

ELANA R. BERNSTEIN, PhD, NCSP
Assistant Professor in School Psychology
Department of Counselor Education & Human Services
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EDUCATION

- May 2010** **PhD in School Psychology**
University of Wisconsin, Madison, WI
Department of Educational Psychology
Dissertation: Transportability of Evidence-Based Anxiety Interventions to a School Setting: Evaluation of a Modularized Approach to Intervention
Advisor: Thomas R. Kratochwill, PhD
Minor: Prevention and Intervention Science
- Aug 2006** **MS in School Psychology**
University of Wisconsin, Madison, WI
Department of Educational Psychology
Thesis: Evaluation of a Training Program to Increase Teachers' Accurate Identification of Anxiety Symptoms in Students
Advisor: Thomas R. Kratochwill, PhD
- April 2003** **BA in Psychology with High Honors**
University of Michigan, Ann Arbor, MI
College of Literature, Science, & Arts
Completed Undergraduate Psychology Honors Program
Thesis: Transgenerational Effects on African American Parents' Academic Expectations
Advisor: Stephanie J. Rowley, PhD

LICENSURE AND CERTIFICATION

- 2013-2022** Nationally Certified School Psychologist (NCSP), #43168
- 2015-2025** Licensed School Psychologist (#OH3114403), Ohio Department of Education (ODE)

TEACHING EXPERIENCE

- Aug 2019 – present** **Assistant Professor in School Psychology (NASP Accredited Graduate Program)**
University of Dayton, Dayton, OH
Department of Counselor Education and Human Services
Courses taught detailed below.
- Aug 2011 – 2018** **Clinical Faculty in School Psychology (NASP Accredited Graduate Program)**
University of Dayton, Dayton, OH
Department of Counselor Education and Human Services
- Feb – Aug 2011** **Adjunct Faculty**
Humanities and Sciences Division
Cincinnati State Technical and Community College, Cincinnati, OH
- 2006 – 2007** **Teaching Assistant**

Department of Educational Psychology, School Psychology Program
University of Wisconsin, Madison, WI

- Supervised school psychology students' clinical work with children and families at the Educational and Psychological Training Center as well as field students' experiences in their school-based practicum.
- Assisted instructor in creating and implementing lesson plans, organizing course materials, and providing feedback for students.

Summers
2004 – 2007

Classroom Instructor

Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE)
University of Wisconsin, Madison, WI

- Planned and implemented a three-week introductory psychology workshop for twenty low SES minority high school students.

COLLABORATIVE RESEARCH PROJECTS

Fall 2021 - Present

Behavioral Health Workforce Education and Training (BHWET) Grant Project

Collaborators: Dr. Meredith Montgomery, Dr. Susan Davies, Dr. Julie Walsh-Messinger, Dr. Brenda Gerhardt, & Rhonda Mercs (along with graduate students in EDC)

Fall 2018 – Present

Evaluation of a Social-Emotional Learning (SEL) English/Language Arts Program in Late Elementary Classrooms

Collaborators: Amanda Deeter & Sandi Priess, Montgomery County Educational Service Center (MCESC) & Taylor Wohlgamuth & Maddie Gronotte (graduate students)

2017-2018

Social and Emotional Support for Students with Persistent TBI Symptoms

Collaborators: Dr. Susan C. Davies & Dr. Corinne M. Daprano & Alison Kolber-Jamieson & Rachael Rockwell (graduate students); funded.

GRANTS AND SPONSORED RESEARCH

Montgomery, M., Davies, S.C., Bernstein, E.R., Gerhardt, B., Walsh-Messinger, J., & Mercs, R. (2021)

Behavioral Health Workforce Education and Training (BHWET) Federal Grant from the Health Resources and Services Administration (HRSA). Amount: \$1.92 million over 4 years.

Bernstein, E.R. (2021). *Enhancing School Psychologists' Consultation Skills to Support Students with Anxiety at School*. Research Council Seed Grant, University of Dayton, Dayton, 2021. Amount: \$5,000.

Bernstein, E.R. (2020). *Evaluation of the Impact of the Social-Emotional Learning Language Arts (SELLA) Program in Elementary Classrooms*. School of Education & Health Sciences Summer Research Grant, University of Dayton, Dayton, 2020. Amount: \$5,000.

Davies, S. C., Bernstein, E., & Daprano, C. (2017-18). *Social and emotional support for students with persistent TBI symptoms*. Grant from Ohio Department of Public Safety, EMS Division. Amount: \$38,589.

PEER-REVIEWED PUBLICATIONS

Montgomery, M., **Bernstein, E.R.**, Davies, S., Walsh-Messinger, J., Gerhardt, B., Narahari, P., & Mercs, R. (submitted 1.6.22). Interprofessional education and practice (IPEP) model to address mental health workforce demands. Manuscript submitted to the *Journal of Interprofessional Education & Practice*.

Bernstein, E.R., & O'Neal, C. School-Based Application of the Brief Coping Cat Program for Children with Anxiety and Autism Spectrum Disorder. Submitted for publication in *Focus on Autism and Other Developmental Disabilities*, Dec 2021

Prater, A., **Bernstein, E.R., Davies, S.C.** (ant. 2022; Revise & Resubmit received from Editor on 12/13/22; Resubmitted on 1/12/22). The Impact of a Canine-Assisted Reading Intervention on Students' Oral Reading Fluency (ORF) and Attitude toward Reading, *The Reading Teacher*.

Davies, S.C., Bernstein, E.R., & Daprano, C.M. (2020). A Qualitative inquiry of social and emotional support for students with persistent concussion symptoms. *Journal of Educational and Psychological Consultation*, 30 (2), 156-182. <https://doi.org/10.1080/10474412.2019.1649598>

Daprano, C.M., Davies, S.C., & Bernstein, E.R. (2019). Parent perspectives on youth sport concussion management. *Journal of Amateur Sport*, 5(1), 1-20. <https://doi.org/10.17161/jas.v5i1.7698>

Davies, S.C., Crenshaw, M., & Bernstein, E.R. (2019). A Qualitative Examination of College Disability Services for Students with Traumatic Brain Injuries. *The Journal of Postsecondary Education and Disability*, 32(2), 133-146. [Direct link](#).

