

Andrew Jordan Thayer, Ph.D.

Thayer Organizational & Psychological Services, LLC

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PROFESSIONAL SUMMARY

Licensed psychologist in Washington with training and practice experience in pediatric psychology, school psychology, trauma-informed care, suicide-related care, psychoeducational assessment, and cross-system consultation. Provides consultation in matters involving child and adolescent mental health, family systems, school functioning, trauma, records review, and behavioral health issues spanning clinical, educational, and organizational settings.

CREDENTIALS/LICENSURES

2022 Licensed Psychologist, Washington #PY61194044

EDUCATION

2020 **Doctor of Philosophy. School Psychology, University of Minnesota-Twin Cities**

2016 **Master of Arts. School Psychology, University of Minnesota-Twin Cities**

2013 **Bachelor of Arts. Psychology, Black Hills State University**

POSTDOCTORAL TRAINING

2020 **Munroe-Meyer Institute/Mid-America Mental Health Technology Transfer Center**

AREAS OF CONSULTATION & PRACTICE

Attorney consultation and records review
Child and adolescent mental health
Trauma and trauma-informed care
School functioning and educational context
Family systems and parent-child functioning
Suicide risk assessment and care planning
Integrated pediatric behavioral health
Organizational and systems consultation

RELEVANT CLINICAL TRAININGS

2020 DNA-V: Acceptance Commitment Therapy for Adolescents

2020 Collaborative Assessment and Management of Suicidality Foundational Training

2017 Trauma-Focused Cognitive Behavioral Therapy (NCTSN)

SELECTED PUBLICATIONS

Refereed Journal Articles

7. 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>
6. **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>.
5. 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>
4. **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>
3. **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.
2. Hourii, 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.
1. 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>

Books and Book Chapters

1. **Thayer, A.J.**, Sullivan, M., Larson, M., & Cook, C.R. (2026). Overview of Mindfulness Research with Adults: Caregivers and Educators. *Using Mindfulness to Promote Mental Health in Schools*. Edited by Renshaw, T., and Jimerson, S.

SELECTED PRESENTATIONS

8. **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).
7. 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.
6. 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.
5. 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.
 4. **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.
 3. **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.
 2. 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.
 1. **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.

Invited Presentations & Panel Sits

1. **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.

Webinars

1. **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.

RELEVANT CLINICAL & EVALUATIVE EXPERIENCE

Hospital and Clinic-based Services

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| 2020-2026 | University of Nebraska Medical Center. Munroe-Meyer Institute & Children's Physician at Durham Outpatient Center. Omaha, NE. |
| 2019-2020 | APPIC Pre-doctoral Internship. Psychological Service Center & Advocate BroMenn Outpatient Center. Illinois School Psychology Internship Consortium. Normal, IL. |
| 2018-2019 | Outpatient Practicum. Behavioral Health Clinic for Families. Department of Psychiatry, University of Minnesota. Minneapolis, MN. |
| 2017-2019 | Trauma-Focused Cognitive Behavior Therapy, Cohort Copenhagen. Ambit Network, Institute for Translational Research in Children's Mental Health. Minneapolis, MN. |

School-based Services

- 2020-2026 **University of Nebraska Medical Center. Munroe-Meyer Institute & Andersen Middle School. Omaha, NE.**
- 2017-2018 **Advanced Practicum. Eastern Carver County School District #112, MN.**
- 2016-2017 **Vertical Practicum Team Leader. Seward Montessori School, Minneapolis, MN.**
- 2015-2016 **Practicum Student. Creek Valley Elementary/Sunny Hollow Montessori, Edina,**
- 2014-2015 **Assessment practicum, Maple Grove Junior High,**

Consultation

- 2021-2021 **Adult Resilience Curriculum: Creating a Culture of Well-Being (3-part Leadership series)**
- 2020-2021 **Mid-America Mental Health Technology Transfer Center (MHTTC)**
- 2020-2021 **Mid-America Mental Health Technology Transfer Center (MHTTC)**

Assessment & Evaluative Practices

- Psychoeducational assessment related to special education eligibility and student support planning
- Cognitive, academic, and behavioral assessment in school and clinical settings
- Functional behavioral assessment and behavior intervention planning
- Trauma screening and trauma-focused intake assessment
- Suicide risk assessment and management-informed care
- Review, synthesis, and communication of findings in written reports and multidisciplinary meetings

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),
- 2017-Present Association for Psychological Science (APS)
- 2014-Present National Association of School Psychologists (NASP)