MISSION

The National Association of School Psychologists empowers school psychologists to promote the learning, behavior, and mental health of all children and youth.
Welcome to the 2020 NASP Awards Ceremony. This is a wonderful opportunity to honor all NASP award recipients at one special event where friends, family, and colleagues can celebrate together the outstanding achievements of these individuals. NASP awards recognize individuals who exemplify professional excellence in school psychology and/or support the mission of the profession in a significant way. In honoring these individuals, NASP seeks to celebrate their success; their contributions to the profession; and their efforts to improve outcomes for children, families, and schools. NASP award nominations are reviewed according to established criteria by members of relevant NASP leadership committees. Submission requirements, processes, and deadlines are available online at www.nasponline.org. Please join NASP members, leaders, and staff in extending our heartfelt congratulations to each of the 2020 NASP Awards Recipients.
ORDER OF EVENTS

Welcome and Presentation of Awards—6:00–7:00 p.m.
Lisa Kelly-Vance, Past President, Master of Ceremonies

2020 School Psychologist of the Year
Chandrai Jackson-Saunders, School Psychologist, District of Columbia Public Schools, Washington, DC

2020 NASP-ERT Minority Scholarship Program Awards
Jose Andrade-Aguilera, University of Nevada, Las Vegas, NV
Bianca Avalos, California State University East Bay, Hayward, CA
Keshia K. Greve, University of Nebraska at Omaha, Omaha, NE
Edmundo Guedea, University of Texas at San Antonio, San Antonio, TX
Alexandra Jones, University of Delaware, Newark, DE
Lakhvir Kaur, California State University, San Bernardino, CA

2020 Paul H. Henkin Memorial Scholarship Award
Brittany Zakszeski, Lehigh University, Bethlehem, PA

Posting about this event on social media?
Use #NASP2020
Awards Ceremony

Government and Professional Relations Awards

2020 Special Friends of Children
Jeni James Arndt, State Representative (CO)
The Honorable Brian Fitzpatrick, U.S. Representative (PA)
Valerie J. Longhurst, State Representative and House Majority Leader (DE)

2020 Outstanding Advocates
Terri Allen, PhD, Adjunct Professor, Georgian Court University, Haddenfield, NJ
Frank Podobnik, Technical Assistance Specialist, Center for Children With Disabilities, Butte, MT

2020 Certificate of Appreciation
Stephanie Patton, School Psychologist, Clark County School District, Las Vegas, NV

2020 NASP Graduate Student Research Grants
Danielle Campbell, Oklahoma State University, Stillwater, OK
Angel Mae Elchico, California State University, Los Angeles, Los Angeles, CA
Elizabeth Kaplan, Syracuse University, Syracuse, NY

2020 NASP Lifetime Achievement Award
Beth Doll, University of Nebraska–Lincoln
Chandrai Jackson-Saunders, MEd, CAGS, NCSP, is a School Psychologist in Washington, DC. Chandrai completed the Certificate of Advanced Studies program in School Psychology at Howard University in 1986. She has extensive experience working in public schools and community service as well as service as a school psychology leader at the local and national levels.

Chandrai has been a pioneering school psychologist in the DC Public Schools (DCPS) since joining the district as an intern in 1986. Her advocacy, community engagement, and activism have led to successful programs, services, and funding to provide for the academic, social-emotional, and physical needs of children and families. Her advocacy with the board of education, councilpersons, and other political figures has addressed critical issues affecting youth, and she has created partnerships with local community agencies to secure funding for clothing and food for children in need.

Chandrai has worked for the past 13 years to improve the lives of children and families at Garfield Prep Academy. Her focus has been on identifying social-emotional learning (SEL) as an academic content area through the initiation of the Behavior Instructional Leadership Team. She has also been instrumental in implementation of multitiered systems of support, leveraging her expertise with data to improve problem solving and student outcomes. She has been an effective advocate for families by reactivating several initiatives, including the PTA, Principal’s Coffee With Parent Hour, and Attendance, Behavior, and Curriculum monthly meetings. Her Super Parent group brings together community partners and schools to teach parenting and community advocacy skills.

Chandrai has supported efforts around nutrition and food security as well. In response to a monthly partnership that provided free fruits and vegetables to the community, Chandrai coordinated chefs to give cooking demonstrations and recipes to attendees during the food giveaway. She developed and supported a school culinary program for second graders, where they learned how to prepare fresh, healthy foods. Additionally, Chandrai spearheaded the Safe Passage to School program by mobilizing parents, crossing guards, police, and school staff to support additional safety measures at and near the school.

