can working with a variety of populations and working in the general education/pre-referral/RTI arena. These experiences will allow you to gain knowledge of evidence-based knowledge practices and procedures that separate doctoral level providers from other providers. Working solely in special education, a lot of the work is striving to meet the mandates from legislation, which is not necessarily empirically-based. You have exposure to more science-based practices in the general education/pre-referral/RTI setting.

Q: Do you have any good book recommendations?

A: For those interested in neuropsychology, *Pediatric Neuropsychology* published by Guilford. Also, Jack Fletcher is publishing a book on learning disabilities that will be coming out this August, which I would highly recommend. The *Handbook of Social and Emotional Learning* is very informative and interesting. For students focused on ASD, I suggest any of Dr. Sam Goldstein's books.

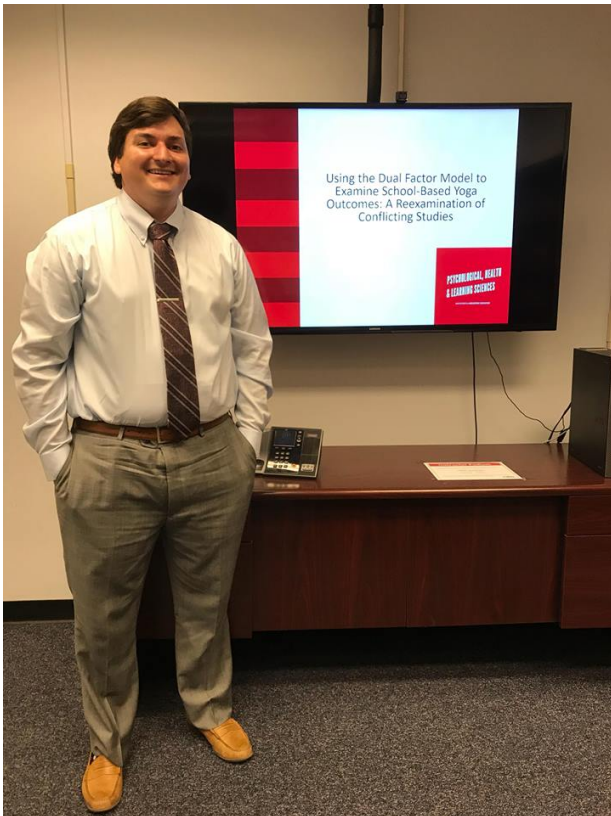
Q: Who is your hero in psychology?

A: If I had to choose one person, it would be Hermann Ebbinghaus. He was one of the first that did extensive studies on memory and is really the father of cognitive psychology and neuropsychology. Ebbinghaus studied people of all different ages and introduced key principles such as the recency and latency effects.

Q: What is a fun fact about yourself?

A: I love doing karaoke, and my favorite song to perform is Loveshack!

Conferences & Milestones



Alumni Updates

2017 grad, Sarah Ochs, has graciously offered to gather updates on alumni for a segment in each of our newsletters. Here's what some of our program graduates have been up to:

- Dana Bryant Kelly is now a licensed psychologist and has her own private practice in the Sugar Land area.
- Rachel Fein passed the EPPP in April 2018 and accepted a clinician-educator track faculty position through the Autism Center at Texas Children's Hospital/Baylor College of Medicine and will begin her role as Assistant Professor in October 2018.
- Natalie Raff will be completing her second year of postdoc at Nationwide Children's Hospital – Center for Autism Spectrum Disorders in Columbus, Ohio.
- Graciela Reyes McDonald opened up her own private practice – Grace Psychological Services, PLLC
- Brent Smith is a pediatric psychologist at Shriners Hospitals for Children in Galveston, TX. He works with pediatric burn patients and their families in both inpatient and outpatient settings. In addition, he provides consultation services to medical staff, supervises students from UHCL and UTMB, and engages in research on psychosocial outcomes in pediatric burn survivors. He and his wife have three young children.

It's wonderful to see our alumni all doing great things! If you have any alumni updates you would like to see featured in future newsletters, please send them to Sarah Ochs, sochs14@aol.com. Thanks Sarah!

Faculty Trip to Mexico!

The University of Houston School Psychology Program is in the early stages of developing a Mexico Immersion advanced practicum as part of our commitment to offer training and experiences that develop multicultural competency in our doctoral students. As part of the planning process, several faculty traveled to Queretaro City, in Queretaro State, Mexico in June 2018 to visit possible school sites and partners for the program. Dr. Anita McCormick (pictured below), a former faculty member from Texas A & M University and now a psychologist in private practice in Queretaro, served as our host for the visit. We had guided tours and meetings with several schools and met with principals, school psychologists, teachers and students. We also met with the director of the Centro Intercultural de Queretaro, the organization that would provide logistic support for placing students with host families as well as providing the supplemental coursework as part of the Immersion Program. After an exciting 2 day visit, we are confident that this unique opportunity would help students develop important cultural competencies to apply in their work, meeting the needs of linguistically and ethnically diverse children and their families in the United States. We look forward to the next steps of planning this important opportunity for students.



Be sure to follow the UH School Psychology on social media for events and announcements!

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School Psychology Program
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The School Psychology Program at the University of Houston is accredited by the American Psychological Association. The Program adheres to a scientist practitioner training model, and is committed to developing professional school psychologists who are competent to engage in applied research and ecologically sensitive evidence-based practice (i.e., students learn to apply critical analysis and inquiry to identify, select, implement, and evaluate evidence-based practices with sensitivity to cultural and linguistic considerations, and in consideration of diverse client preferences). Sensitivity to diversity issues is addressed in specific course work and embedded throughout the training experience. Awareness of diversity issues is ensured because UH is one of the most culturally and linguistically diverse research institutions in the nation.