Bernstein, E.R., & Davies, S.C. (2018). Persistent social-emotional symptoms following a concussion: Recommendations for school psychology practice. *School Psychology Forum: Research in Practice*, 12(4), 106-117. [Direct link](#).

Davies, S.C., Lewis, A.A., Anderson, A.E., & Bernstein, E.R. (2015). The development of intercultural competency in school psychology graduate students. *School Psychology International*, 36(4), 375-392. <https://doi.org/10.1177/0143034315592664>

Aldridge, M. J., Bernstein, E. R., & Davies, S. C. (2014). Graduate preparation of school psychologists in serving English language learners. *Trainers' Forum*, 33(2), 42-70.

Auster, E.R., Feeney-Kettler, K.A., & Kratochwill, T.R. (2006). Conjoint behavioral consultation: Application to the school-based treatment of anxiety disorders. *Education and Treatment of Children*, 29, 243-256.

INVITED BOOK CHAPTERS

Merkle, E.R., & Bernstein, E.R. (ant. 2024). Best practices in family-school collaboration with community-based behavioral health providers. In P. L. Harrison, A. Thomas, & Proctor, S. (Eds.), *Best Practices in School Psychology*. Bethesda, MD: National Association of School Psychologists.

Christner, R.W., & Bernstein, E.R. (2016). Cognitive-Behavioral Group Therapy (CBGT) for Children and Adolescents. In: C. Haen & S. Aronson (Eds.), *The Handbook of Child and Adolescent Group Therapy*. New York: Routledge.

McGivern, J.E., Ray, C.E., Bernstein, E.R. (2014). Best practices in establishing effective helping relationships. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.

McGivern, J.E., Ray, C.E., **Auster, E.R.** (2008). Best practices in establishing effective helping relationships. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists

Morris, R.J., Kratochwill, T.R., Schoenfield, G., & Auster, E.R. (2007). Childhood fears, phobias, and related anxieties. In: R.J. Morris & T.R. Kratochwill (Eds.), *The practice of child therapy, 4th Edition*. Mahwah, NJ: Lawrence Erlbaum Associates.

PUBLICATIONS AND CONTRIBUTIONS TO PROFESSIONAL PERIODICALS

Davies, S.C., Kladias, A., **Bernstein, E.R.**, & Montgomery, M. (in press, 2022). Behavioral Health Workforce and Education Training at the University of Dayton. *The Ohio School Psychologist (TOSP)*.

Bernstein, E.R., Lockemer, A.E., & Justice, A.F. (2021). Future school psychologists clubs. *The Communiqué*, 50(1), 24-25.

Justice, A., & Bernstein, E.R. (2020). Factors that contribute to anxiety in gifted students & interventions to alleviate symptoms. *The Ohio School Psychologist (TOSP)*, 65(1), 18-20.

Lockemer, A., & Bernstein, E.R. (2020). Expanding our reach: OSPA initiatives to grow & diversify the field. *The Ohio School Psychologist (TOSP)*, 65(1), 7-11.

Bernstein, E.R. (2019). The graduate assistantship program at UD: An overview. *Fall newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.

Bernstein, E.R. (2019). Contributed content to article entitled: Keep calm and parent on: Helping your child manage anxiety, worry-free by Wendi Williams, contributor to *Dayton Parent Magazine*.

Davies, S.C., & Bernstein, E.R. (2019). Social and emotional support for students with persistent concussion symptoms. *The Ohio School Psychologist (TOSP)*, 63(2), 17-19.

Bernstein, E.R. (May 2013). What to do for anxious kids? Applications of cognitive behavioral therapy (CBT) in schools. *Spring newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.

Bernstein, E.R., DeGrazia, N., & Harmon, J. (Sep 2011). Kicking off the school year at September's Ignite SWOSPA event. *Fall Newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.

Feeney-Kettler, K.A., Auster, E.R., & Kratochwill, T.R. (2005). School-based assessment and treatment of anxiety: A commentary. *The Child and Adolescent Anxiety Special Interest Group Newsletter*, 4, 26-27.

PEER-REFEREED PRESENTATIONS

Barrett, C. A., Arnold, A. L., Bernstein, E. R., Camp, J., Drewniak, S., Lockemer, A. E., & Millhouse, M. L. (Feb 2022). *The NASP exposure project: Seven seasons and spin-off successes*. A symposium accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Fishback, J., & Bernstein, E. R. (Feb 2022). *Closing the discipline gap through culturally competent preservice teacher training*. A poster presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Gronotte, M. A., & Bernstein, E. R. (Feb 2022). *Enhancing teachers' SEL skills through delivery of integrated SEL content*. A paper presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Justice, A., & Bernstein, E. R. (Feb 2022). *Educator perceptions of the use of therapy dogs in SEL.* A poster presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Rahill, S., Bernstein, E.R., Nelson Christensen, A., Schilling, E. J., & Bocanegra, J. O. (Feb 2022). *A broken pipeline: Strengthening graduate student retention at all levels.* A special session accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Schweitzer, D. N., & Bernstein, E. R. (Feb 2022). *Teacher awareness and perceptions of the SEL standards in Ohio.* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Bernstein, E.R., & Lockemer, A.E. (Mar 2021). *Advocating for the Profession through Establishment of Future School Psychologists Clubs.* A poster accepted for presentation at the annual meeting of the Trainers of School Psychology, Virtual Conference.

Bernstein, E.R. (Feb 2021). *Scaling up SEL through delivery in the language arts classroom.* A paper presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Virtual Conference.

Alkhafaf, F. & Bernstein, E.R. (Feb 2021). *Culturally and linguistically diverse students' experiences with acculturative stress.* A poster presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Virtual Conference.

Henry, L., & Bernstein, E.R. (Feb 2021). *School-based application of the brief coping cat program for students who are gifted and experience anxiety.* A poster presentation accepted for presentation at the annual meeting of the National Association of School Psychologists, Virtual Conference.