Chandrai’s effectiveness as a school psychology leader is evident at the state and national levels. She has served as the treasurer for the DC Association of School Psychologists for almost 2 decades and has mentored new leaders coming into the organization. She served as the DC delegate to NASP for 8 years, worked on NASP’s GPR committee, and has continuously supported the NASP Minority Scholarship Program.

Chandrai has received multiple awards and honors in recognition of her service and advocacy. She was named DC School Psychologist of the Year in 1996. She received the DCPS Mental Health Professional Service Recognition Award in 2004 and the Outstanding Related Service Provider—Program Manager’s Award in 2010. More recently, she was recognized for exemplary community service by Kids Smiles Matter, Inc., in 2015; was named Humanitarian of the Year by Sisters in Service in 2017; and most recently was awarded the Safety Award for Exemplary Program from the DC Department of Transportation.
Chandrai’s commitment to the profession and advocacy for the success of all children is reflected in the accolades from her colleagues. One colleague commented, “She is my hero, not just because of what she has done but because of what she continues to do in the lives of African American children, DCPS educators and administrators, DCPS parents, and the larger community.” The President of the Garfield PTA states that the “amount of time Mrs. Jackson-Saunders spends working with the parents of Garfield is something that may be overlooked by some because it is such a natural and genuine expression of her compassion, vision, and commitment…. [Her] professionalism and strong advocacy for our students and parents is unparalleled.” Another comment notes that Chandrai “consistently models the skills, knowledge, and dispositions a leader must have to establish and implement a vision for improved school and district performance in a safe, calm, and predictable school community.”

Chandrai was selected as the 2020 School Psychologist of the Year for her commitment and continued advocacy to address the needs of the whole child.

About the School Psychologist of the Year Award

The NASP School Psychologist of the Year Award recognizes excellence in the provision of school psychological services by a field-based practitioner. The award recognizes the importance and challenge of going beyond day-to-day responsibilities to identify and address the unmet needs of the schools, students, and families being served; to stay abreast of new research and best practices across a range of skill areas; to collaborate with colleagues and parents to improve outcomes; to advocate for improved, evidence-based services and programs, expanded funding, and more effective roles for school psychologists; and to participate in professional leadership activities. Candidates are nominated by their states and are usually the state School Psychologist of the Year. They must be current members of NASP and practicing school psychologists who spend the majority of their time providing direct services to students, teachers, and parents.

The NASP School Psychologist of the Year program is fortunate to be the recipient of an endowment received in the memory of Dr. Jane Ross-Reynolds, a vibrant and caring school psychologist and member of NASP who died in 1992 of a rare heart disease at the age of 45. Jane’s mother, Mrs. Aileen Ross, created the endowment to further the reach of outstanding school psychologists.

Past School Psychologist of the Year Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient Name</th>
<th>State</th>
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<tbody>
<tr>
<td>1991</td>
<td>Mel Franklin</td>
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<td>1992</td>
<td>Paula Laidig</td>
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<td>1993</td>
<td>Fred J. Krieg</td>
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<td>1995</td>
<td>Mary H. Arredondo</td>
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<td>1996</td>
<td>Laura E. McGrail</td>
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<td></td>
<td>Leslie Z. Paige</td>
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<tr>
<td>1997</td>
<td>Philip Bowser</td>
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<td>1998</td>
<td>Larry Michael</td>
<td>AK</td>
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<td>1999</td>
<td>Jennifer Kitson</td>
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<td>2000</td>
<td>Kristine Sieckert</td>
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<td>2001</td>
<td>Rosario Pesce</td>
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<td>2002</td>
<td>Deborah M. Ward</td>
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<td>John Kelly</td>
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<td>Susan Prout</td>
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<td>Steven G. Feifer</td>
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<td>Misty M. Lay</td>
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<td>2011</td>
<td>Robert Bayuk</td>
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<td>2012</td>
<td>Benjamin Fernandez</td>
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<td>2013</td>
<td>Anthony Pantaleno</td>
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<td>2014</td>
<td>Terry Molony</td>
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<td>2015</td>
<td>Pamela Agan-Smith</td>
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<td>2016</td>
<td>Stephanie Lowe Austin</td>
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<td>2017</td>
<td>Shawna Rader Kelly</td>
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<td>2018</td>
<td>Nathaniel Jones</td>
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<td>2019</td>
<td>Leigh Bass Kokenes</td>
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Beth Doll
University of Nebraska–Lincoln
College of Education and Human Sciences
Lincoln, Nebraska
2020 Lifetime Achievement Award

The NASP 2020 Lifetime Achievement Award winner, Dr. Beth Doll, has made a substantial impact on the profession of school psychology through her roles as a practitioner, graduate educator, mentor, and volunteer leader at the local, state, and national levels.

For nearly 40 years, Beth has worked to shape the research, best practices, professional development, and policies necessary to support school psychologists’ ability to improve outcomes for children, families, and schools. Beth started her remarkable career as a School Psychologist in Scott County Public Schools, Georgetown, Kentucky, 1981-1984. She worked as a Clinical Assistant Professor and Coordinator of the Psychoeducational Clinic, Department of Educational Psychology, University of Wisconsin–Madison from 1984-1989. In 1990, she joined the school psychology program faculty at the University of Colorado–Denver, where she served as Associate Professor and School Psychology Program Director until 2000. While on a sabbatical (1996-1997), she worked as a half-time school psychologist at Arrowhead Elementary, Cherry Creek School District, Englewood, Colorado. In 2001, she moved to the University of Nebraska–Lincoln, where she served as the Director of the School Psychology Program, Associate Dean for Academic Affairs, College of Education and Human Sciences, and as Interim Dean between 2016 and 2019. Beth currently continues her work as a professor in the College of Educational and Human Sciences.

Throughout her career, Beth’s work has focused on improving outcomes for youth, especially through recognizing and developing their assets and resilience. Her focus expanded over the years from individual interventions to class-wide approaches to supporting systems-level change and population-based services. A prolific scholar, Beth has published more than 50 journal articles and a similar number of book chapters. She has written seven books and has secured over $4.3 million in grant funds for research and projects aimed to enhance services for children. She has consistently provided service to her students, university, and the profession through her many presentations at professional meetings and conferences.

Beth also has made an indelible contribution to the profession through her teaching and mentorship of future school psychologists. This has included both her guidance for the many, many graduate students she has trained directly as an instructor and the more than 50 doctoral dissertations she has participated in as a member or chair. She also has supported the training of school psychologists more generally through program review and accreditation, peer review of tenure and promotion portfolios at over 30 universities, and membership on numerous professional taskforces, committees, and boards.

Indeed, Beth’s volunteer professional leadership is a mark of her dedication. She has been an active contributor to multiple professional organizations, including the American Psychological Association (Divisions 7, 16, 37; Fellow in Divisions 16 and 37), the American Educational Research Association, the International School Psychology Association, the National Association of School Psychologists, the Nebraska School Psychologists Association, and the Society for the Study of School Psychology.
Not surprisingly, Beth has been widely recognized for her contributions and accomplishments from many distinguished higher education institutions and professional organizations. She has a long list of honors and awards, including the NASP Presidential Award, the Nebraska School Psychologist of the Year Award, the Nebraska School Psychology Association Founder’s Award, APA Fellow-Division 37, Editor’s Appreciation Award, Outstanding Service to Graduate Students-UNL Graduate Student Association.

While the quantity of her contributions is notable, it is the quality of those contributions that have made a significant impact on the field. A colleague wrote, “Beth is task oriented and goal driven. Her seminal work on Resilient Classroom/playgrounds and ClassMaps has made a great difference in how we approach the social–emotional needs of children. Her work demonstrates how a prevention framework and perspective can benefit ALL children.” Another colleague stated, “What is particularly remarkable about her research and scholarship is that, in addition to addressing real-world problems and integrating research with practice, Dr. Doll has consistently collaborated with colleagues, early career scholars, and graduate students. Such collaboration reflects a priority toward preparation and professional development of the next generation of scientist-practitioners. In addition to her strong record of research, scholarship, and mentoring, Dr. Doll has an inspiring commitment to professional service at multiple levels, from university to leadership in national organizations (e.g., NASP and APA).”

In conclusion, a colleague stated that “I fully support Beth Doll for the NASP Lifetime Achievement Award. She has dedicated her professional life to the well-being of others and to the betterment of the profession. I have the utmost respect for her and consider her to be an exemplary role model for others in our profession. Her caring and commitment to the well-being of others is evident in her professional and personal interactions. I cannot think of a more fitting recipient for this year’s award.”

### Past Lifetime Achievement Award Recipients

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<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
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<td>2000</td>
<td>Daniel Reschly</td>
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<td>2001</td>
<td>Kevin P. Dwyer</td>
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<td>Pauline Alexander</td>
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<td>2003</td>
<td>Thomas J. Kampwirth</td>
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<td>2004</td>
<td>Michael J. Curtis</td>
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<td>2005</td>
<td>Alex Thomas</td>
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<td>2006</td>
<td>Peg Dawson</td>
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<td>2007</td>
<td>Thomas K. Fagan</td>
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<td>Cathy F. Telzrow</td>
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<td>2010</td>
<td>William “Bill” Pfohl</td>
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<td>2011</td>
<td>Barbara Bole Williams</td>
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<td>2012</td>
<td>Patti L. Harrison</td>
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<td>2013</td>
<td>Sylvia Rosenfield</td>
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<td>Mark E. Swerdlik</td>
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<td>2015</td>
<td>Joe Prus</td>
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<td>2016</td>
<td>James Ysseldyke</td>
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<td>2017</td>
<td>George G. Bear</td>
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<td>2018</td>
<td>George Batsche</td>
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<tr>
<td>2019</td>
<td>Rhonda Armistead</td>
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Jose Andrade-Aguilera
University of Nevada, Las Vegas
The Pearson Minority Scholarship Award

Jose graduated summa cum laude from California State University, Stanislaus with a Bachelor of Arts in Psychology and a minor in Criminal Justice, which is where his passion for being a practitioner in the field of school psychology and advocating for students emerged. Jose is currently pursuing his Education Specialist degree in School Psychology at the University of Nevada, Las Vegas. His primary goals are to create a safe and supportive school environment that is conducive to student learning and to use his bilingual skills to provide culturally responsive supports for culturally and ethnically diverse students and their families. Jose aspires to one day pursue a doctorate degree and continue advocating for students and the field of school psychology at the macro level.

Bianca Avalos
California State University East Bay, Hayward, California
Deborah Peek Crockett Minority Scholarship Award

Bianca Avalos is a first generation college student who graduated cum laude from Notre Dame de Namur University with a Bachelor of Arts in Psychology and a minor in Sociology. Bianca is currently pursuing a Master of Science in Counseling with a concentration in School Psychology and Marriage and Family Therapy. In the field, Bianca hopes to support the implementation of school-wide social-emotional learning programs and positive behavioral interventions and supports. Bianca is dedicated to advocating for youth and families from underserved communities by ensuring that academic and social-emotional support services are culturally sensitive and strength based.

Keshia K. Greve
University of Nebraska at Omaha
NASP-ERT Minority Scholarship Award

Keshia Greve graduated from Creighton University with a Bachelor of Arts in Psychology. Following graduation, she served as a Teach for America corps member in Oklahoma City, where she taught middle and high school math. She continued on as an educator in Kansas City, MO as a math teacher and instructional coach, before becoming a Program Coordinator at College Possible. Keshia is currently pursuing her Master of Science & Educational Specialist degree in School Psychology at the University of Nebraska at Omaha. She hopes to bring her experience and passion for education and working with students from low-income backgrounds into her role as a school psychologist.
Edmundo Guedea
The University of Texas at San Antonio
NASP-ERT Minority Scholarship Award

Edmundo Guedea graduated from Texas State University with a Bachelor of Arts in Psychology and a minor in Sociology. He is currently pursuing his Master of Arts degree in School Psychology at the University of Texas at San Antonio. Edmundo aims to advocate for children and their families who need help the most in underserved communities. He also aspires to enhance the development of individualized postschool, transition-related services for children who are at risk for social, emotional, and academic problems.

Alexandra Jones
University of Delaware
NASP-ERT Minority Scholarship Award

Alexandra Jones graduated cum laude from Rowan University with a Bachelor of Arts degree in Psychology, specializing in Child Behavioral Services and minoring in Sociology. She obtained her Master of Arts degree in School Psychology at the University of Delaware (UD). She is currently pursuing her Specialist Degree in School Psychology at UD. Alex hopes to inspire other minorities to pursue school psychology as a career choice. She also aims to be an advocate for underprivileged students and students of color in public schools who need the most support.

Lakhvir Kaur
California State University, San Bernardino
NASP-ERT Minority Scholarship Award

Lakhvir Kaur is a trilingual, first generation college student currently pursuing her Education Specialist degree in School Psychology at California State University, San Bernardino. She earned her Bachelor of Arts degree in Psychology from California State University, Bakersfield. Lakhvir is passionate about enhancing evidence-based assessment and intervention service delivery, particularly in underprivileged schools. Lakhvir is currently working with Dr. Brett Nelson and Dr. Roderick O’Handley on several research projects involving technology use and positive mental health, and school psychologists’ delivery of evidence-based and non-evidence-based practices in schools. Lakhvir hopes to eventually pursue doctoral training in school psychology.

About the NASP-ERT Minority Scholarship Program

The program was established in 1995 to support the graduate training of minority students pursuing careers in school psychology. It seeks to lower financial barriers to training, to highlight the accomplishments of promising future professionals, and to advance NASP’s commitment to diversity in the field by supporting culturally diverse graduate students who will eventually provide school-based services to diverse student populations. For a list of past recipients see www.nasponline.org/msp.
2020 GOVERNMENT AND PROFESSIONAL RELATIONS AWARDS

The NASP Government and Professional Relations (GPR) Committee honors those who have demonstrated dedication to children and the profession of school psychology through legislative, public policy, and advocacy activities.

2020 SPECIAL FRIEND OF CHILDREN AWARD

The Special Friend of Children Award recognizes policy makers, elected officials, and other public servants or members of the community who have proven to be outstanding champions at the national level for the improvement of education and mental health services for children, youth, and their families.

Jeni James Arndt
State Representative (CO)

Since she entered the state legislature in 2015, Representative Jeni James Arndt has been a staunch ally to school psychologists in Colorado and a tireless champion for the well-being of students and educators through her work. Her background as a teacher, principal, professor of special education, and school board member prepared her to make important contributions to causes aligned with the priorities of school psychologists. She has sponsored a number of school-based mental health bills, and this year she sponsored a bill that created a state-funded stipend for school psychologists who have achieved a national board certification. Thanks to her efforts, the bill was signed into law by the Governor.

The Honorable Brian Fitzpatrick
U.S. Representative (PA)

As a legislator in a divisive political climate, Representative Fitzpatrick has demonstrated independence in his thinking and voting, a pursuit of bridging the gap between party lines, and support of issues that are often not popular with the base of his party. He has supported NASP priorities by cosponsoring bills such as the Equality Act, the Safe Schools Improvement Act, the Increasing Access to Mental Health in Schools Act, and the Mental Health Services for Students Act of 2019—often as the sole Republican cosponsor. Most impressively, he worked with NASP leaders to draft and submit the Mental Health in Schools Excellence Program Act of 2019, which would increase the recruitment and retention of school-based mental health service providers by addressing the pipeline issue in the field.
Valerie J. Longhurst
State Representative and House Majority Leader (DE)

Representative Valerie J. Longhurst’s 15-year tenure in the Delaware House of Representatives has proven her commitment to policies that support youth and families. Last year, she pulled together a coalition with representatives from the Delaware Association of School Psychologists, other stakeholders in the field, and representatives from the Governor’s office to address school mental health in the state. The group’s work resulted in Rep. Longhurst drafting a bill to provide a mental health unit for 40 high-need elementary schools across the state and a $7.5 million pot of funding. Even with this victory, she has continued to work towards full funding for the bill so all elementary schools have the same access to high-quality mental health supports.

2020 OUTSTANDING ADVOCATES

The Outstanding Advocate Awards recognizes individuals or groups who demonstrate effective advocacy efforts at the state or local levels to improve education and mental health services for children, youth, and their families.

Terri Allen, PhD
Adjunct Professor,
Georgian Court University, Haddenfield, NJ

Dr. Terri Allen is a past president of the New Jersey Association of School Psychologists (NJASP) and is currently a member of the NJASP Government and Professional Relations Committee and the NASP Delegate from New Jersey. She has been a leader in advocating for legislation, policy, and practice that support children and school psychologists for many years. This year, thanks to her efforts, the New Jersey legislature passed a resolution recognizing the second week of November each year as “School Psychology Awareness Week” in the state, and has made significant progress to include language in the New Jersey Special Education code that permits the use of other alternative research-based procedures, similar to the Individuals with Disabilities Education Act.

Frank Podobnik
Technical Assistance Specialist,
Center for Children With Disabilities, Butte, MT

Mr. Frank Podobnik has served as the IDEA Part B manager for the State of Montana and, more recently, as the State Director of Special Education in Montana before taking a position as a Technical Assistance Specialist with the Center for Children With Disabilities. Frank is a former school psychologist and longstanding member of the Montana Association of School Psychologists. As a result of Frank’s commitment to supporting students with disabilities, the state developed a grant program to meet Montana’s unique rural needs, address its critical shortage of school psychologists, and provide enhanced professional development activities.
The NASP GPR Certificate of Appreciation is given to individual NASP members who have clearly shown their advocacy efforts to improve education and mental health services for children, youth, and their families. This individual has worked to support the NASP mission and its goals through state or national government and professional activities.

**Stephanie Patton**  
School Psychologist,  
Clark County School District, Las Vegas, NV  
Stephanie Patton is a school psychologist in the Clark County School District and the president-elect of the Nevada Association of School Psychologists (NVASP). Stephanie has developed relationships with her local school board members, which has allowed the Association to be listened to and supported by the board. Stephanie organized volunteers and advocates to attend a board meeting during School Psychology Awareness Week (SPAW) and gave a moving speech that resulted in a number of local media outlets picking up stories about the value of school psychologists.

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**2020 PAUL H. HENKIN MEMORIAL SCHOLARSHIP AWARD**

**Brittany Zakszeski**  
Lehigh University, Bethlehem, PA  
Brittany Zakszeski, PhD, NCSP, is a postdoctoral fellow at the Devereux Center for Effective Schools and a 2019 graduate of Lehigh University’s school psychology program. Her professional and research interests center around applying implementation science and organizational behavior management to support schools’ adoption and sustained use of evidence-based practices for promoting behavioral health within MTSS frameworks. She partners with urban schools, alternative education settings, and other child-serving institutions to provide consultation and conduct applied research.

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**About the Paul H. Henkin Memorial Scholarship Award**  
The Paul H. Henkin Memorial Scholarship Award recognizes excellence in applied research or program design by a school psychologist who has recently been credentialed in the field. Eligible individuals are selected from accepted convention presentation submissions. Candidates must be primary presenters for that paper and must have been newly credentialed within 3 years prior to submitting the paper. Paul H. Henkin, PhD, was a NASP member and NCSP from California. In 2002, his estate provided NASP with the ability to present this annual award.
The NASP Research Committee supports student-initiated research through its Graduate Student Research Grants program. Three grants of up to $1,000 each are available each year to students who demonstrated exceptional ability to conduct high-quality research that furthers the mission and goals of NASP and has the potential to impact the field positively. Grants are awarded on the quality of their proposal.

Danielle Campbell
Oklahoma State University, Stillwater, OK

Danielle Campbell is currently a fourth-year doctoral student in the School Psychology program at Oklahoma State University specializing in Applied Behavioral Analysis and with a particular interest in systems-level consultation. Her professional and research interests include academic and behavioral interventions at individual and systems levels. Danielle graduated from the University of Oklahoma in 2012 with a Bachelor of Arts in Psychology. In 2017, she received her Masters of Science in Educational Psychology from Oklahoma State University. Above all, Danielle is a mother to two beautiful little girls, Caris and Payton, and a wife to her husband Chris. Danielle’s motivation and passion for working with young children comes from raising her own. She enjoys watching children learn and hopes to make a positive impact on the schools across the state of Oklahoma.

Angel Mae Elchico
California State University, Los Angeles, Los Angeles, CA

Angel Mae Elchico is an MS student in the School Psychology program at California State University, Los Angeles. For her research, Angel Mae is conducting a psychoeducational group with Asian American middle school students to teach the importance of mental health and overall wellness. The results of this research aim to address the misconceptions of mental health among Asian American students, as well as provide strategies and school- and community-based resources that students can use throughout their childhood and adolescence.

Elizabeth Kaplan
Syracuse University, Syracuse, NY

Elizabeth Kaplan is a fourth-year doctoral candidate in School Psychology at Syracuse University. Her program of research uses path analyses to test relationships between autism traits and differential pathways of perceptual and cognitive processes in school-age students with and without autism spectrum disorder (ASD). The long-term goal of Elizabeth’s research is to inform the development of effective interventions that allow students with ASD to access learning materials in a way that is compatible with their characteristic cognitive processing patterns.
In celebrating our 2020 award recipients at the reception immediately following tonight’s ceremony.

HILTON—WEST TOWER
2ND LEVEL
KEY BALLROOM 3

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