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PROFESSIONAL EXPERIENCE

- Aug 2011 – present Clinical Faculty**
University of Dayton, Dayton, OH
Department of Counselor Education and Human Services
- I teach a range of courses in the School Psychology program (specific course list provided at the end of this document).
 - I have developed and revised four online/hybrid courses.
 - I co-lead the internship program, including establishing high quality training sites, teaching monthly intern seminars, providing ongoing supervision to interns in local school districts, and making triennial site visits to meet with interns and school-based supervisors.
 - I advise ~20 school psychology graduate students annually.
 - I conduct applied research projects on the application of evidence-based mental health practices in a school setting.
 - I pursue scholarly publications and present annually at national, state, and regional conferences on the application of evidence-based practices in school settings.
 - I participate in department activities and school/university committees.
- Feb – Aug 2011 Adjunct Faculty**
Humanities and Sciences Division
Cincinnati State Technical and Community College, Cincinnati, OH
- Taught courses in Lifespan Development and Child Development to diverse learners from multiple disciplines.
 - Prepared materials, including syllabus, assignments, examinations, and lectures in accordance with the textbook and assessment of students' level of knowledge.
- Aug 08 – Aug 10 School Psychologist**
Gemini Junior High School, East Maine School District #63, Niles, IL (Grades 7-8)
- Co-led the school's RtI initiative, including establishing a multi-tiered system of support (MTSS), including implementation of reading and math benchmarking.
 - Analyzed of school-wide data regarding response to intervention and individual student performance.
 - Conducted psycho-educational assessments for students as part of comprehensive initial and re-evaluations for special education.
 - Co-led groups focused on the acquisition of social skills; provided individual counseling for adolescents, and provided crisis intervention services for students.
 - Consulted with teachers, staff, and administrators regarding student concerns, school-wide achievement, and classroom management.
- Aug '07 – Aug '08 School Psychology Intern**
Township High School District 113, Deerfield & Highland Park, IL
APA approved through the Illinois School Psychology Internship Consortium (ISPIC)
- Provided individual and group counseling for adolescents with a wide range of behavioral and social-emotional concerns.
 - Consulted with teachers, parents, and mental health providers regarding students' academic, behavioral, and emotional concerns.

- Conducted psycho-educational assessments to determine students' initial and continued eligibility for special education services.
- Participated in weekly problem solving, diagnostic, and intervention team meetings.
- Provided counseling, crisis intervention, and ongoing support to adolescents from diverse backgrounds in a guidance drop-in center one day per week.
- Conducted assessments and provided intervention for students with low incidence disabilities, including autism, down syndrome, and other cognitive impairments.

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.

2005-2006**School Psychology Practicum Student**

Aldo Leopold Elementary School, Madison, WI
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.
- Observed and consulted with students, teachers, and parents in a K-5 bilingual program.
- Implemented a group intervention for adolescent girls with cognitive disabilities focused on the acquisition and generalization of social skills.

2004 – 2005**Student Clinician**

Educational and Psychological Training Center (EPTC)
University of Wisconsin, Madison, WI

- Conducted interviews with parents, teachers, and students referred for academic and/or social emotional concerns.
- Implemented and monitored interventions to address Selective Mutism and ADHD.

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

- Processed and analyzed data for a national multi-site research project on the effects of early interventions for reading and behavior within a three-tiered RtI model.
- Participated in regular professional development meetings, including trainings in SPSS, Microsoft Excel, and Microsoft Access.

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

- Consulted with teachers on the implementation of a universal evidence-based behavior intervention, The Good Behavior Game, a classroom behavior management program.
- Conducted time sampling observations of and administered the DIBELS to a target student over the course of 12 weeks to monitor intervention progress.

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

- Administered standardized achievement tests to middle school students while providing accommodations for testing to students with and without disabilities.

2003-2004

Project Assistant

Enhancing the Treatment Utility in Instructional Consultation Problem Solving

Wisconsin Center for Education Research, University of Wisconsin-Madison

- Served as a reading consultant for teachers and students in elementary schools.
- Collaborated with classroom teachers on the implementation of evidence-based reading interventions.
- Administered curriculum based reading/math (CBM) probes to monitor student progress.

2002-2003

Research Assistant

University of Michigan Families and Schools Project

University of Michigan, Ann Arbor, MI

- Interviewed African-American mothers of school-age children about their past school experiences, perceptions of discrimination, and involvement in their child's education.
- Transcribed mothers' orally taped interviews and analyzed data qualitatively.

