



Week of October 11<sup>th</sup>

# School Psychology Newsletter

## Student Housekeeping

**NASP will be February 21-24 in San Antonio this year.** Registration opens on October 3rd. Convention assistant sign-up opens on November 2nd. This is a great opportunity to get involved and save some money.

The following are student rates for registration:

Early registration through 11/9/16- \$104

Preconvention (from 11/10/16 to 1/25/17)- \$114

Full (after 1/25/17 and on site)- \$124

Registration information

<https://www.nasponline.org/professional-development/nasp-2017-annual-convention/convention-registration/registration-details>

Hotel and travel info

<https://www.nasponline.org/professional-development/nasp-2017-annual-convention/travel-and-hotels>

Graduate student resources- finding a mentor, etc.

<http://apps.nasponline.org/professional-development/convention/graduate-students.aspx>

## Important Dates

- **October 14th - CBER 10th Anniversary Keynote & Reception**  
RSVP to [s.uconn.edu/CBER](http://s.uconn.edu/CBER) (see attached postcard)

- **October 18th - Mandatory Meeting for First Year Cohort**

4:15-5:00pm, Gentry 225

- **October 18th - SASP Event:**

Informing Undergraduates about School Psychology, 5:30-8:00pm, Gentry 142. All current students are encouraged to attend, even if they cannot stay for the whole time. There will be food!

## Related Events

- Graduate Writing Support available to all students—[click for more info.](#)
- **Picture Perfect: Video Self-Modeling for Behavior Change**  
Melissa Bray, Ph.D.

Date: Thursday, October 20, 2016

Time: 1:00 to 2:00 p.m. Pacific (2 p.m. Mountain, 3 p.m. Central, 4 p.m. Eastern)

Join the authors of Picture Perfect: Video Self-Modeling for Behavior Change for an introduction to this powerful intervention. Video Self-Modeling uses carefully planned and edited videos that allow students to view themselves performing a task, skill, or behavior at mastery. Research shows this intervention can help students learn classroom routines and transitions, appropriate replacement behaviors for aggression and tantrums, language pragmatics and more.

<https://pacificnwpublish.com/pages/Picture-Perfect.html>

- **Register Now for the CASP Fall Conference.** - Limited capacity  
The Connecticut Association of School Psychologists in conjunction

with the University of Hartford Proudly Present:

Fall 2016 Conference: Dr. Randy Sprick:  
Creating and Implementing a Full Continuum of SRBI for Behavior

**When:** Friday, November 11, 2016

**Time:** 8:00 a.m. – 3:00 p.m.; Registration begins at 7:30 a.m.

**Where:** University of Hartford, Hartford, Connecticut

- **The Pacific Chapter of AAPOR (PAPOR) has announced their 2016 LA Short Course, sponsored by the UCLA Center for Health Policy Research.**

Title: “Sexual Orientation and Gender Identity Measurement: History and Best Practices”

Date: October 14th, 2016 10:00AM – 3:00 PM

Instructor: Matt Jans, PhD

Location: UCLA Center for Health Policy Research | Los Angeles, CA

You can register here: <http://www.cvent.com/d/8vq195>)

A live webinar option is also available.

For more information visit [www.PAPOR.org](http://www.PAPOR.org)

## Program Highlights

- Congratulations to Ravit Stein on being selected for recognition as a “Model School Psychology Intern Field Supervisor” by NASP and its Graduate Education Committee!



## Funding Opportunities

- **InCHIP Graduate Affiliate Seed Grants**

InCHIP released the Funding Opportunity Announcement (FOA) for the **FY17 InCHIP Graduate Student Affiliate Seed Grants**. This program offers research funding for graduate students at the Storrs and regional campuses who are InCHIP Graduate Student Affiliates. These grants provide funds to support new research initiatives and pilot work in the areas of health behavior and health policy. Health is broadly defined and includes physical and mental health, and outcomes with critical implications for health.

To find out more about this opportunity, you can download the FOA [here](#). Forms to submit Letters of Intent for this FOA will be posted soon on the [InCHIP Seed Grant webpage](#). Please email [seedgrants@chip.uconn.edu](mailto:seedgrants@chip.uconn.edu) with any questions.

- **Dissertation Grant Awards from the Society for the Study of School Psychology (SSSP)—Request for Applications**

The purpose of these awards of up to \$5000 is to promote excellence in research training in school psychology, thereby enhancing the capability of students to pursue productive research careers.

Awards will be granted to high quality empirical studies that employ rigorous research methods and contribute to advancing the scientific base of school psychology. Please ensure that the page limits and other requirements noted in the RFA are adhered to because proposals that fail to adhere to those specifications will NOT be reviewed.

The application deadline is **Tuesday, Oct. 25, 2016**. [Click here](#) for the application.

# Practicum/Employment Opportunities

## - Immediate School Psychologist Opening

Enfield has an immediate opening for a school psychologist at the elementary and middle school levels (two schools). Contact Julie Carroll [icarroll@enfieldschools.org](mailto:icarroll@enfieldschools.org) if interested.

