

# Stacy-Ann A. January, Ph.D., NCSP

---

University of South Florida  
College of Education  
4202 East Fowler Ave., EDU105  
Tampa, FL 33620  
813-974-1080  
sajanaury@usf.edu

## **ACADEMIC APPOINTMENTS**

- Aug. 2019 – **Assistant Professor**  
present Department of Educational and Psychological Studies, University of South Florida
- Aug. 2016 – **Assistant Professor**  
July 2019 Department of Psychology, University of South Carolina

## **EDUCATION & TRAINING**

- 2014 – 2016 **Institute of Education Sciences Postdoctoral Research Fellow**  
University of Nebraska–Lincoln
- August 2014 **Ph.D., Educational Psychology (Emphasis in School Psychology)**  
University of Georgia (APA-Accredited and NASP-Approved Program)
- 2013 – 2014 **Pre-doctoral Psychology Intern**  
Department of Psychological Services (2000 hour APA-Accredited Internship)  
Cypress-Fairbanks Independent School District, Houston, TX
- May 2011 **M.A., Educational Psychology**  
University of Georgia
- May 2006 **B.A., Psychology, cum laude**  
University of Richmond

## **CERTIFICATIONS**

Nationally Certified School Psychologist (NCSP #45254)  
What Works Clearinghouse Certified Reviewer – Single Case Designs (Version 3.0)

## **HONORS & AWARDS**

- 2021 **Lightner Witmer Award**, American Psychological Association, Division 16
- 2020 **Editorial Appreciation Award** (Outstanding Associate Editor), *School Psychology Review*
- 2017-18 **Fellow**, Texas Center for Health Disparities, Steps Toward Academic Research Program
- 2017 **Early Career Achievement Award**, American Psychological Association
- 2017 **Early Career Scholar**, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
- 2017 **Editorial Appreciation Award** (2016 Review of the Year), *School Psychology Review*
- 2013-14 **Owen Scott Scholars Award**, University of Georgia
- 2012-13 **Del Jones Memorial Scholarship**, University of Georgia
- 2002-06 **Cigna Scholar**, University of Richmond

**PEER-REFEREED PUBLICATIONS***\*student co-author*

34. Grapin, S. L., Collier-Meek, M., **January, S.-A. A.**, Yang, C., & Portillo, N. (in press). Reconceptualizing mentorship for the 21st century: A systematic mapping of research in school psychology. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2021.1910861>
33. Lambert, M. C., **January, S.-A. A.**, Gonzalez, J. E., Epstein, M. H., & Martin, J. (in press). Comparing behavioral and emotional strengths of students with and without emotional disturbance. *Journal of Psychoeducational Assessment*. Advance online publication. <https://doi.org/10.1177/07342829211038451>
32. Lambert, M. C., Duppong Hurley, K., **January, S.-A. A.**, & Huscroft D'Angelo, J. (in press). The role of parental involvement in narrowing the academic achievement gap for high school students with elevated emotional and behavioral risks. *Journal of Emotional and Behavioral Disorders*. Advance online publication. <https://doi.org/10.1177/10634266211020256>
31. Grapin, S. L., Gelbar, N. W., **January, S.-A. A.**, Reinhardt, J. S., Ochs, S., Peterson, L. S., & Grossman, J. A. (in press). Professional needs of doctoral-level students and early career professionals in school psychology. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-020-00291-z>
30. \*Thomas, A. S., & **January, S.-A. A.** (2021). Evaluating the criterion validity and classification accuracy of universal screening measures in reading. *Assessment for Effective Intervention*, 46(2), 110-120. <https://doi.org/10.1177/1534508419857232>
29. **January, S.-A. A.**, & Klingbeil, D. A. (2020). Universal screening in grades K-2: A systematic review and meta-analysis of early reading curriculum-based measures. *Journal of School Psychology*, 82, 103-122. <https://doi.org/10.1016/j.jsp.2020.08.007>
28. Heir, B. O., **January, S.-A. A.**, & Van Norman, E. R. (2020). A comparison of CBM-WE scoring metrics and progress monitoring frequency among second-grade students. *School Psychology Review*, 49(3), 306-320. <https://doi.org/10.1080/2372966X.2020.1763758>
27. Klingbeil, D. A., **January, S.-A. A.**, & Ardoin, S. P. (2020). Comparative efficacy and generalization of two word reading interventions with English learners in elementary school. *Journal of Behavioral Education*, 29(3), 490-518. <https://doi.org/10.1007/s10864-019-09331-y>
26. \*Rovane, A. K., Hock, R., & **January, S.-A. A.** (2020). Adherence to behavioral treatments and parent stress in families of children with ASD. *Research in Autism Spectrum Disorders*, 77, 101609. <https://doi.org/10.1016/j.rasd.2020.101609>
25. Mason, W.A., Chmelka, M.B., Patwardhan, I., **January, S.-A. A.**, Fleming, C.B., Savolainen, J., Miettunen, J., & Järvelin, M.-J. (2019). Associations of cumulative family risk with academic performance and substance involvement: Tests of moderation by child reading engagement. *Substance Use & Misuse*, 54(10), 1679-1690. <https://doi.org/10.1080/10826084.2019.1608248>
24. Huscroft-D'Angelo, J., Trout, A. L., Duppong Hurley, K. L., & **January, S.-A. A.** (2019). Understanding the physical health status, health literacy, and health-related interventions in school-based samples of youth with learning disorders and emotional disturbance. *Journal of At-Risk Issues*, 22(1), 9-18.