Bernstein, E.R. (Feb 2020). *Enhancing consultation skills to support students with anxiety in schools.* A practitioner conversation session accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Dalpiaz, A., & Bernstein, E.R. (Feb 2020). *The relationship among social media use, media literacy and anxiety.* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Dudley, B., & Bernstein, E.R. (Feb 2020). *Teachers' perceptions and school discipline: Does race matter?* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Wohlgamuth, T., & Bernstein, E.R. (Feb 2020). *Teaching SEL alongside Language Arts: A Qualitative Evaluation of Feasibility.* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Bernstein, E.R., & Davies, S.C. (Feb 2019). *Social and emotional support for students with persistent TBI symptoms.* A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Tipple, C., & Bernstein, E.R. (Feb 2019). *Teachers' knowledge of suicide warning signs and risk factors.* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

- Berlin, K., & **Bernstein**, E.R. (Feb 2019). *Examination of the relationship between growth mindset and psychological well-being*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Bernstein**, E.R., & Christner, R. (Feb 2018). *Case conceptualizations to drive modular CBT interventions in schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ameigh, A., & **Bernstein**, E.R. (Feb 2018). *The Sparkle Effect: Impact on Adolescent Self-Esteem and Social Relationships*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Lazarte, K.O., & **Bernstein**, E.R. (Feb 2018). *Thinking Outside the (Worry) Box for Tier Two Anxiety Interventions*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ferris, C., & **Bernstein**, E.R. (Feb 2017). *Evaluation of an Intervention for Children with ASD and Anxiety*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Jones, B., & **Bernstein**, E.R. (Feb 2017). *Canine Assisted Reading Interventions: Attitudes and Perceptions of Educators*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Kuebel, L.A., & **Bernstein**, E.R. (Feb 2017). *Effectiveness of Social Skills Curricula on Preschoolers' Social-Emotional Functioning*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Burdiss, L., Welch, M., & **Bernstein**, E.R. (Feb 2016). *Effectiveness of Anxiety Interventions for Students who are Twice Exceptional*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Stidham, K., & **Bernstein**, E.R. (Apr 2015). *Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder*. A poster accepted for presentation at the biannual meeting of the Ohio School Psychologists Association, Columbus, OH.
- Bernstein**, E.R., & Deacon, S. (Feb 2015). *Training Teachers to Accurately Identify Students with Anxiety*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Stidham, K., & **Bernstein**, E.R. (Feb 2015). *Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Thomas, M.C., & **Bernstein**, E.R. (Feb 2015). *Treating students with selective mutism: Applications for School Psychologists*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.

- Bernstein**, E.R., Fletcher, B., & Gosser, B. (Feb 2014). *Current practices for anxious students: A survey of school psychologists*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Flynn, L.N., & **Bernstein**, E.R. (Feb 2014). *School Psychologists' Use and Awareness of Social-Emotional Learning Programs*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Hubbard, K.N., & **Bernstein**, E.R. (Feb 2014). *Barriers to family involvement in schools: exploring the voice of the urban, high poverty family*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Ayers, J., **Bernstein**, E.R., & Davies, S.C. (February 2013). *What factors do parents consider when deciding to enroll or withhold their late-birthday child in kindergarten?* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Aldridge, M.J., **Bernstein**, E.R., & Davies, S.C. (February 2013). *Preparation of school psychologists to serve English language learning students*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Bernstein**, E.R., Aldridge, M.J., & May, J. (February 2013). *Cognitive behavioral strategies for working with anxious youth in schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Schanding, G.T., **Bernstein**, E.R., & Coffee, G. (February 2013). *Early childhood education: Evidence-based multi-tiered service delivery*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Davies, S.C., **Bernstein**, E.R., Aldridge, M.J., & May, J.M. (April 2012). *The Importance of Cultural Immersion in Advancing Cultural Competency in School Psychology Graduate Students*. A poster accepted for presentation at the biannual meeting of the Ohio School Psychologists Association, Columbus, OH.
- Davies, S.C., **Bernstein**, E.R., & Aldridge, M.J. (February 2012). *A Cultural Immersion Program for School Psychology Graduate Students*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Bernstein**, E.R., & Kratochwill, T.R. (March 2010). *The Transportability of an Evidence-Based Anxiety Intervention to Schools*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Auster**, E.R., Ball, C.R., Grieve, A., & Mulford, L. (February, 2008). *An Evidence-Based Approach to Treating Selective Mutism in a School Setting*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- McGivern, J.E., **Auster**, E.R., & Gaebler, E.R. (March, 2007). *Responding to Student Needs: Treating Internalizing Disorders in Schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, New York, NY.
- Auster**, E.R. (March 2007). *Evaluation of a Teacher Training Program for Identifying Childhood Anxiety*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, New York, NY.

McGivern, J.E., Ray, C.E., & **Auster**, E.R. (March, 2006). *The Therapeutic Relationship in Evidence-based Practice*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

Auster, E., Benson, C., & Rowley, S.J. (April, 2003). *Exploring the roles of socialization, identity, and maternal characteristics in the schooling of African-American youth; Economic mobility, perceptions of discrimination, and educational expectations of African-American mothers*. A poster symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

INVITED PRESENTATIONS, WORKSHOPS & LECTURES

Klein, E., Klabo, K., Sussman-Dawson, K., Newell, S., Uribe, C., Lockemer, A., & **Bernstein**, E.R. (Jan 2022). *Engaging Graduate Educators and Graduate Students in Association Leadership*. Presented virtually at the ATS State Leadership Development Strand (SLDS) through the National Association of School Psychologists (NASP).

Bernstein, E.R. (Sep 2021). Presentation on behavior management and intervention strategies for staff of the after-school program at the Mayerson Jewish Community Center (JCC), Cincinnati, Ohio.

Bernstein, E.R. (Nov 2018). Presentation on self-care for school psychologists attending the monthly meeting of the Montgomery County Educational Service Center, Dayton, Ohio.