Summer 2001

Research Assistant

University of Michigan Head Start Research Study

University of Michigan, Ann Arbor, MI

- Conducted interviews of Head Start Preschool students using psychological measures pertaining to family, school, and community violence.
- Analyzed and consolidated data via the SPSS computer program.

LICENSURE AND CERTIFICATION

2013-2019

Nationally Certified School Psychologist (NCSP)

2015-2020

Ohio School Psychologist Certification awarded, Ohio Department of Education

2008

Illinois Type 73 Certification Awarded, Student Service Personnel-School Psychologist

2008-2013

Wisconsin Initial Educator-School Psychologist License (62), Wisconsin Department of Public Instruction

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

PUBLICATIONS

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.

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.

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.

McGivern, J.E., Ray, C.E., **Bernstein**, E.R. (2014). Best practices in establishing effective relationships to facilitate positive intervention outcomes. 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.

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)*.

McGivern, J.E., Ray, C.E., **Auster**, E.R. (2008). Best practices in establishing effective relationships to facilitate positive intervention outcomes. 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.

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.

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.

PROFESSIONAL PRESENTATIONS

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 presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- 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.
- 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

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.

PROFESSIONAL SERVICE (NATIONAL & STATE)

Mar '17 – present **Invited reviewer for an article submitted to School Psychology Review**
 Manuscript ID SPR-2017-0021 (*Wise Feedback as a Low Cost, Timely, High-Yield Intervention for At-Risk Students Transitioning into High School*), March 2017
 Manuscript ID SPR-2017-0028 entitled (*Toward Feasible Implementation Support: Emailed Prompts to Promote Teachers' Treatment Integrity*), April 2017

Oct '14 – present **Trainers in School Psychology (TSP), Trainers' Forum**
Editorial Review Board, Member
 - Review 1-3 article submissions to journal per academic year.
 - Journal publishes articles related to advances in the training of school psychologists.
 - Reviews: Manuscript No. 90610 (March 2015); Manuscript No. 90903 (Nov 2016)

May '14 – present **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.**

- Fall 2015** **Inter University Council (IUC) Annual Ohio Intern Conference Planning Committee, Member**
- Assisted with planning and hosting the annual intern conference – securing speakers, creating activities, preparing materials, and attending the full day.
 - Analyzed conference evaluation data following the conference, summarized and reported it to the planning committee.
- Jan 2013** **Invited reviewer for an article submitted to the Journal of Applied School Psychology (JASP)**
- Nov 2012** **Inter University Council (IUC) Annual Ohio Intern Conference Planning Committee, Member**
- Assisted with analysis and report of conference participants' evaluation data.

UNIVERSITY & SCHOOL SERVICE

Aug – Nov 2017 (SEHS Strategic Visioning Priority 2)

- Aug '14 –** **University of Dayton, School of Education and Health Sciences (SEHS) Faculty Affairs Committee (FAC), Member**
- Jan 2016 – May 2017** **University of Dayton, School of Education and Health Sciences Clinical Faculty Promotion Policy Writing Group**
- Oct 2015** **University of Dayton, School of Education and Health Sciences Congress, Ad Hoc Committee on full time non-tenure track (FT-NTT) faculty issues, Member**
- Oct '14 – present** **University of Dayton, School of Education and Health Sciences (SEHS) Technology Advisory Committee, Member**
- Serve as a liaison between the department and the school regarding technology.
 - Assist with drafting a technology policy for the school.
 - Research new technology to recommend for classroom use by faculty.
- Oct '14 – present** **University of Dayton, Office of Faculty & Leadership Development**
- Conduct midterm instructional diagnosis (MID) for fellow faculty members:
 - o Fall 2017 for Jia Wang, Economics & Finance
 - o Fall 2016 for Jonathan Brown, Mathematics
 - o Fall 2015 for Eric Balster, Electrical Engineering
 - o Fall 2014 for Juan Santamarina, History
 - o 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 '14 – May '17** **University of Dayton, School of Education and Health Sciences (SEHS) Graduate Academic Affairs Committee (GAAC), Member**
- Sep '13 – Sep '15** **University of Dayton, School of Education and Health Sciences (SEHS) CAEP Accreditation Committee, Member**
- Attend meetings to plan for re-accreditation site visit with the Council for the Accreditation of Educator Preparation (CAEP).
 - Assist with school's preparation of reports for upcoming site visit.