## - Tenure-Track Assistant Professor at Loyola University Chicago

The School Psychology program at Loyola University Chicago is pleased to announce a new search for a Tenure-Track, Assistant Professor (position announcement attached). Interested applicants are invited to apply online: [www.careers.luc.edu/applicants/Central?quickFind=59241](http://www.careers.luc.edu/applicants/Central?quickFind=59241). Please feel free to share with interested parties and contact me directly with any questions: [gcoffee@luc.edu](mailto:gcoffee@luc.edu). Information attached.

## - Research Assistant for Dissertation Study

Study description

The purpose of this multiple baseline design study is to explore the effectiveness of an intervention to teach question-asking to adolescents and young adults with Autism Spectrum Disorders (ASD). Question-asking is a critical skill, which can help students to seek help when needed, engage in conversation with others, and to develop vocabulary. However, many students with ASD struggle to ask questions and may need explicit instruction to develop this skill. This study will examine whether an intervention called Pivotal Response Treatment (PRT) can help high school students with ASD to develop their question-asking skills. PRT is an evidence-based behavioral intervention that provides opportunities for learning within the child with ASD's natural activities. It is grounded in Applied Behavior Analysis (ABA). Many studies have found that PRT can help younger students with ASD improve in critical areas, including question-asking. However, most of these studies have taken place in the clinical setting and the few that have taken place in schools have taken place at the elementary level. This study is unique because it will explore how older students with ASD respond to PRT in the secondary school setting.

### Responsibilities

Receive training in coding videos. Code videos for teacher use of PRT strategies and student behaviors (i.e., question asking). Assist with data collection at schools.

The work is very flexible. Coding can be done at home at your convenience.

### Salary Information

\$17/hour for time spent receiving training, coding videos, and collecting data. If the

research assistant travels to schools to assist with data collection, I will reimburse for gas and mileage (\$0.54/mile) to and from participating schools.

Please contact [jennifer.kowitt@uconn.edu](mailto:jennifer.kowitt@uconn.edu) <mailto:[jennifer.kowitt@uconn.edu](mailto:jennifer.kowitt@uconn.edu)>  
[908-419-2418](tel:908-419-2418)

## - Research Assistant Position

I'm working on my dissertation on active supervision during recess, and I need 1 or 2 data collectors for a multiple baseline study. I am hoping to record the interactions of the recess supervisors using a iPod touch to look for frequency of specific praise, general praise, prompts, gen corrections and specific corrections. I would say the commitment is about 3 hours every other day during the week (probably 6 hours max) and it would be at UConn—hopefully for just the semester. I was awarded a national grant for the dissertation and have funding for the data collector at a rate of \$15/hour. Contact is [LauraKern@hotmail.com](mailto:LauraKern@hotmail.com)

## - Baltimore City Public Schools:

We have three full time positions which remain open and have a fourth one that will open shortly. We are most eager to fill these positions. If you know of any former students who are in need of employment, we would be most grateful if you gave them my email address to contact me directly: [riolley@bcps.k12.md.us](mailto:riolley@bcps.k12.md.us)

This is for immediate employment.

Baltimore City Public Schools has 150 school psychologists and 10 interns. Positions are staffed at 1:850 (one school psychologist to 850 students) and services include consultation, testing, counseling, and attendance at IEP/SST meetings, etc. We provide mentors for first and second year staff and monthly training through Central Office

following topics from the NASP Standards. Our job description is based on the NASP Standards. The position is for 10 months and provides benefits. School psychology staff are members of the American Federation of Teachers (AFT).

- **Kaplan Test Prep in Hartford looking for SAT Test Prep instructors**

Amazing Kaplan instructors are dynamic, engaging and can make something as intimidating as the SAT fun and manageable. We'll work with you to develop your teaching skills through our paid training program, which is done from home. We have a formal training program that provides ongoing feedback to work on your areas of opportunity and improve your teaching style. Once you get into the classroom, you'll be ready to get our students excited about acing the SAT!

Kaplan provides flexible hours that complement the busy schedule of a working professional or student. You can expect to earn \$20/hour and up based on your background. In addition, Kaplan's part-time employees have access to corporate discounts, healthcare, and 401(k) savings plan.

**We require SAT test scores at or above the 70th percentile to qualify to teach.** However, for candidates who don't possess qualifying scores or no longer have access to their scores, we are happy to offer a free, online, Kaplan-provided qualifying practice test.

Find more information and see the full job description at [www.kaptest.com/teach](http://www.kaptest.com/teach).



## Internship Opportunities

- **The Rural Vermont Consortium of the Precision Valley (RVCPV)** is a newly established internship consortium will be in its second training year during 2017-2018. Interns train at a school district and in a Federally Qualified Health Center/integrated primary care system. Full description and application info attached.

*Have a great week!*



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