Bernstein, E.R. (Sep 2018). *Basics of Single Case Designs: Internal Validity, External Validity, and Visual Analysis*. Guest Lecture in SPSY 8012: Behavioral Research and Accountability Methods, University of Cincinnati. Instructor: Dr. Danny Newman, Assistant Professor in School Psychology.

Bernstein, E.R., & Kuebel, L.A. (Fall 2017). *School Psychologists' Perspectives on Dyslexia Identification & Services in Ohio*. Guest Lecture. Course: EDT 467/567 - Advanced Phonics and Multisensory Instruction; Instructor: Karen Swisher, Course Instructor. University of Dayton, Department of Teacher Education.

Bernstein, E.R., & Kuebel, L.A. (September 2016). *School Psychologists' Perspectives on Dyslexia Identification & Services in Ohio*. Guest Lecture. Course: EDT 467/567 - Advanced Phonics and Multisensory Instruction; Instructor: Karen Swisher, Course Instructor. University of Dayton, Department of Teacher Education.

Bernstein, E.R., Giller, K., & Welch, M. (October 2015). *School Psychologists' Perspectives on Dyslexia Identification & Services in Ohio*. Guest Lecture. Course: EDT 467/567 - Advanced Phonics and Multisensory Instruction; Instructor: Dr. Mary-Kate Sableski. University of Dayton, Department of Teacher Education.

Bernstein, E.R. (March 2015). *Early Identification and Support for Students with Anxiety: The Role of Classroom Teachers*. Presentation at Oakwood City School District's Professional Development Day.

Bernstein, E.R. (November 2014). *Early Identification and Support for Students with Anxiety: The Role of the School Nurse*. An invited workshop presented at the 28th Annual School Health Workshop sponsored by Cincinnati Children's Hospital and Medical Center (CCHMC), Cincinnati, OH.

Bernstein, E.R. (Nov 2014). *Establishing effective helping relationships*. Presented to undergraduate, graduate, and community volunteers on the AmeriCorps grant – Semester of Service and Youth Economic Self Sufficiency (YESS) through the Fitz Center for Leadership in Community, University of Dayton.

Bernstein, E.R. (September 2013). *Motivational Interviewing*. Presented to Faculty volunteers for undergraduate perspective mentoring program, University of Dayton.

Bernstein, E.R., & Deacon, S. (July 2013). *Motivational Interviewing*. Presented to the Graduate Assistant Leadership Institute (GALI), University of Dayton.

Bernstein, E.R. (April, 2010). *Social-Emotional Assessment of Anxiety in Schools. Personality Assessment*. Instructor: Dr. Gina Coffee. Department of School Psychology, Loyola University-Chicago.

Albers, C., Glover, T., **Auster, E.**, Lucas, R., & Newell, M. (February, 2004). *Evidence based practices: Identification, Implementation, and Outcome Evaluation; Universal Prevention Programs*. Presented at the biennial meeting of the Wisconsin School Psychology Association, Wisconsin Rapids, WI.

PROFESSIONAL & CLINICAL EXPERIENCE

- 2008 – 2010** **School Psychologist**
Gemini Junior High School, East Maine School District #63, Niles, IL (Grades 7-8)
- 2007 – 2008** **School Psychology Internship**
Township High School District 113, Deerfield & Highland Park, IL
APA approved through the Illinois School Psychology Internship Consortium (ISPIC)
- 2005 – 2006** **School Psychology Externship**
Aldo Leopold Elementary School, Madison, WI (K-5 Bilingual Program)
Stoughton Senior High School, Stoughton, WI
- Provided school-based psychological services to students at a diverse elementary school and a rural high school, including: assessment, consultation, and intervention.
- 2004 – 2005** **Student Clinician**
Educational and Psychological Training Center (EPTC)
University of Wisconsin, Madison, WI
- 2005 – 2006** **Project Assistant**
Coordination, Consultation, and Evaluation Center (CCEC) for Implementing K-3 Behavior and Reading Intervention Models
Wisconsin Center for Education Research, University of Wisconsin-Madison
- Spring 2005** **Project Assistant**
The Effects of the Treatment Integrity Planning Protocol (TIPP) on Treatment Integrity and Treatment Outcomes in School-Based Consultation
Wisconsin Center for Education Research, University of Wisconsin-Madison
- 2004 – 2005** **Project Assistant**
Using DIF Analyses to Examine the Effects of Testing Accommodations on Students' Responses to Test Items
Wisconsin Center for Education Research, University of Wisconsin-Madison
- 2003 – 2004** **Project Assistant**
Enhancing the Treatment Utility in Instructional Consultation Problem Solving
Wisconsin Center for Education Research, University of Wisconsin-Madison

PROFESSIONAL SERVICE (NATIONAL & STATE)

- Jan '21 – present **National Association of School Psychologists (NASP), Graduate Education Committee (GEC), Member**
GRADs Subcommittee, Co-Chair
- Apr '20 – present **Future School Psychologists of Ohio (FSPO) Club, University Faculty Liaison**
- Assisted with establishing the first FSPO chapter in collaboration with the Ohio School Psychologists Association (OSPA) and the Inter-University Council (IUC)
 - Received a Community of Practice (COP) Creating Connections mini grant (\$500) from the National Association of School Psychologists (NASP) in May 2020.
- Apr '19 – Apr '21 **Inter-University Council (IUC) of School Psychology Training Programs in Ohio President (Elected), 2019-2020; 2020-2021**
Tasks Accomplished during consecutive terms:
- Collaborated with OSPA President to establish a chapter of the Future School Psychologists of Ohio (FSPO; see above).
 - Revised Constitution with Secretary/Treasurer.
 - Served on the committee to Revise the Ohio Intern Manual in School Psychology with the Office for Exceptional Children (OEC; Jan – Aug 2021)
 - Worked with Executive Director of OSPA to support a developing school psychology program at the University of Findlay.
 - Collaborated to develop Anti-Racism Action Steps, which were codified into regular business items.
- Fall 2012, 2015, 2018, 2021 **Inter University Council (IUC) Annual Ohio Intern Conference Planning Committee, Member**
- Planned and facilitated the 2-day annual Ohio intern conference – secured speakers, created activities, prepared materials, and introduced speakers/discussions.
 - Analyzed conference evaluation data following the conference, summarized and reported it to the planning committee.
- Aug 2019, 2020, 2021 **Invited Reviewer on Valorie Wolcott-Mendelson Scholarship Selection Committee Ohio School Psychologists Association (OSPA)**
- Sep '18 – present **Faculty Advisor to NASP Student Leader**
- July '18 – present **Invited reviewer for *Psychology in the Schools***
Reviewer Certificate for 2020
Reviewer Certificate for 2019
Manuscript ID PITS-2018-0075 (July 2018)
Manuscript ID PITS-2018-0276 (Sep 2018)
Manuscript ID PITS-2018-0212 (Oct 2018)
Manuscript ID PITS-2018-0432 (Dec 2018)
Manuscript ID PITS-2019-0477 (Jan 2019)
Manuscript ID PITS-2019-0109 (May 2019)
Manuscript ID PITS-2019-0189 (Jul 2019)
Manuscript ID PITS-2019-0195 (Aug 2019)
Manuscript ID PITS-2019-0294 (Oct 2019)
Manuscript ID PITS-2019-0346 (Nov 2019)
Manuscript ID PITS-2019-0463 (Jan 2020)
Manuscript ID PITS-2020-0078 (May 2020)

