Welcome to the spring issue of the Research Digest, our e-newsletter designed to bring you exciting research-related news in the School of Human Services. This issue features the research activities and events of the School Psychology Program.

The purpose of this publication is to share recent research and achievements among research faculty in each of the School of Human Services' programs. Each issue will feature one of our programs to inform you of the latest research, grants, community partnerships, publications, and program and faculty awards. We have a lot of exciting work happening in our school, and we want to get the word out, so please share the Research Digest with our faculty, students, alumni, and community partners!

Additionally, we want to hear from you! Tell us what you enjoy about the Research Digest and share with us ideas for informing and inspiring you in future issues.

We hope you enjoy this issue of Research Digest!
Julie Morrison, Associate Professor in the School Psychology Program, serves as the Lead Evaluator for Ohio's State Personnel Development Grant (SPDG) Project, awarded in 2017 to Ohio by the U.S. Department of Education, Office of Special Education Programs. This five-year project focuses on implementation support for Ohio's Early Literacy Plan and extends support to English Language Learners. The current SPDG Project builds on the foundation laid by two previous five-year projects. Dr. Morrison is also the Principal Investigator/Project Evaluator for the Dyslexia Pilot Project Evaluation. This grant award, shared with Drs. Renee Hawkins and Tai Collins as Co-PIs/Co-Project Coordinators, affirms the UC School Psychology Program's leadership in advancing multi-tiered systems of support to meet the needs of all learners. Taken together, Dr. Morrison has secured more than $1.7 million in external funding since joining the faculty in 2007.

Renee Hawkins, Associate Professor and Coordinator, was recently elected as a member of the Society for the Study of School Psychology, a group dedicated to the advancement of research in the field of school psychology. Nominees for membership are evaluated on criteria including (a) sustained contributions to the field of school psychology, (b) awards and honors, (c) originality of contributions, (d) impact on training, (e) impact on practice, (f) impact on science, and (g) breadth of contributions. With only three to five new members admitted each year, membership in this group is limited to scholars making a significant impact to the field of school psychology.

Chelsea Ritter, a graduate student in her third year of the School Psychology PhD Program, was awarded an Interdisciplinary Research Fellowship from UC's Graduate Student Government Association (GSGA). Her research study, "Differential Effects of Self-Graphing on Self-Monitoring of Early Literacy Outcomes in Kindergarten Students", is being conducted under the mentorship of Julie Morrison. Chelsea's research examines the effectiveness of further intensifying an early literacy intervention for students in the Cincinnati Public Schools (CPS) Early Literacy Initiative, a partnership between CPS and UC's School Psychology Program.

Hallie Fetterman, a graduate student in her third year of the School Psychology PhD Program was selected as a Student Ambassador to the Midwestern United States for the International School Psychology Association (ISPA). ISPA's mission includes promoting school psychology at global and local levels, and the organization is committed to improving the healthy development and quality of life for children around the globe.
Hallie Fetterman, Kamontá Heidelburg, and Carla Luevano, third year School Psychology PhD students, have been accepted to present their research in August 2018 at a symposium at the American Psychological Association Annual Convention in San Francisco, California, along with faculty members Tai Collins and Daniel Newman. The title of their presentation is Supporting Diverse Students in Schools with Culturally Relevant Intervention Adaptations. This presentation will discuss each of their pre-dissertation research projects, which focus on culturally relevant interventions for African American students and English Language Learners.

School Psychology students presented their research at the fourth annual UC CECH Diversity Matters Research Day on January 24, 2018.

Kamontá Heidelburg, a third-year doctoral student, was asked to present his research at a meeting of the Multicultural Affairs Committee during the National Association of School Psychologists Conference, held in February 2018 in Chicago, Illinois. The presentation, entitled Black to Success: A Culturally Enriched Social Skills Program for Black Males, details the development of a curriculum that Kamontá designed to support African American male high school students.
Meet the Research Faculty

Tai Collins, PhD, has served as an Assistant Professor in the School Psychology Program since 2013. He graduated with a PhD in school psychology from Louisiana State University. Dr. Collins’ research focuses on time- and resource-efficient interventions for African American students in urban schools. Specifically, Dr. Collins develops class-wide and peer-mediated interventions to best utilize limited resources in urban schools and to address issues such as the school-to-prison pipeline and the disproportionate use of punitive discipline with African American students. Dr. Collins co-edited an upcoming book entitled Technology adaptations in school consultation, supervision, and school psychology training with Drs. Evan Dart and Keith Radley from the University of Southern Mississippi and Dr. Aaron Fischer from the University of Utah. In this book, Dr. Collins contributed a chapter on the use of technology to recruit and retain students of color in school psychology graduate programs. Dr. Collins was also recently appointed to the Executive Committee of the Black Faculty Association at the University of Cincinnati.

