Mizzou SASP Newsletter

School Psychology Awareness Week Recap

*Faculty Find your Focus Videos:* Go to the Mizzou SASP Youtube Channel to watch the amazing videos McKinzie and David put together!

Left - Mizzou SASP finding their focus at Moon Yoga
Pictured from left to right: Shannon Holmes, Sarah Owens, Wenxi Yang, Morgan Lazar, Lizzie McCollom, Natalie Huffstickler, Mallory Stevens, Sarah DeMarchena, Kyle Baker

Right- Our Multicultural Committee Chair, Nicketa Coombs, made these amazing bookmarks focusing on self-care for SPAWeek
See below for a brief description of some of the presentations from the ESCP Poster Conference on November 1st. Email Morgan Lazar (melwf9@mail.missouri.edu) for a full list of presentations and presenter contact info.

Nicketa Coombs & Nikita McCree

*Improving the Quality of Life for Black Graduate Students in Predominantly White Learning Environments Through Effective Supports and Mentorship*

"The number of Black females enrolled in colleges and universities has grown in recent years, particularly at predominantly white institutions (PWIs). Currently, research on the rise of Black females at PWIs fails to adequately address the emotional, social, and mental well-being of these students (Green & colleagues, 2016). This literature review aims to shed light on the experiences of Black graduate students in predominantly White spaces, highlighting systematic and individual supports that graduate schools can put in place to improve the climate and culture, making the academy a more welcoming place."
McKinzie D. Duesenberg, Monica E. Romero, Matthew K. Burns

Comparison of the Effects of Reinforcing Rate and Prompting Comprehension with a Student Identified with Autism

“Academic performance of children with Autism Spectrum Disorder (ASD) is overlooked in research and practice. In reading, children with ASD tend to be accurate readers, but experience deficits in reading fluency and comprehension. Behavior and social skills are often the target of interventions implemented with this population, but academic interventions that integrate behavioral strategies may be a promising approach to narrow this gap in research. The purpose of the current study is to extend research on reading interventions for students with ASD by comparing the effects of two interventions. A brief experimental analysis (BEA) was used to identify two interventions for a student with ASD. Reading rate and comprehension was measured to determine the relative effects of the intervention. Results indicate that reinforcing rate was more effective than comprehension prompts for the participant with ASD. Extended analyses favored the reinforcing rate two weeks after the conclusion for the study. Implications for research and practice are included.”

Michael P Van Wie, Keith Herman

Using Latent Transition Analyses to Understand Patterns of Informant Ratings of Child Depression

“Recent efforts have brought the utility of informant discrepancies to the forefront of developmental psychopathology research. Understanding discrepant reporting can be especially valuable for children with internalizing symptoms. Identifying key variables responsible for creating differences between raters may inform best practices for interpreting informant discrepancy in the field of child psychopathology. Understanding these discrepant reports based on different contexts should aid in mapping a developmental trajectory of certain groups of individuals experiences with differing levels of depression. The present study uses latent class regression to determine key variables responsible for distinguishing latent class profiles and latent transition analyses to measure change in class
membership over time for a sample of student, teacher, and parent reports of students depressed behavior."

Wenxi Yang, Colleen Eddy, Keith Herman, Wendy Reinke

*Exploring the direct and interaction effects of parent involvement and student-teacher relationships on students social emotional outcomes*

"Prior research has demonstrated the importance of family-school engagement on influencing student outcomes with a greater emphasis on academic performance and less on social-emotional adaptations. In addition, a positive association was revealed between student-teacher relationships and students social-emotional functioning. The purpose of this study is to investigate the effects of family-school engagement, student-teacher relationships and the interaction between these two constructs on students social emotional outcomes. Data will be obtained from a randomized control trial of a classroom management training for middle school teachers. The sample includes 1,450 students and 105 teachers from two school districts in a Midwestern city."

**Coming Up…**

**Thanksgiving Dinner - Tuesday, November 26th**

Tiger Pantry and the Social Justice Centers will be bringing in Thanksgiving dinner for students, faculty, and staff. It will be in the Gaines-Oldham Black Culture Center from 10am - 4pm. It is completely **free**! Contact Colleen Spurlock at service@missouri.edu if you are interested in attending.

**ESCP GPC Holiday Wish List -**

This year ESCP is excited to host gifts for two children who are currently residing at Great Circle. Please look over the linked excel spreadsheet and email GPC Representative
Johanna Milord at jmilord@mail.missouri.edu if you can **sponsor a whole or partial gift**. You can also enter your email address directly on the link below to select your preferred gift: https://missouri.box.com/s/21frb9lvqqg79ydkqd9bkdxpxzxqk35y

Unwrapped gift items may be dropped in 16 Hill Hall and will be collected through **Monday, December 2nd**.

**End of Semester Program Holiday Party - Monday, December 9th**
Please join us for an end of the semester holiday party from **5pm - 7pm** at Cheryl’s neighborhood clubhouse (4300 Thornbrook Terrace). Madison Schoen will be sending out an RSVP and sign up for an appetizer, dessert, and drinks to share. Significant others are more than welcome, and if you have any fun games, bring that too!

**Interview Day - Friday, January 10th**
Join us in welcoming program applicants for the 2020-2021 cohort. Details about a social and hosting applicants will be coming soon!

**NASP 2020** - Baltimore, MD - February 18th – 21st

**Get Connected!**

**Twitter:** @MizzouSASP
**Facebook Group:** Mizzou School Psych
**Youtube:** Mizzou SASP