Manuscript ID PITS-2020-0165 (Jun 2020)
Manuscript ID PITS-2020-0265 (Sep 2020)
Manuscript ID PITS-2020-0363 (Nov 2020)
Manuscript ID PITS-2021-0360 (Aug 2021)
Manuscript ID PITS-2021-0618 (Jan 2022)

- May – Aug 2018** **Social-Emotional Learning (SEL) Standards Writing Group, Selected Member Ohio Department of Education (ODE)**
- Contributed to written draft of SEL learning standards (*see pg. 26*) for eventual adoption by Ohio State Board of Education.
 - Led the elementary writing subgroup on social awareness.
 - Attended bi-monthly meetings in Columbus.
- Dec ‘20 – present** **Invited reviewer for *Journal of School Psychology***
Manuscript ID 20-NV011821-463 (Dec 2020)
- Mar ‘17 – present** **Invited reviewer for *School Psychology Review***
Manuscript ID SPR-2017-0021 (March 2017)
Manuscript ID SPR-2017-0028 (April 2017)
Manuscript ID SPR-2018-0054.R1 (Dec 2018)
Manuscript ID SPR-2020-0004 (Jan 2020 and re-review Mar 2020)
Manuscript ID SPR-2020-0246 (Dec 2020)
- Oct ‘14 – present** **Trainers in School Psychology (TSP)**
Trainers’ Forum now School Psychology Training & Pedagogy
Editorial Review Board, Contributor
Manuscript No. 90610 (March 2015)
Manuscript No. 90903 (Nov 2016)
Manuscript No. 2019J017 (Dec 2019)
- Jan 2013 – present** **Invited reviewer for *Journal of Applied School Psychology***
Manuscript No. 2020.0922 (Jan 2021)
- Nov ‘20 – Present** **Ohio School Psychologists Association (OSPA)**
Diversity, Equity & Inclusion Committee, Member
- May ‘14 – May ‘17** **Ohio School Psychologists Association (OSPA)**
Conference Planning Committee, Member
- Collaborate with school psychology practitioners and trainers to assist with long-term planning and vision for statewide school psychology conferences.
- Fall 2015** **Invited reviewer for book manuscript in preparation: *Managing Concussions in Schools: A Front-Line Guide to Recognition, Response, and Leadership* (Springer Publishing) by Susan C. Davies, Ed.D.**

UNIVERSITY & SCHOOL (SEHS) SERVICE

- Aug ‘11 – present** Congress, Member with regular monthly attendance
- May 2021 - present** Doctoral Dissertation in Practice (DiP) Committee for Rhonda Mercs (EdD), Member
Feb 2018 - present Graduate Student Summer Fellowship (GSSF), Faculty Reviewer
- May-Aug 2019** Instructor for Doctoral Independent Study (Chelsea Fricker)

- Nov 2017 – Jan 2019** Contributed to the development of the Applied Behavior Analysis (ABA) program
- Presented program proposal to the Chancellor’s Council on Graduate Studies of the Ohio Department of Higher Education and awarded approval May 18, 2018.
- Aug – Nov 2017** Strategic Visioning, Priority 2 Workgroup, Member
- Aug 2017 – May 2020** Faculty Affairs Committee (FAC), Member
Committee Vice Chair, 2019-2020
- Jan 2016 – May 2017** Clinical Faculty Promotion Policy Writing Group
- Oct 2015** Congress Ad Hoc Committee on full time non-tenure track (FT-NTT) faculty, Member
- Ongoing** **University of Dayton, Office of Faculty & Leadership Development**
- Conduct midterm instructional diagnosis (MID) for fellow faculty members:
 - Fall 2021 for Ernesto Rosen Velásquez, Philosophy
 - Fall 2018 for Heather Parsons, Communications
 - Fall 2017 for Jia Wang, Economics & Finance
 - Fall 2016 for Jonathan Brown, Mathematics
 - Fall 2015 for Eric Balster, Electrical Engineering
 - Fall 2014 for Juan Santamarina, History
 - Fall 2014 for Vinod Jain, Mechanical & Aerospace Engineering
 - Meet with students to discuss course experiences and barriers to learning.
 - Summarize student feedback and debrief with faculty member to assist with making course adjustments/modifications to improve student learning.
- Aug 2014 – May 2017** Graduate Academic Affairs Committee (GAAC), Member
- Sep 2013 – Sep 2015** CAEP Accreditation Committee, Member
- Attend meetings to plan for re-accreditation site visit with the Council for the Accreditation of Educator Preparation (CAEP).
 - Assisted with preparation of reports for site visit.
- Sep 2013** Invited speaker for faculty participating in the Perspective Meetings Program
- Delivered multiple presentations on motivational interviewing to faculty serving as mentors to students on probation for discipline infractions.
- July 2013** Invited speaker for the Graduate Assistant Leadership Institute (GALI)
- Presented on motivational interviewing to graduate students serving in the graduate assistant (GA) program working with undergraduate students in residence halls.

DEPARTMENTAL SERVICE

- Aug 2019 - present** **Practicum & Internship Coordinator for the School Psychology Program**
- Assist students in locating high quality practicum sites.
 - Establish state-approved internship sites in accordance with the Ohio Intern Manual
 - Develop supervisors through contacts with school psychologists in the region.
 - Make intern placements with consideration for goodness of fit and site quality.
 - Review and revise practicum and internship forms and procedures (i.e., evaluation).
 - Co-teach monthly intern seminars.

- Provide individual and group supervision to practicum and internship students.
- Troubleshoot site issues and challenges for students, interns, and supervisors.
- Review intern assignments and comprehensive portfolios.

Jan 2013 – present

Assessment Materials Coordinator for the School Psychology Program

See [Purchasing History Tracking Document](#)

- Coordinate ordering and distribution of assessment materials to support multiple assessment courses in the School Psychology program.
- Annually identify assessment ordering needs and newly published materials to be ordered; coordinate ordering process with Department administrative assistant.
- Work directly with publishing companies (i.e., Pearson, Houghton-Mifflin, etc.) to establish partnerships that allow for a range of discounts on materials.
- Work directly with the Director of the Curriculum Materials Center (CMC) to catalog and disseminate assessment materials to students for use.

May 2012 – present

Assistantship Coordinator for the School Psychology Program

See [Google Sheet for Historical Record of this Work](#)

- Identify and secure new and continuing funding sources (assistantships) for graduate students in the School Psychology program both internal and external to the University on an annual basis in order to recruit and retain the highest quality graduate students in the Program.
- Established a new graduate assistantship in the Office of Learning Resources (OLR) and the Department of Counselor Education & Human Services (August, 2015). Renewed for additional two years starting in August, 2017.
- Partnered with multiple on-campus departments and initiatives (i.e., the Fitz Center for Leadership and Community; Residence Life; Department of Teacher Education) to identify high quality school psychology graduate students for graduate assistantship positions.
- Established new external graduate assistantships in Beaver Creek City School District (2015), Middletown City School District (2016), Graham Local School District (2016), Northeastern Local School District (2017), Montgomery County Educational Service Center (2017), Sidney City Schools (2018), Northmont City Schools (2019), Miami County ESC (2020), Dayton Public Schools (2020), Madison-Champaign ESC (2021), Valley View Local Schools (2021), Clermont-Northeastern Local Schools (2021), & Mad River Local Schools (2021)

Nov 2019 – present

Committee on Student Wellness & Gatekeeping (SWAG), [Member](#)

Aug 2019 – present

School Psychology Program [Equity & Inclusion Committee](#), [Founding Member](#)

Aug – Dec 2018

Member of Search Committee for Assistant Clinical Professor in ABA
Member of Search Committee for Associate Clinical Professor in ABA

Jan – May 2018

Chair of Search Committee for Associate Professor in Applied Behavior Analysis
Chair of Search Committee for Assistant Professor in Applied Behavior Analysis

Aug 2017-2018

Development of online program in applied behavior analysis with 2U
Contributed to team during initial development

Winter 2018

Search Committee for Assistant Professor in Clinical Mental Health Counseling, Member

Mar 2013

NASP Accreditation Program Report Preparer

- Prepared Specialized Professional Association (SPA) report for re-accreditation with the National Association of School Psychologists (NASP)
- Conducted comprehensive data collection of program outcomes, and subsequent data analysis, interpretation, and establishing of long-term program goals.
- Program report received national praise from NASP in addition to re-approval.

COMMUNITY SERVICE

2018 – present

Maple Dale Elementary School, Sycamore Community School District

Carnival Planning Committee, Member (April 2018)

Classroom Volunteer (ongoing)

Invited participant for focus group to select new principal (Jan 2021)

Nov '18 – present

Isaac M. Wise Temple, Cincinnati, Ohio

Participated in parent focus groups on the future of religious education at Wise

Parent Advisory Committee, Member

Family Tailgate Shabbat Planning Committee, Member

Family Retreat Special Events Planner

Jan - May 2011

Whiz Kids Tutoring & Mentoring, Cincinnati, Ohio

Provided literacy tutoring to a child with reading difficulties in a one-on-one setting for 1.5 hours/week.

Dec - May 2011

Jewish Family Services and the Jewish Federation of Cincinnati, Cincinnati, Ohio

Volunteered in the administrative offices, providing support with clerical tasks, organization, and data collection.

Volunteered in various settings, providing support to elderly citizens, as well as children and adults with developmental disabilities.

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Attendance at annual conference for the National Association of School Psychologists (Feb 2004-2009, 2012-2015, 2017-2020, 2021 virtual)
- Attendance at biannual conference for the Ohio School Psychologists Association (2011, 2012, 2015, 2018, 2019, 2020 virtual) Attendance at biannual regional conference for the Southwest Ohio School Psychologists Association (2011-2014, 2017, 2020, 2021 virtual)
- Attendance at regional Children's Mental Health Symposium presented by Cincinnati Children's Hospital and Medical Center (2014, 2017, 2019)
- University of Dayton Teaching Fellows Program (Aug – May 2013)

HONORS AND AWARDS

- University of Dayton School of Education and Health Sciences (SEHS) Outstanding Junior Scholarship Award for Tenure Track Faculty, 2019-20
- University of Dayton School of Education and Health Sciences (SEHS) Outstanding Teaching Award for Clinical Faculty, 2014-2015
- Wisconsin School Psychologists Association (WSPA) Outstanding Dissertation, April 2010
- Michael Vincent O'Shea Fellowship, Department of Educational Psychology, April 2007
- Phi Beta Kappa, University of Michigan, Ann Arbor, MI, March 2003

- James B. Angell Scholar, University of Michigan, Ann Arbor, MI
- Member of Psi Chi, National Honors Society in Psychology

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologists (NASP)
- Ohio School Psychologists Association (OSPA)
- Southwest Ohio School Psychologists Association (SWOSPA)
- Inter University Council (IUC) of Ohio School Psychology Graduate Programs

Extended vita follows, and includes information on:

- Courses prepared and terms taught
- Directed student learning (*thesis committees chaired and served on*)

COURSES PREPARED AND TAUGHT

*Core courses taught at present; see syllabi [here](#). See Course Evaluations for *core courses since 2019 [here](#).

Graduate Level Courses (at University of Dayton)

Term(s) Taught

Academic & Behavior Assessment for Intervention	Spring 2013-2015, 2017, 2019
*Academic Assessment for Problem Solving and Intervention and School Psychology Practicum II: Academic Assessment for Intervention Practicum <i>Title changed in 2021, Previous Title: Academic Assessment for Intervention and Practicum</i>	Spring 2020 (revised), 2021, 2022
Assessment for Intervention & Accountability Practicum	Spring 2012
Assessment in Counseling (online)	Summer 2015 (re-designed)
Biological Bases of Behavior (hybrid)	Spring 2012
Consultation in Schools and Consultation Practicum	Fall 2011, 2017, 2018
Counseling Children & Adolescents	Summers 2012 (revised)-2015
Curriculum & Instruction for Diverse Learners (hybrid)	Spring 2012, 2014 (re-designed) 2015, 2017, 2018, 2019
Evaluation of Mental & Emotional Disorders (online)	Summer 2014 (revised)
*Internship in School Psychology	Fall, Spring, Summer 2011- 2021
Research & Evaluation in Human Services	Fall 2013, 2014, 2016
*Social and Behavioral Problem Solving and Assessment for Intervention and School Psychology Practicum III: Social and Behavioral Problem Solving Assessment for Intervention Practicum <i>Title changed in 2021, Previous Title: Social-Behavioral Assessment for Intervention and Practicum</i>	Fall 2011, 2013- 2021
Theories of Learning and Human Development (online)	Summers 2012 (redesigned) - 2013, 2016, 2017
Thesis (hybrid)	Spring 2012-2015, 2017

Undergraduate Level Courses (at Cincinnati State)

Terms Taught

Lifespan Development	Winter, Spring, Summer 2011
Child Development	Spring 2011

MENTORSHIP OF STUDENT THESES **Bolded names reflect projects for which I served as Chair.*

Note: Direct links provide evidence from OhioLink for projects defended since 2019 when I started in a TT role.

2021-2022 (data collection/analysis stage)

<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Sydney Bowser	Mathematics confidence and mathematics performance as predictors of mathematics anxiety	6/25/21
Jordyn Fishback	Closing the discipline gap through culturally competent pre-service teacher training	
Maddie Gronotte*	Implementation factors of the social emotional learning language arts (SELLA) program: Impact on teacher social-emotional competence	10/5/21
Shelby Jones	Job satisfaction of preschool teachers during the COVID-19 pandemic	
Annie Justice	Educator perceptions of the use of therapy dogs in social emotional learning programming	11/8/21
Katie Pfeifer	Social-emotional learning needs of high school students amidst the COVID-19 pandemic	12/16/21
Danielle Schweitzer	Ohio teachers' awareness and perceptions of the k-12 social and emotional learning standards across the eight demographic typologies	

* [Awarded Graduate Student Summer Fellowship in 2021](#)

2020-2021

<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Farah Alkhafaf	<u>Culturally and linguistically diverse students and acculturative stress</u>	6/2/21
Kennedy Berkley	<u>Time Spent in Extracurricular Activities and Academic Performance</u>	6/21/21
Jamelle Cooper	Experiences of black male school psychologists	11/17/21
Brooks Gear	<u>The efficacy of online traumatic brain injury training for pre-service educators</u>	6/25/20
Leanna Henry	<u>The brief coping cat for students who are gifted and experience anxiety</u>	5/14/21
Emily Mosca	<u>Restraint and Seclusion in Ohio: School Psychologists' Experiences and Perceptions</u>	6/22/20
Lauren Smith	<u>School-based support for foster families: Understanding the experiences and needs of the biological children of foster parents</u>	6/9/20
Kristina Steidl	<u>The impact of coloring mandalas on test anxiety in adolescents</u>	5/28/21
Maria Stevenson	<u>Homework & academic achievement: A meta-analysis examining impact</u>	6/24/21

2019-2020

<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Anthony Dalpiaz	<u>The Relationship Among Social Media Use, Media Literacy and Anxiety</u> (presented at Stander: https://ecommons.udayton.edu/stander_posters/1906/)	6/16/20
Brianna Dudley	<u>Teachers' Perceptions and School Discipline: Does Race Matter?</u>	5/24/20
Alison Kolber-Jamieson*	<u>Social Emotional Support for Siblings of Children with ASD</u>	11/21/19
Rachael Rockwell	<u>Concussion Knowledge and Attitudes in Youth Athletes in High Risk and Low Risk Sports</u>	2/27/20
Taylor Wohlgamuth*	<u>The Social Emotional Learning Language Arts (SELLA) Curriculum: A Qualitative Evaluation of Implementation</u> (presented at Stander: https://ecommons.udayton.edu/stander_posters/1921/)	12/3/19

* [Awarded Graduate Student Summer Fellowship in 2019](#)

2018-2019		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Kelly Berlin*	<u>The Relationship Between a Growth Mindset & Students' Psychological Well-Being</u>	11/1/18
Jenny Bole	Second step: evaluating the effectiveness of a social-Emotional learning program in an urban elementary school	10/17/18
Alexa Irwin	The long-term effects of study abroad on mid-career school psychologists' perceived levels of cultural competence	9/28/18
Juliana Moeller	Evaluation of a small group executive functioning intervention with elementary school students	9/28/18
Caitlyn Tipple	<u>Teachers' knowledge of child and adolescent suicide warning signs and risk factors</u>	6/7/2019

