**Pediatric School Psychology**

“Pediatric School Psychology is a subset of child-serving psychology that is focused on the promotion of children’s health and development through the coordination of efforts across systems, including family, school, health system, and communication agencies, with a particular emphasis on fostering success in school. The essence of pediatric school psychology is to promote linkages among systems of care and interdisciplinary connections to enable children to be successful in school” (Power & Bradley-Klug, 2013, p. 2). The Pediatric School Psychology Research Group at the University of South Florida engages in research activities to promote the physical and mental health of children, youth, and young adults who are living with a chronic health condition. Most recently, we have been discussing the impact of COVID-19 and disparities in health care availability on children, youth, and young adults and their families.

* **Current Projects**
  + ***Health Literacy and Resiliency:*** Our team has been working on a long-term project to develop a rating scale to assess youth and young adults’ health literacy and resiliency. We conducted a national validation study and completed our data analyses. We had a journal article published based upon this research in the *Journal of Communication in Healthcare: Strategies, Media and Engagement in Global Health*. We have been meeting with measurement experts to determine the “next steps” to further validate this rating scale. As a result, we will be embarking on several studies this next year to further assess the psychometric properties of the scale and to determine the application of this scale with youth with chronic mental health conditions. We will be collaborating with the USF Morsani College of Medicine and Rogers Behavioral Health in these research endeavors.
  + ***Promoting Integrated Health Care*:** More than 20% of children have a health care need requiring support related to learning or daily functioning.  These special health care needs include chronic physical, developmental, behavioral and/or emotional conditions, and students with these conditions require integrated health care services to be successful in the educational setting. Clearly, there is a need to provide integrated health care services within the educational system to support these students.  Although school psychologists and school nurses have the training necessary to provide services to these students, these professionals typically operate independently in school settings. Our research group previously conducted a pilot survey with school nurses in Florida. This survey was revised and one of our students used the revised survey for her thesis to conduct a national study of school nurses to assess their current collaborative relationships with school psychologists. Our goal this year is to conduct a national study of school psychologist to assess their perceptions of this partnership.
* **Fall 2020/Spring 2021 Planned Activities**
  + Begin data collection on the studies described above
  + Present data and implications for practice from these projects at conferences such as the National Association of School Psychologists (NASP) and Society of Pediatric Psychology
  + Continue data analyses and revision of the Health Literacy and Resiliency Scale
  + Develop and submit grant proposal to support training for school psychology graduate students in integrated health care
  + Develop studies to assess the short- and long-term impact of COVID-19 and health care disparities on children, youth, and young adults and their families

**Related Publications**

(+graduate students’ names denoted)

## Book

Power, T. J., & Bradley-Klug, K. L. (2013). *Pediatric School Psychology: Conceptualization, Applications, and Leadership Development.* New York,

NY: Routledge.

## Book Chapters

Bradley-Klug, K. L., +Lynn, C., & +Wesley, K. L. (2020). Classroom and school-wide universal health strategies. In A. Dempsey (Ed.), *Pediatric*

*health conditions in schools: A clinician’s guide for working with children, families, and educators* (pp. 141-157). Oxford University Press.

Bradley-Klug, K. L., & Shaffer-Hudkins, E. (2018). Diabetes. In S. G. Forman & J. D. Shahidullah (Eds.), *Handbook of pediatric behavioral*

*healthcare: An interdisciplinary collaborative approach* (pp. 59-72). Springer.

Bradley-Klug, K. L., +Jeffries DeLoatche, K. & Wheatley, G. (2017). School psychology and students with medical issues.In M. Thielking & M.

Terjesen (Eds.), *Handbook of Australian School Psychology: Integrated International Research, Practice, and Policy* (pp. 655-662).Springer.

## Selected Recent Publications

Haupt, R. L., +Smith, N. D. W., Jones, P. C., Marks, L. C., Bradley-Klug, K. L., & Lindsay, K. (2020). Forming effective partnerships

between school and community service providers. *Communique´*, 49, 17-19.

+Lynn, C., Chenneville, T., Bradley-Klug, K., Walsh, A., Dedrick, R., & Rodriguez, C. (2019). Health knowledge and adherence as predictors of

viral burden and CD4 count in youth and young adults with HIV. *Journal of the Association of Nurses in AIDS Care, 31,* 457-465.

+Lynn, C., Chenneville, T. A., Bradley-Klug, K. L., St. John Walsh, A., Dedrick, R., & Rodriguez, C. (2019). Depression, anxiety, and posttraumatic

stress as predictors of immune functioning: Differences between youth with behaviorally and perinatally acquired HIV. *AIDS Care*, *31*, 1261-1270.

+Lynn, C., Bradley-Klug, K., Chenneville, T. A., St. John Walsh, A., Dedrick, R., & Rodriguez, C. (2018). Mental health screening in integrated care

settings: Identifying rates of depression, anxiety, and posttraumatic stress among youth with HIV. *Journal of HIV/AIDS & Social Services, 17*, 239-245.

Bradley-Klug, K., Shaffer-Hudkins, E., +Lynn, C., +DeLoatche, K. J., & +Montgomery, J. (2017). Initial development of the Health Literacy and Resiliency Scale: Youth version. *Journal of Communication in Healthcare: Strategies, Media and Engagement in Global Health*, *10*, 100- 107.