Selected Publications


Janet Graden, PhD, is a Professor in the School Psychology Program, Director of the School of Human Services, and Graduate Fellow at UC. She has been School Director since 1994 and has been a faculty member at UC since 1984. Dr. Graden earned her PhD in School Psychology from the University of Minnesota, where she was named a Distinguished Alumna of the College of Education and Human Development in 2006. She received the Lightner Witmer Award for Outstanding Scholarship from the American Psychological Association, Division 16. Her published work has focused on promotion of systems-wide change for effective school practices to meet the needs of all students, and has included frequently cited edited and authored books, chapters, and articles. She was a co-author of a major policy paper on Response to Intervention, commissioned by the National Association of State Directors of Special Education that had more than 100,000 copies distributed nationally. Dr. Graden has been an invited presenter to national and state-level professional associations, agencies, universities, and school districts in 25 states. She also has been active in leadership (Associate Editor, editorial boards, committee chair, policy and program approval board member, grant reviewer) with the National Association of School Psychologists, Division 16 of American Psychological Association, the United States Department of Education, Office of Special Education Programs, Ohio Department of Education, and Ohio School Psychologists Association.
Renee Hawkins, PhD, is an Associate Professor and Coordinator of the School Psychology Program. She is a Licensed Psychologist and Nationally Certified School Psychologist. She graduated from the APA-accredited School Psychology Program at the University of Tennessee, following completion of her pre-doctoral internship at Boys and Girls Town in Boys Town, Nebraska. In addition, Dr. Hawkins serves on the editorial review boards of several journals in school psychology and education and as Associate Editor for the Journal of School Psychology and the Journal of Evidence-Based Practices for Schools. Currently, Dr. Hawkins also serves as Chair-Elect of the Council of Directors of School Psychology Programs. Dr. Hawkins’ research focuses on identifying effective school-based interventions to promote positive academic and social emotional outcomes for children, including children with disabilities.

Selected Publications:


Julie Morrison, PhD, is an Associate Professor in the School Psychology Program. She received her Ph.D. from the University of Cincinnati, M.A. from Xavier University, and B.S. from St. Louis University. Dr. Morrison’s research interest include evaluating the effectiveness of universal and targeted interventions to address the academic and behavioral needs of school-age children and youth within a multi-tiered system of supports framework. She has extensive experience as an evaluator of educational initiatives implemented at a state-, regional-, and district-level. Dr. Morrison currently serves on the Joint Committee on Standards in Educational Evaluation as a Liaison Member representing the National Association of School Psychologists. She was elected Vice Chair of the Joint Committee in 2017.

Dr. Morrison’s forthcoming book, co-authored with Dr. Anna Harms, is titled Advancing evidence-based practice through program evaluation: A practical guide for school-based professionals. It was published by Oxford University Press in January 2018. In addition, Dr. Morrison published five articles in peer-reviewed journals in 2016-17 and delivered eight presentations at national conferences during this same time span.

Selected Publications:


Daniel Newman, PhD, NCSP, is an Assistant Professor in the School Psychology Program and a Nationally Certified School Psychologist. He graduated with his Ph.D. from the APA-accredited School Psychology Program at the University of Maryland, College Park. His research focuses on school consultation practice and training, professional supervision, and professional issues in school psychology. He is an Associate Editor for the Journal of Educational and Psychological Consultation and the Series Editor for Routledge's Consultation, Supervision, and Professional Learning book series. His forthcoming book, co-authored with Dr. Sylvia Rosenfield, Building competence in school consultation: A developmental approach, is expected to be published in August, 2018 by Routledge.

Selected Publications:

