

Andrew Jordan Thayer, Ph.D.

Thayer Organizational & Psychological Services, LLC

Associates in Behavioral Health

Continua Consulting Group

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EDUCATION

- 2020 **Doctor of Philosophy. School Psychology, University of Minnesota-Twin Cities, Minneapolis, MN**
APA-Accredited, NASP-Accredited
Advisors: Drs. Clayton Cook & Amanda Sullivan
Dissertation: How Teacher Self-efficacy and Mindset Influence Student Engagement and Math Performance
- 2016 **Master of Arts. School Psychology, University of Minnesota-Twin Cities, Minneapolis, MN**
APA-Accredited, NASP-Accredited
Advisor: Dr. Ted Christ
- 2013 **Bachelor of Arts. Psychology (Minor: Music Composition), Black Hills State University, Spearfish, SD**
Advisors: Drs. Aris Karagiorakis & Lee Pearce

POSTDOCTORAL TRAINING

- 2020 **Munroe-Meyer Institute/Mid-America Mental Health Technology Transfer Center**
School-based mental health, pediatric integrated care, adult well-being consultation, policy advocacy
Supervisor: Dr. Mindy Chadwell; Dr. Brandy Clarke

CREDENTIALS

- 2022 Licensed Psychologist, Washington #PY61194044
2020 Provisionally Licensed Psychologist, Nebraska #662
2020 Licensed Mental Health Practitioner, Nebraska #5591

AREAS OF EMPHASIS

Mechanisms of Action in Transdiagnostic Assessment & Therapy Practices; Feasible, Effective, Brief Practices; Adult-and-Professional Well-being; Anti-science Sentiment, Integrated Care; Implementation Science (Culture, Climate, and Policy change)

PROFESSIONAL TRAINING & CERTIFICATIONS

- 2020 DNA-V: Acceptance Commitment Therapy for Adolescents
2020 Collaborative Assessment and Management of Suicidality Foundational Training
2017 Trauma-Focused Cognitive Behavioral Therapy (NCTSN)

HONORS AND RECOGNITIONS

- 2019 University of Minnesota Doctoral Dissertation Fellowship (\$25,000)
- 2019 Robert Beck Scholarship (\$1,500)
- 2019 Russell W. Burris Memorial Fellowship (\$2,500)
- 2018 Jeanette Paul Scholarship (\$2,200)
- 2018 Institute for Translational Research in Children's Mental Health Summer Graduate Fellowship (\$4,000)
- 2018 Advanced Alumni Society Fellowship (\$2,000)
- 2016-20 Fellow, Project LEEP: Leaders Enhancing Evidence-based Practices, University of Minnesota, Leadership Personnel Preparation Grant, US Department of Education, Office of Special Education Programs (H325D160016)

SCHOLARSHIP

Refereed Journal Articles

14. Fiat, A.E., **Thayer, A.J.**, Miller, F.G. *et al.* Exploring the Relationship Between Parent Mental Health and Children's Academic Coping. *School Mental Health* (2023). <https://doi.org/10.1007/s12310-023-09595-w>
13. **Thayer, A.J.**, Cook, C.R., Davis, C., Brown, E.C., Locke, J., Erhart, M.G., Aarons, G.A., Picozzi, E., & Lyon, A.R. (2022). Construct Validity of the School Implementation Climate Scale. *Implementation Research and Practice, 3*, <https://doi.org/10.1177/26334895221116065>.
12. Merle, J.L., Larson, M.F., Cook, C.R., Brewer, S.K., Hamline, C., Duong, M., McGinnis, J.L., **Thayer, A.J.**, Gaias, L.M., & Lyon, A.R. (2022). A Mixed-Method Study Examining Solutions to Common Barriers to Teachers' Adoption of Evidence-based Classroom Practices. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22732>
11. Zhang, Z., Cook, C.R., Azad, G.F., Larson, M., Merle, J.L., **Thayer, A.J.**, Pauls, A., & Lyon, A.R. (2023). A Pre-Implementation Enhancement Strategy to Increase the Yield of Training and Consultation for School-Based Behavioral Preventive Practices: a Triple-Blind Randomized Controlled Trial. *Prevention Science, 24*(3), <https://doi.org/10.1007/s11121-022-01464-3>.
10. Merle, J.L., **Thayer, A.J.**, Larson, M.F., Pauling, S., Cook, C.R., Rios, J.A., McGinnis, J., & Sullivan, M. (2022). Investigating Strategies to Increase General Education Teachers' Adherence to Evidence-Based Practices: A Meta-Analysis. *Journal of School Psychology, 91*, 1-26. <https://doi.org/10.1016/j.jsp.2021.11.005>
9. **Thayer, A. J.**, Weeks, M. R., & Cook, C. R. (2021). Dual factor mental health model: Validation through mixture modeling and cut scores. *Psychology in the Schools, 58*(2), 286-306. <https://doi.org/10.1002/pits.22447>
8. Merle, J., Cook, C.R., & **Thayer, A.J.** (2020). Flipping the script: Examining the feasibility and effectiveness of a school-based intervention protocol to address elopement behaviors in general education classrooms. *Preventing School Failure, 64*(2) 142-154. Doi: [0.1080/1045988X.2019.1700480](https://doi.org/10.1080/1045988X.2019.1700480).
7. **Thayer, A.J.**, Campa, D.M., Weeks, M., Buntain-Ricklefs, J., Low, S., Larson, M., & Cook, C.R. (2019). Examining the Differential Effects of a Universal SEL Curriculum based on Group Membership According to the Dual Continua

- Model of Mental Health. *The Journal of Primary Prevention*. 1-23. Doi: 10.1007/s10935-019-00557-0.
6. Houri, A. K., **Thayer, A. J.**, & Cook, C. R. (2019). Targeting parent trust to enhance engagement in a school-home communication system: A double-blind experiment of a parental wise feedback intervention. *School Psychology*, 34(4), 421.
 5. Hammerschmidt-Snidarich, S. M., Edwards, L. M., Christ, T. J., & **Thayer, A. J.** (2019). Leveraging technology: A multi-component personalized system of instruction to teach sight words. *Journal of School Psychology*, 72, 150-171.
 4. Sullivan, A. L., **Thayer, A. J.**, Farnsworth, E. M., & Susman-Stillman, A. (2019). Effects of child care subsidy on school readiness of young children with or at-risk for special needs. *Early Childhood Research Quarterly*, 47, 496-506. <https://doi.org/10.1016/j.ecresq.2018.07.005>
 3. **Thayer, A. J.**, Cook, C. R., Fiat, A. E., Bartlett-Chase, M. N., & Kember, J. M. (2018). Wise Feedback as a Timely Intervention for At-Risk Students Transitioning Into High School. *School Psychology Review*, 47(3), 275-290.
 2. Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E. A., ... Renshaw, T. (2018). Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. *Journal of Positive Behavior Interventions*, 1098300717753831.
 1. Sullivan, A. L., **Thayer, A. J.**, & Sadeh, S. (2018). Multisector involvement among adolescents with disabilities. *Remedial and Special Education*, 39, 353-364. <https://doi.org/10.1177/0741932517735574>

Manuscripts in Preparation

- Fiat, A. E., Thibodeau, E. L., **Thayer, A. J.**, Cook, C. R. Profiles of parent mental health and children's response to stress.
- Vallely, R., Hoff, N., Singleton, D., **Thayer, A.J.**, Horton, A., Holyfield, C., Clarke, B., Burt, J., Chadwell, M., Sjuts, T., Grennan, A., & Klepper, C. Suicidal Ideation and behavior for youth presenting in primary care and schools for behavioral health services.
- Chadwell, M., **Thayer, A.J.**, & Young, K. An Evaluation of THRIVE Group: Promoting Resiliency Through Times of Uncertainty.
- Thayer, A.J.**, Clarke, B., Franta, E., Bassingthwaite, B., Liebsack, B., West, H., & Wise, S. We Cannot Self-care Out of a Bad Situation: History of Self-care and Implications for Policy, Systems, and Practice.

Books and Book Chapters

3. Cook, C. R., Thayer, A. J., Fiat, A., & Sullivan, M. (2020). Interventions to Enhance Affective Engagement. In *Student Engagement* (pp. 203-237). Springer, Cham.
2. **Thayer, A.J.**, Sullivan, M., Larson, M., & Cook, C.R. (accepted for publication). Overview of Mindfulness Research with Adults: Caregivers and Educators.
1. Christ, T.J., Snidarich, S.M., & **Thayer, A.J.** (2018). Progress Monitoring. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, Thousand Oaks, CA: Sage Publications.

Non-refereed Journal Articles and Essays

3. **Thayer, A.J.**, Fiat, A.E., & Miller, F. (2019). Innovating Practicum with More Triangles: The Merits of a Pyramidic Practicum Structure. *The School Psychologist*, 73(1), 39-44.
2. Fiat, A.E. & **Thayer, A.J.** (2018). Benefits of Student Participation in Professional Organizations. *The School Psychologist*. 72(3), 60-64.
1. Lewis, C. C., Stanick, C., Lyon, A., Darnell, D., Locke, J., Puspitasari, A., ... & **Thayer, J.** (2018). Proceedings of the Fourth Biennial Conference of the Society for Implementation Research Collaboration (SIRC) 2017: Implementation mechanisms: what makes implementation work and why? Part 1. *Implementation Science*.

Multimedia Publication Projects

1. **Thayer, A.J.** Co-Host. (2021). "Burnout Busters: Season 1." Burnout Busters: A podcast brought to you by the Mid-America MHTTC.
<https://mhttcnetwork.org/centers/mid-america-mhttc/burnout-busters-podcast>

Presentations (*student mentees)

40. Busch, C., Boddapati, S., & **Thayer, A. J.** (2023, August). *School psychologists as agents of change in non-traditional roles*. In A. Fiat & A. Grennan (chairs), The value of school psychologists working in non-traditional settings.
39. Chadwell, M.R., Young, K., & **Thayer, A.J.** (2021, June). Facilitating Adolescents' Ability to THRIVE: Promoting Resiliency Through Times of Uncertainty. Presentation delivered at the Association for Contextual Behavioral Science Annual Conference (virtual).
38. **Thayer, A.J.**, Chadwell, M.R., & Young, K. (2021, May). Improving parent-teen communication: Strategies for fostering effective communication. Presentation delivered as part of the Millard Public Schools Virtual Parent Series, Omaha, NE
37. Young, K., Chadwell, M.R., & **Thayer, A.J.** (2021, May). Regaining control with social media: Limit setting with social media and electronics. Presentation delivered as part of the Millard Public Schools Virtual Parent Series, Omaha, NE
36. Chadwell, M.R., **Thayer, A.J.**, & Young, K. (2021, April). THRIVE in the Pandemic and Beyond: Strategies for Coping with Stress. Presentation delivered as part of the Millard Public Schools Virtual Parent Series, Omaha, NE
35. **Thayer, A.J.**, Bassingthwaite, B., & Franta, E. (2020, August). Supporting School Mental Health in a Pandemic: Taking Care of Teachers Who Take Care of Kids. Presentation delivered at the Midwest School Mental Health Conference (virtual).
34. Merle, J.L., **Thayer, A.J.**, & Hansen-Burk, A. (2020, February). Problem-solving Barriers to Evidence-based Practice Implementation. Practitioner conversation conducted at the National Association of School Psychologists Annual Convention, Baltimore, MD.
33. Fiat, A. E., **Thayer, A. J.**, & Cook, C. R. (2020, February). Profiles of Parent Mental Health and Children's Academic Coping. Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.
32. Larson, M., Merle, J.L., **Thayer, A.J.**, McGinnis, J.L., Cook, C.R., & Lyon, A.R. (2019, September). *Teacher perspective on the Development of the Beliefs and Attitudes for Successful Implementation in Schools for Teachers*. Paper presented at the SIRC Biennial Conference, Seattle, WA.

31. Merle, J.L., **Thayer, A.J.**, Larson, M., Pauling, S., Cook, C.R., Rios, J.A., McGinnis, J.L., & Sullivan, M.M. (2019, September). *A Meta-analysis of Strategies to Increase General Education Teachers' Adherence to Evidence-based Practices*. Poster presented at the SIRC Biennial Conference, Seattle, WA.
30. Goerdt, A.K., Fiat, A.E., Sullivan, M.M., **Thayer, A.J.**, & Cook, C.R. (2019, August). *Vignette response as an indicator of emotion regulation development*. Poster presented at the American Psychological Association Annual Convention, Chicago, IL.
29. Sullivan, M. M., Fiat, A. E., Goerdt, A. K., Puent, K., **Thayer, A. J.**, & Cook, C. R. (2019, August). *Naming emotions as a brief feasible measure of emotional literacy*. Poster presented at the American Psychological Association Annual Convention, Chicago, IL.
28. Fiat, A.E., **Thayer, A.J.**, Frank, S., Larson, M., & Cook, C.R. (2019, April). *Universal Programming to Reduce Teacher Stress and Enhance Well-Being: A Meta-Analytic Review*. Paper presented in a special interest group seminar at the annual American Educational Research Association conference, Toronto, Ontario, Canada.
27. Fiat, A. E., **Thayer, A. J.**, Thibodeau, E.L. & Cook, C. R. (2019, March). *Can Profiles of Parental Resilience Predict How Children Cope with School Stress?*. Poster presented at the International Convention of Psychological Science, Paris, France.
26. **Thayer, A.J.**, Merle, J.L.*, McKeveitt, N., & Sanetti, L. (2019, February). *Improving Teacher Implementation Through Low-Cost, High-Yield Interventions*. Symposium presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
25. Schuster, K.* & **Thayer, A.J.** (2019, February). *Protectiveness of After-School Programs With Black Male Youth*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
24. **Thayer, A.J.** (2019, February). *How Teachers Might Mold a Growth Mindset: A Literature Synthesis*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
23. **Thayer, A.J.** (2018, September). *Initiative Overload: Too Much of a Good Thing?* Research presentation for the 2018 Society for Implementation Research Collaboration Deep Dive, Washington University, St. Louis, MO.
22. **Thayer, A.J.** (2018, August). *Data and Processes Integration: A Difficult but Necessary Agenda*. Discussant at the Student Affiliates in School Psychology Student Research Forum, San Francisco, CA.
21. Merle, J.L.*, **Thayer, A.J.**, & Schuster, K.* (2018, March). *The Impact of Teacher Self-Efficacy on General Well-being Outcomes*. Poster presented at the 18th annual Department of Educational Psychology Graduate Student Research Day, University of Minnesota-Twin Cities, Minneapolis, MN.
20. Lyu, Y.*, Hansen, T.L.*, Fiat, A., **Thayer, A.J.**, & Cook, C.R. (2018, March). *Virtual Reality as an Acceptable and Effective Stress Regulation Intervention for Children*. Poster presented at the 18th annual Department of Educational Psychology Graduate Student Research Day, University of Minnesota-Twin Cities, Minneapolis, MN.
19. Pauling, S.*, **Thayer, A.J.**, Fiat, A., Cook, C.R., & He, C. (2018, March). *Examining Predictors in Children's Frustration in Response to Failure*. Poster presented at the 18th annual Department of Educational Psychology Graduate Student Research Day, University of Minnesota-Twin Cities, Minneapolis, MN.

18. Hammerschmidt-Snidarich, S.M., Edwards, L.M., Christ, T.J., & **Thayer, A. J.** (2018, February). *Personalized Learning: Addressing Individual Needs at a Tier 1 Level*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
17. Christian, E.M., Cook, C.R., Fiat, A., & **Thayer, A.J.** (2018, February). *Strategies to Help Teachers Combat Burnout and Increase Resilience*. Mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
16. Larson, M., **Thayer, A. J.**, Fiat, A., & Cook, C. R. (2017, November). *Provider embeddedness: The key to the implementation of school-based mental health supports?* Poster presented at the 51st annual convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
15. **Thayer, A.J.** (2017, August). *Developing an Exploratory Model of the Relationship Between Teacher and Student Mindsets in Math*. Poster presented at the Student Affiliates in School Psychology Student Research Forum, Washington, D.C.
14. **Thayer, A.J.**, Low, S., & Cook, C.R. (2017, July). *Second Step®: A randomized controlled trial evaluation of student social and emotional learning (SEL) outcomes and teacher fidelity over a two-year period*. Paper presented at the International School Psychology Association Annual Conference, Manchester, U.K.
13. Houri, A., **Thayer, A. J.**, & Cook, C. (2017, May). Tailoring school-based interventions to enhance trust and engagement in school. Poster presented at the Society for Prevention Research Sloboda Bukoski Cup, Washington, DC.
12. Diggs, C. R., **Thayer, A. J.**, Houri, A., Schardt, A., & Larson, M. (2017, May). *An examination of proactive and reactive health care in the United States to enhance preventative service delivery*. Paper presented at the Society for Prevention Research Sloboda Bukoski Cup, Washington, DC.
11. **Thayer, A.J.**, Houri, A., Cook, C.R., Bradshaw, C.P., Sullivan, A.L. (2017, February). *Culturally Responsive Practice: Adapting to Student Characteristics*. Symposium presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
10. **Thayer, A.J.** (2017, February). *Word Features Affect Automatic Word Reading*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
9. Becker, D., & **Thayer, A.J.** (2017, February). *Dynamic Assessment for Culturally and Linguistically Diverse students*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
8. **Thayer, A.J.**, & Diggs, C. (2016, February). *Forging College-Ready Mathematicians: Factor-Analytic Validity of Student Math Attribute Measures*. Paper presentation at the annual convention of the National Association of School Psychologists, New Orleans, LA.
7. **Thayer, A.J.** (2016, February). *Plotting the Developmental Relationship Between Executive Functions and Math Ability*. Poster presentation at the annual convention of the National Association of School Psychologists, New Orleans, LA.
6. **Thayer, A.J.** (2015, December). *Remedial math instruction in college: Instruction and measurement*. Paper presentation at the second session of College Readiness and Achievement Gap Talks at the University of Minnesota, Minneapolis, MN.
5. Herriges, M., & **Thayer, A.J.** (2015, February). *Assessing Working Memory with a Computerized Reading Span Task*. Poster presentation at the annual convention of the National Association of School Psychologists, Orlando, FL.

4. Arañas, Y., & **Thayer, A.J.** (2015, February). *Identifying Tier 2 Words to Create a Vocabulary Word List*. Paper presentation at the annual convention of the National Association of School Psychologists, Orlando, FL.
3. Arañas, Y., & **Thayer, A.J.** (2015, February). *Sight Words: Data-Based Estimates of Difficulty*. Paper presentation at the annual convention of the National Association of School Psychologists, Orlando, FL.
2. **Thayer, A.J.** (2012). "Validation of a Bi-Directional Math Anxiety Scale with an At-Risk University Student Sample." Presented at the National Conference for Undergraduate Research 2012 at Weber University.
1. **Thayer, A.J.** (2011). "Operation Packmule: The effect of gender on compliance behavior among students at Black Hills State University." Presented at the National Conference for Undergraduate Research 2011 at Ithaca College.

Invited Presentations & Panel Sits

2. **Thayer, A.J.** (2021, April). *NASBE-Child Trends Symposia on Staff Wellness Session 3: Expert Panel Q&A Session*: Guest speaker presented to the National Association of State Boards of Education.
1. **Thayer, A.J.** (2021, March). *NASBE-Child Trends Symposia on Staff Wellness Session 2: Facilitated Peer Learning Exchange*. Guest speaker presented to the National Association of State Boards of Education.

Webinars

8. **Thayer, A.J.** (2021, March). *Enhancing Health Professionals' Well-Being: A Structured Approach Utilizing the Adult Resilience Curriculum (ARC)*. Mid-America Mental Health Technology Transfer Center, Omaha, NE.
7. **Thayer, A.J.** (2021, March). *Coping with Difficult Thoughts, Feelings, and Experiences. Fostering Positive Emotions & Experiences. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
6. **Thayer, A.J.** (2021, February). *Fostering Positive Emotions & Experiences. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
5. **Thayer, A.J.** (2020, December). *Connecting Meaningfully With Others. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
4. **Thayer, A.J.** (2020, November). *Cultivating Awareness Through Mindfulness-based Practices. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
3. **Thayer, A.J.** (2020, November). *Clarifying, Aligning with, and Committing to One's Values. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
2. **Thayer, A.J.** (2020, October). *Creating Safe and Supportive Environments. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.
1. **Thayer, A.J.** (2020, September). *Well-being Wednesdays: Taking Care of Educators Who Take Care of Kids Introduction. Well-being Wednesdays Series: Taking Care of Educators Who Take Care of Kids*. University of Nebraska Medical Center, Omaha, NE.

CLINICAL & RELATED DIRECT SERVICE

Hospital and Clinic-based Services

2020-Present **University of Nebraska Medical Center. Munroe-Meyer Institute & Children's Physician at Durham Outpatient Center. Omaha, NE.**

Integrated Pediatric Psychology

Supervisors: Mindy Chadwell, PhD, LP.

Duties include: providing direct behavioral health services to children, adolescents, and families in a pediatric hospital; teaching hospital staff about behavioral health practices and building capacity for sustainable service delivery; coordinate care with schools, community health providers, and social workers for service provision and service access; attend IEP meetings as requested; regularly attend didact trainings

2019-2020 **APPIC Pre-doctoral Internship. Psychological Service Center & Advocate BroMenn Outpatient Center. Illinois School Psychology Internship Consortium. Normal, IL.**

Supervisors: Paula Allee-Smith, PhD, LP; Kevin Krippner, PhD, LP.

Duties include: providing direct behavioral health services to children and adolescents in a pediatric hospital; teaching hospital staff about behavioral health practices and building capacity for sustainable service delivery; delivering behavioral health services to children, adolescents, and families in preschool, elementary, and junior high schools; conducting psychoeducational assessments to determine special education eligibility; serve on problem-solving teams across educational levels to determine student needs and match to levels of service within a multi-tiered system of support framework; regularly attend didact trainings; conduct community diversity and inclusion discussions; and complete several work products (e.g., design and conduct an experiment, complete behavioral health and academic intervention case studies, lead universal prevention and promotion assessment and intervention practices in a school, identify and complete a systems consultation project)

2018-2019 **Outpatient Practicum. Behavioral Health Clinic for Families. Department of Psychiatry, University of Minnesota. Minneapolis, MN.**

Supervisors: Alexandra Zagoloff, PhD, LP; Kristina Reigstad, PsyD, LP.

Conducted intake assessments, delivered individual therapy to individuals aged 9-50 yrs old for depression, anxiety, suicidality, OCD, and Autism using several modalities (CBT, TF-CBT, ACT); completed legal documentation of treatment, billed for services, used EPIC software for care management, coordinated with additional providers, prepared assessment and intervention materials

2017-2019 **Trauma-Focused Cognitive Behavior Therapy, Cohort Copenhagen. Ambit Network, Institute for Translational Research in Children's Mental Health. Minneapolis, MN.**

Supervisors: Jennifer Wilgocki, MS, S.C., LCSW; Annie Hansen-Burke, NCSP, PhD, LP.

Coordinated trauma-screening practices with local schools, completed intake assessment for children screened for potential trauma symptoms, delivered Trauma-Focused Cognitive-Behavioral Therapy to children ages 5-10 and their caregivers, provided parenting skills and guidance to caregivers in person and over phone, participated in semi-weekly group case consultation with other local TF-CBT providers, participated in monthly group case consultation with other TF-CBT providers across the state, coordinated continued behavior intervention and supports with schools after completion of TF-CBT model for kids still exhibiting minor behavior problems

School-based Services

2020-Present **University of Nebraska Medical Center. Munroe-Meyer Institute & Andersen Middle School. Omaha, NE.**

Integrated Pediatric Psychology

Supervisors: Mindy Chadwell, PhD, LP.

Duties include: delivering behavioral health services to children, adolescents, and families in a middle school integrated model; coordinate care with schools, community health providers, and social workers for service provision and service access; attend IEP meetings as requested; implement and evaluate a school-based mental health model in rural Nebraskan schools; regularly attend didact trainings

2017-2018 **Advanced Practicum. Eastern Carver County School District #112, MN.**

Supervisors: Chris Walick, NCSP, PhD, LP; Brooke Moerhle, PhD, LP, BCBA.

Planned and implemented reading and writing interventions with high school special education students, managed district-wide behavior referrals, case consulted on behavioral referrals in six schools in one district, observed students and conducted FBAs, refined and managed a district-wide behavior data-tracking system, instructed teacher on how to input data into said system, completed annual BIP progress reviews, conducted BIP fidelity checks, coordinated and developed psychoeducational and in-vivo practice lessons for 30 students who self-selected into groups for students with depression, planned and conducted a small study on a teacher well-being intervention (including measurement construction and managing data collection), planned and conducted a small study on goal setting for over 70 students with educational needs (delivered intervention, constructed measures, and managed data collection), completed special education referrals, served as a Check and Connect mentor to two students, developed parent outreach sessions for local Somali parents, implemented small group interventions for children with ASD and EBD, assisted with transition services for students still needing support post-graduation, assisted with interventions for children with severe mental and physical disabilities in school-based programs

- 2016-2017 **Vertical Practicum Team Leader. Seward Montessori School, Minneapolis, MN.** *Supervisor: Leanne Hilger, PhD, LP.*
 Planned, managed, and implemented school-wide reading assessment screening and research; Planned, managed, and implemented school-wide behavior screening; Summarized reading data into reports and delivered multiple teacher professional development on assessment literacy and intervention implementation; designed and implemented Tier 2 Check-in/Check-out intervention system and procedures aligned with Seward's PBIS; performed FBA's; performed student and teacher interviews/observations; delivered professional development for improving daily, positive interactions; system-wide assessment for matching students to specific interventions; implemented small-group and individual reading interventions; Evaluated students for special education services; Conducted various team meetings, including evaluation report meetings with parents
- 2015-2016 **Practicum Student. Creek Valley Elementary/Sunny Hollow Montessori, Edina,** *Supervisor: Susan Moses-Zirkes, PhD; Anne Zaslofsky, PhD*
 Assisted with collection, scoring, and interpretation of cognitive, academic, and behavior assessments including WISC-V, CBM, behavior screeners; designed and implemented individual and group (Tier 2) interventions in elementary math and reading; implemented a standard protocol Tier 2 behavior intervention (Skill streaming) with kindergarten children; implemented multiple individual behavior interventions including the use of Solution Focused Counseling; attended PLC meetings and consulted with teachers; performed FBA's and designed Behavior Intervention Plans according to FBA results; wrote cognitive reports; performed student and teacher interviews
- 2014-2015 **Assessment practicum, Maple Grove Junior High,** *Supervisor: Amy Larkin, PhD*
 Assisted with collection, scoring, and interpretation of universal and specific screening measures including CBM, ABAS, BASC, CONNORS, and CEFI; both academic and behavioral progress monitoring; assisted with report writing, attended pre-referral and decision meetings; performed numerous student, class, and teacher observations; observed and participated in consultation meetings; performed two student interviews; and observed cognitive testing procedures

Consultation

- 2021-2021 **Adult Resilience Curriculum: Creating a Culture of Well-Being (3-part Leadership series)**
Consultant, Mid-America Mental Health Technology Transfer Center (MHTTC)
Consultee: Northwest Area Education Agency
 Project Duties: Created and delivered a 3-part series for district leadership to select and implement a well-being program to support

educator well-being in the 2021-2022 year. This series served to both disseminate and facilitate implementation exploration and preparation.