- Sep 2013** **University of Dayton**
Invited speaker for faculty participating in the perspective meeting program
 - Gave multiple presentations on motivational interviewing to faculty serving as mentors to students on probation for discipline infractions.
- July 2013** **University of Dayton**
Invited speaker for the Graduate Assistant Leadership Institute (GALI)
 - Gave presentation on motivational interviewing to graduate students serving in the graduate assistant (GA) program working with undergraduate students in residence halls.
- Aug '11 – present** **University of Dayton, School of Education and Health Sciences**
Congress, Member

DEPARTMENTAL & PROGRAM SERVICE

- Mar 2013** **University of Dayton, School Psychology Program**
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).
- Jan 2013 – present** **University of Dayton, School Psychology Program**
Assessment Materials Coordinator
 - Coordinate ordering and distribution of assessment materials (i.e., test kits, protocols, etc.) 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** **University of Dayton, School Psychology Program**
Assistantship Coordinator
 - 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.
 - Established new external graduate assistantships in Beavercreek City School District (August, 2015), Middletown City School District (August, 2016), Graham Local School District (August, 2016), Northeastern Local School District (August, 2017), Montgomery County Educational Service Center (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.

COMMUNITY SERVICE

- Jan - May 2011** **Whiz Kids Tutoring & Mentoring**
Cincinnati, OH
- 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, OH
- 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

- Oct 2014 Attendance at regional Children's Mental Health Symposium presented by Cincinnati Children's Hospital and Medical Center (CCHMC)
- Aug – May 2013 University of Dayton Teaching Fellows Program
- Feb 04-09, '12-15, 17 Attendance at annual conference for the National Association of School Psychologists
- Nov '11, '12, '15 Attendance at biannual conference for the Ohio School Psychologists Association
- 2011-2014, 2017 Attendance at biannual regional conference for the Southwest Ohio School Psychologists Association (SWOSPA)

HONORS AND AWARDS

- School of Education and Health Sciences (SEHS) Outstanding Teaching Award for Clinical Faculty, University of Dayton, 2015
- Awarded the 2010 Wisconsin School Psychologists Association Outstanding Dissertation, April 2010.
- Awarded the Michael Vincent O'Shea Fellowship, Department of Educational Psychology, April 2007
- Honored 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), Full Member
- Ohio School Psychologists Association (OSPA), Full Member
- Southwest Ohio School Psychologists Association (SWOSPA), Full Member
- Inter University Council (IUC) of Ohio School Psychology Graduate Programs, Full Member

COURSES PREPARED AND TAUGHT

Graduate Level Courses (at University of Dayton)	Term(s)
Academic & Behavior Assessment for Intervention	Spring 2013, 2014, 2015, 2017
Assessment for Intervention & Accountability Practicum	Spring 2012
Assessment in Counseling	Summer 2015 (re-designed)
Biological Bases of Behavior	Spring 2012
Consultation in Schools and Consultation Practicum	Fall 2011
Counseling Children & Adolescents	Summers 2012-2015
Curriculum & Instruction for Diverse Learners	Spring 2012, 2014 (re-designed) - 2015, 2017
Evaluation of Mental & Emotional Disorders	Summer 2014 (revised)
Internship in School Psychology	Fall, Spring, Summer 2011- 2017
Research & Evaluation in Human Services	Fall 2013, 2014, 2016
Social-Behavioral Assessment for Intervention and Practicum	Fall 2011, 2013- 2016
Theories of Learning and Human Development	Summers 2012-2013, 2016
Thesis	Spring 2012-2015, 2017
Undergraduate Level Courses (at Cincinnati State)	Term
Lifespan Development	Winter, Spring, Summer 2011
Child Development	Spring 2011

DIRECTED STUDENT LEARNING

****Bolded names indicate projects for which I served as the Chair of the thesis committee.***

2016-2017 (many are currently underway)

Student	Thesis Title	Date of completion
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	
Michaline Flynn	Post-secondary transitions for high-functioning students with disabilities	
Allie Hundley	Effectiveness of preschool parent training for tbi prevention and response	
Brad Jones	Animal assisted therapies and reading interventions: attitudes and perceptions of educators	
Laura Kuebel	Effectiveness of Social Skills Curricula on Preschool Prosocial Behavior and Emotion Recognition	
Ryan May	Implementation of a Mindfulness Based Intervention To Reduce Test Related Stress and Anxiety in Third Grade Students	
Shantell Pitts	Self-care and school psychologists: a qualitative study examining	

Maria Tedesco burnout prevention and career satisfaction
 Concussion in school-aged children: identifying the effectiveness of
 an online concussion training program

2015-2016

Student	Thesis Title	Date of completion
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
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

Student	Thesis Title	Date of completion
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

Student	Thesis Title	Date of completion
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 after school 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

Student	Thesis Title	Date of completion
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 J. 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

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Student	Thesis Title	Date of completion
Gillespie, Debbie	Exploring internal consistency for DIBELS ORF passages for educational decision making	2012