**Awarded the Graduate Student Showcase Award in 2019*

2017-2018		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Asia Ameigh	Evaluation of the Sparkle Effect: Its impact on adolescent self-esteem and social relationships	6/21/18
Molly Depew	The relationship between perceived parenting styles and college sophomores' independence	6/15/18
Brian Drake	<u>An examination of the alignment between individualized education program (IEP) goals and IEP progress reports in primary and secondary education</u>	4/27/20
Nikki Guzman	Perceptions of short-term study abroad experiences on intercultural competence in school psychology graduate students	6/15/18
Sara Hiatt	Middle school teachers' knowledge and training regarding anxiety identification	6/21/18
Katrina Lazarte	Evaluation of a School-Based Tier Two Anxiety Intervention: The Worry Box Technique	6/21/18
Sarah Mescher	Experiences of school staff with students who are homeless	4/12/18
Noelia Polanco	Cyberbullying in middle school: perceptions of students in special education and general education	5/8/18
Amanda Prater	The Impact of a Canine-Assisted Reading Intervention on Oral Reading Fluency (ORF) and Attitude toward Reading in Second Grade Students	4/27/18
Megan Stasiak	Teachers' experiences with and perceptions of students exposed to trauma	7/20/18

2016-2017		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Lauren Evans	Increasing parental involvement: the effectiveness of a parent education program in one urban charter school	12/15/16
Caitlin Ferris*	School-Based Application of The Brief Coping Cat Program for Children with Autism Spectrum Disorder and Co-Occurring Anxiety	4/19/17
Michaline Flynn	Post-secondary transitions for high-functioning students with disabilities	9/28/17
Allie Hundley	Effectiveness of preschool parent training for TBI prevention and response	6/13/17
Brad Jones	Animal assisted therapies and reading interventions: attitudes and perceptions of educators	7/19/17

Laura Kuebel	Effectiveness of Social Skills Curricula on Preschool Prosocial Behavior and Emotion Recognition	7/19/17
Ryan May	Implementation of a Mindfulness Based Intervention To Reduce Test Related Stress and Anxiety in Third Grade Students	7/19/17
Shantell Pitts	Self-care and school psychologists: a qualitative study examining burnout prevention and career satisfaction	6/15/18
Maria Tedesco	Concussion in school-aged children: identifying the effectiveness of an online concussion training program	7/19/17

**Awarded the Graduate Student Showcase Award in 2017*

2015-2016		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Lesley Burdiss	Twice exceptionality: examining intervention outcomes for students who are gifted and experience anxiety in a school setting	5/26/16
Mike Crenshaw	Services for college students with traumatic brain injuries	2/18/16
Lindsey Feltz	Teacher, parent, and self-perceptions of social functioning in youth with traumatic brain injury	8/24/16
Kayla Giller	<u>Long-term executive functioning deficits in children after a traumatic brain injury</u>	6/25/20
Kourtney Koehler	<u>School- based restorative justice: Philosophical alignment and discipline outcomes</u>	6/2020
Melodie Metze	Teachers' experiences with students who are homeless	2/18/16
Melissa Welch	School-based application of a cognitive-behavioral intervention for students with anxiety and co-occurring academic skill deficits	6/10/16

2014-2015		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Natalie Anderson	Psychosocial Intervention for Students with Traumatic Brain Injuries and Executive Functioning Difficulties	10/30/14
Sharon Deacon	Evaluation of a Training Program to Increase Teachers' Accurate Identification of Anxiety Symptoms in Students	5/27/15
Sarah Drought	Reflections of K-12 School Climate by Individuals Identifying as Sexual Minorities	5/27/15
Heather Fehring	Evaluation of a Psychosocial Intervention for Students with Traumatic Brain Injuries and Executive Functioning Difficulties	2/2015
Michaela Kramer	The Postsecondary Transition Experience for Young Adults with Traumatic Brain Injuries	7/14/15
Abby Lewis	Evaluating the Effectiveness of a Short-term Study Abroad Program for School Psychology Graduate Students	3/25/15
Polly Long	Diminishing the Discipline Gap: Restorative Justice as a Promising Alternative in one Urban School	2/5/15
Lisa Lopez	Training College Staff to Recognize and Respond to Concussions	May 2015
Kelley Stidham	General Education Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder in an Inclusive Classroom	4/8/15
Myra Thomas	Evaluation of a Packaged Intervention for Treating Selective Mutism: Application in a School Setting	4/2015

2013-2014		
<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>

Bird, Brenna	Motivations for underreporting concussions in collegiate athletics	5/14/14
Kunert, Rachel	Number sense: A comparison of a packaged program and a research-based strategy	11/19/13
Fletcher, Bradford	Current school-based assessment methods for identifying students with anxiety: A survey of school psychologists	6/24/14
Flynn, Lauren	School psychologists use and awareness of social emotional learning programs	5/22/14
Fritz, Amanda	Efficacy of targeted recruitment strategies on students' knowledge of and interest in school psychology	6/2013
Gosser, Brooke	Anxiety interventions in schools: A survey of school psychologists	7/16/13
Hendricks, Emily	The impact of school psychology awareness week activities on graduate program recruitment	6/2013
Peltz, Lindsay	At-risk students' participation in afterschool programs: Impact on academic achievement	4/3/14
Chris Powers	School Psychology Training in Traumatic Brain Injury Assessment: Current Practices in Graduate Programs	8/20/15
Stevens, Keilah	Teachers' experiences working with students in foster care	6/23/14

2012-2013

<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Jim Ayers	Should he stay or should he go? How parents decide to enroll or withhold a late-birthdate child from kindergarten	May 2013
Nick DeGrazia	Measuring and estimating reading growth using dynamic indicators of basic early literacy skills	4/23/13
Morgan Aldridge	English language learners: The amount of instruction school psychology graduate students are receiving and the knowledge of current school psychology interns	5/15/13
Jenna Sandlund	School-based training and consultation to improve concussion awareness	4/25/13
Ryan Sheets	General education teachers' knowledge of response to intervention	5/15/13

2011-2012

<i>Student</i>	<i>Thesis Title</i>	<i>Date of Completion</i>
Gillespie, Debbie	Exploring internal consistency for DIBELS ORF passages for educational decision making	2012