2020-2021 **Mid-America Mental Health Technology Transfer Center (MHTTC)**
Independent Contractor, Adult Resilience Curriculum (ARC), 12-month Contract
Consultee: Erika Franta, PhD, LP, School Mental Health Program Director
Project Duties: Review and refine fine existing modules of the Adult Resilience Curriculum(ARC)-a universal, research-based program for teachers, create additional modules of the ARC per stakeholder feedback, re-brand training materials for Mid-America MHTTC consistent with brand standards, provide multi-day training to core MHTTC faculty on how to deliver the ARC, adapted materials for healthcare professionals, developed implementation framework and support for organizational implementation

2020-2021 **Mid-America Mental Health Technology Transfer Center (MHTTC)**
Postdoctoral Fellow
Consultee: Brandy Clarke, PhD, LP, Program Director
Project Duties: develop and implement an adult professional well-being program in schools, hospitals, and healthcare clinics; develop and disseminate a modular video-based module for crisis response (focusing specifically on suicide); guide implementation of mental health and professional well-being with 6 community partners including schools and hospital systems; serve on national response boards and panels for professional well-being; complete multimedia projects; develop a community-outreach project and process; communicate and collaborate with policy makers; regularly attend didact trainings

MENTORSHIP

- 2017-2018 **Research Mentor:** James Merle (faculty advisor: Clayton Cook)
- Master's thesis: *Flipping the Script: Examining the Effectiveness of a School-Based Protocol to Eliminate Elopement*
- 2017-2018 **Research Mentor:** Kristin Schuster (faculty advisor: Clayton Cook)
- Master's Thesis: *Protectiveness of After-School Programs With Black Male Youth*
- 2017-2018 **Research Mentor:** Sydney Pauling (faculty advisor: Clayton Cook)
- Project: *Examining Predictors in Children's Frustration in Response to Failure*
- 2017-2018 **Undergraduate Research Co-Advisor:** Tiffany Hansen (faculty advisor: Clayton Cook)
- Senior Thesis: *Virtual Reality as a Self-Regulation Intervention for Children*
- 2017-2018 **Undergraduate Research Co-Advisor:** Tiffany Hansen (faculty advisor: Clayton Cook)
- Senior Thesis: *Virtual Reality as a Self-Regulation Intervention for Children*

- 2016-2019 **Undergraduate Research Co-Advisor:** Karina Puent (faculty advisor: Clayton Cook)
- Senior Thesis: *A Pilot Effectiveness Trial Comparing Goal Setting Methods for Adolescents in Special Education*

GRANTS/FUNDED PROJECTS

Submitted/Under Review

1. Grant Writer (Principal Investigator: Mindy Chadwell)
Expansion and Evaluation of an Integrated School Mental Health Model to Increase Access and Capacity of Mental Health Systems in Rural Communities During COVID19. Klingenstein Third Generation Foundation for \$100,000

In Preparation

Unfunded

2. Principal Investigator (Co-PIs: Lee Kerns and Wendy Reinke)
Exploration and Development of a Pre-Service Teacher Curriculum to Improve Implementation Citizenship Behavior. Goal One Institute of Education Sciences, U.S. Department of Education for \$1,230,000
1. Grant Writer
Advancing Resilience In Academia: Experimental Evaluation of a College Course to Reduce Internalizing Symptoms in College Students (PI: James Mazza). Goal Two Institute of Education Sciences, U.S. Department of Education for \$1,400,000

RESEARCH EXPERIENCE

- 2016-Present **Research Assistant**, Dr. Clayton Cook OASIS Lab, Department of Educational Psychology, University of Minnesota-Twin Cities
- *The Impact of Inter-Organizational Alignment (IOA) on Implementation Outcomes* (National Institutes of Health, Award #: 1R21MH110691-01A1)
 - *OASIS* (Institute of Education Science, Award #: R305A160114)
 - *Driven2 Discover 2018*
 - Name That Emotion!
 - Knock Knock! Consent and Contact
 - *Driven2Discover 2017: Keep Calm and...Play On!*
 - *BASIS-T* (Institute of Education Sciences, Award # R305A170292)
- 2016-Present **Research Assistant**, Dr. Amanda Sullivan Research Lab, Department of Educational Psychology, University of Minnesota-Twin Cities
- *Subsidy Utilization and Impact on Early Care and Education of Low-income Children with Special Needs* (US Dept of Health and Human Services, Award # 90YE0166-01-00)

- 2014-2018 **Graduate Research Assistant**, Formative Assessment System for Teachers/FastBridgeLearning, Department of Educational Psychology, University of Minnesota-Twin Cities.
- TAS (Office of Special Education Programs, Award # H327S150004)
 - CBAS-SAP (Institute of Educational Sciences, Award # R305A120086)
 - DRRP (Institute of Educational Sciences , Award # R324A130161)

TEACHING EXPERIENCE

- 2021-2022 **Guest Lecturer**, Rush University Medical Center, Department of Psychiatry.
- 2018-2019 **Instructor**, University of Minnesota-Twin Cities, Special Education, Department of Educational Psychology.
Courses: EPSY 5016-Teaching Students with Special Needs in Inclusive Settings
Duties: lesson plan, lecture, coordinate practicum activities, hold office hours, develop exams, grade written reports and weekly formative quizzes
- 2016-2019 **Teaching Assistant**, University of Minnesota-Twin Cities, School Psychology, Department of Educational Psychology. **Courses:** EPSY 8811-Assessment in School Psychology 1: Foundations of Academic Assessment, EPSY 8816-Academic Prevention and Intervention, EPSY 8251-Methods in Data Analysis for Educational Research I, EPSY 3264-Basic and Applied Statistics.
Duties: grade written reports, grade weekly statistic assignments, guide group activities, assist with lectures, develop formative and summative assessment material, coordinate practicum assignments
- 2017-2018 **Guest Lecturer**, University of Minnesota-Twin Cities, School Psychology, Department of Educational Psychology.
Courses: Program-wide Research Group

SERVICE AND PUBLIC OUTREACH

Professional Positions

International

Student Secretary (2017-2019), The Society for Implementation Research Collaboration

National

Past-President (2020-2021), APA Division 16 Student Association of School Psychology

President (2019-2020), APA Division 16 Student Association of School Psychology

Student Liaison (2018-2019), Early Career Professionals Workgroup, APA

Division 16

Founding Member (2018-2019), Minnesota Implementation Network
President Elect (2018-2019), APA Division 16 Student Association of School Psychology

Student Interest Liaison (2017-2018), APA Division 16 Student Association of School Psychology

Student Representative (2015-Present), Minnesota School Psychologists Association

University

Co-President (2016-2017), University of Minnesota School Psychology Student Association

Curriculum Committee Co-chair (2016-2017), University of Minnesota School Psychology Student Association

Future Faculty Co-Chair (2016-2018), University of Minnesota School Psychology Student Association

Service to the Discipline/Profession/Interdisciplinary Area(s)

Editorial Activities

Journal of School Psychology (2015-present), Ad Hoc Reviewer

Journal of Language, Identity, and Education (2016), Student Contributor to Editorial Board

Journal of Behavioral Education (2016), Student Contributor to Editorial Board

Education Policy (2017), Student Contributor to Editorial Board

School Psychology Review (2017), Guest Reviewer

National Association of School Psychologists Annual Conference (2015-2017), Proposal Reviewer

The Kentucky Science and Engineering Foundation: KSEF (2017), Grant Reviewer

American Educational Research Associate (2017), Proposal Reviewer

Service to the Community

Volunteering

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YMCA Teen Thrive Winter Bash. Minneapolis, MN. January, 2017

Day at the Hill (Policy Advocacy collaboration with MSWA and MSPA). St. Paul, MN. March, 2016

Day at the Hill (Policy Advocacy collaboration with MSWA and MSPA). St. Paul, MN. March, 2015

PROFESSIONAL MEMBERSHIPS

2020-Present	Society of Pediatric Psychology (SPP)
2018-Present	Association for Contextual Behavioral Science (ACBS)
2018-Present	The Society for Implementation Research Collaboration (SIRC), Student Investigators Network of Expertise (NoE)
2017-Present	Association for Psychological Science (APS)
2017-Present	International School Psychology Association (ISPA)
2016-Present	American Psychological Association (APA), Division 16 & Student Affiliates in School Psychology (SASP)
2014-Present	National Association of School Psychologists (NASP)
2015-2019	Minnesota School Psychologists Association (MSPA)