+Tan, S. Y., Bradley-Klug, K. L., & Chenneville, T. (2017). Health-related quality of life and positive mental health indicators in youth with HIV

compared to a community sample in the southeastern US*. AIDS CARE*, *29*, 214-222.

Bradley-Klug, K. L., +Garofano, J., +Lynn, C., +Jeffries DeLoatche, K., +Lam, Y. H. (2015). Returning to school after a concussion: Facilitating

problem solving through effective communication. *School Psychology Forum: Research in Practice, 9,* 184-198.

Gallentine, A., Salinas-Miranda, A. A., Bradley-Klug, K. L., Shaffer-Hudkins, E., +Hinojosa, S., & Monroe, A. (2014). The SELECT Program: Student

perceptions of a patient-centered medical training curriculum. *International Journal of Medical Education, 5,* 95-102.

**Recent Related Presentations: International & National**

Jones, P. +Smith, N. D. W., Haupt, R., Hermetet-Lindsay, K., Marks, L., Garafano, G., & Bradley-Klug, K. L. (2020, February). *Navigating pediatric*

*school psychology internships, post-doctoral fellowships, and careers*. Symposium presented at the 2020 National Association of School Psychologists Convention, Baltimore, MD.

+Smith, N.D., Bradley-Klug, K.L., Suldo, S.M., +Brennan, E.M., Dedrick, R.F., & Shaffer-Hudkins, E.J. (2020, February*).  Health-promoting behaviors*

*and positive mental health among high school students*. Poster presented at the Miami International Child and Adolescent Mental Health Conference, Miami, FL.

+Smith, N.D., Suldo, S.M., Hearon, B.V., Ferron, J.M, & Bradley-Klug, K.L. (2020, February). *An Application of the Dual Factor Model of Mental*

*Health in elementary school students: Implications for social functioning and student engagement*.  Poster presented at the MiamiInternational Child and Adolescent Mental Health Conference, Miami, FL.

+Singleton, D., Bradley-Klug, K. L., & +Hanson, P. (2019, August). *School-based collaboration: Supporting students with chronic health conditions.*

Poster presented at the 2019 American Psychological Association (Division 54) Annual Conference, Chicago, IL.

Lindsay, K., +Garofano, J.S., Jones, P., Bradly-Klug, K.L., & +Smith, N.D. (2019, August). *Finding a seat at the table: A call for the continued*

*essential role of school psychologists in pediatric settings*. Symposium presented at the 2019 American Psychological Association (Division 54) Annual Conference, Chicago, IL

LaRosa, K., Bradley-Klug, K., Ferron, J., Suldo, S., & Shaffer-Hudkins, E. (2019, April). *Behavior change for children participating in Parent-Child*

*Interaction Therapy: A growth curve analysis*. Poster presented at the 2019 Society of Pediatric Psychology Annual Conference, New Orleans, LA.

+Wesley, K., Bradley-Klug, K., Sanchez-Valle, A., Wolgemuth, J. (2019, April). *Perceptions of quality of life, peer relationships, and health literacy in*

*adolescents with Phenylketonuria (PKU)*. Poster presented at the 2019 Society of Pediatric Psychology Annual Conference, New Orleans, LA.

Bradley-Klug, K. L., & Shaffer-Hudkins, E. (2019, February). *Refinement of the Health Literacy and Resiliency Scale: Youth Version*. Paper

presented at the National Association of School Psychologists 2019 Annual Convention, Atlanta, GA.

+Singleton, D., Bradley-Klug, K. L., +Holyfield, C., & +Hayford, H. S. (2019, February*). Serving students with chronic health conditions: School-based*

*consultation*. Poster presented at the National Association of School Psychologists 2019 Annual Convention, Atlanta, GA.

+Lynn, C., Chenneville, T., Bradley-Klug, K., Walsh, A., Dedrick, R., & Rodriguez, C. (2018, July). *Health literacy as a predictor of biological markers*

*of immune functioning in youth with HIV.* Poster presented at the 2018 International AIDS Society Conference, Amsterdam, Netherlands.

+Lynn, C., Bradley-Klug, K., Chenneville, T., St. John Walsh, A., Dedrick, R., & Rodriguez, C. (2018, April). *Depression, anxiety, and PTSD as*

*predictors of immune functioning: Differences among youth with behaviorally and perinatally acquired HIV.* Poster presented at the 2018 Society for Pediatric Psychology Annual Conference, Orlando, FL.

Bradley-Klug, K. L., Power, T., Armstrong, K., Grier, B., DuPaul, G., +Cambric, M., +Drymond, M., +Edwards, K., +Singleton, D., & +Smith, N. (2018,

February). *Pediatric school psychology: Training and career opportunities.* Symposium presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

+Lynn, C., Bradley-Klug, K. L., Shaffer-Hudkins, E., & +Montgomery, J. N. (2017, March). *Development and application of the Youth Health*

*Resiliency Scale-Youth Version: A tool to bridge the gap between pediatric psychologists and medical providers.* Poster presented at the 2017 Society for Pediatric Psychology Annual Conference, Portland, OR.