23. **January, S.-A. A.**, Van Norman, E. R., Christ, T. J., Ardoin, S. P., Eckert, T. L., & White, M. J. (2019). Evaluation of schedule frequency and density when monitoring progress with curriculum-based measurement. *School Psychology, 34*(1), 119-127. <https://doi.org/10.1037/spq0000274>
22. Lambert, M. C., **January, S.-A. A.**, Cress, C. J., Cullinan, D. & Epstein, M. H. (2018). Differential item functioning across race and ethnicity for the Emotional and Behavioral Screener. *School Psychology Quarterly, 33*(3), 399-407. <https://doi.org/10.1037/spq0000224>
21. **January, S.-A. A.**, Trout, A. L., Huscroft-D'Angelo, J., Duppong Hurley, K. L., & Thompson, R. W. (2018). Perspectives on factors impacting youth's reentry into residential care: An exploratory study. *Journal of Child and Family Studies, 27*(8), 2584-2595. <https://doi.org/10.1007/s10826-018-1093-5>
20. Lambert, M. C., **January, S.-A. A.**, & Pierce, C. D. (2018). Latent structure of scores from the Emotional and Behavioral Screener. *Journal of Psychoeducational Assessment, 36*(3), 249-260. <https://doi.org/10.1177/0734282916676130>
19. **January, S.-A. A.**, Lambert, M. C., Epstein, M. H., Spooner, M., & Gebreselassie, T. (2018). Students at enrollment into community-based systems of care: Characteristics and predictors of functioning in school. *Journal of Emotional and Behavioral Disorders, 26*(2), 67-78. <https://doi.org/10.1177/1063426616664327>
18. Huscroft-D'Angelo, J., **January, S.-A. A.**, & Duppong Hurley, K. L. (2018). Supporting parents and students with emotional and behavioral disorders in rural settings: Administrator perspectives. *Rural Special Education Quarterly, 37*(2), 103-112. <https://doi.org/10.1177/8756870517750827>
17. **January, S.-A. A.**, Van Norman, E. R., Christ, T. J., Ardoin, S. P., Eckert, T. L., & White, M. J. (2018). Progress monitoring in reading: Comparison of weekly, bi-monthly, and monthly assessments for students at risk for reading difficulties in grades 2-4. *School Psychology Review, 47*(1), 83-94. <https://doi.org/10.17105/SPR-2017-0009.V47-1>
16. Lambert, M. C., Garcia, A. G., **January, S.-A. A.**, & Epstein, M. H. (2018). The impact of English language learner status on screening for emotional and behavioral disorders: A differential item functioning (DIF) study. *Psychology in the Schools, 55*(3), 229-239. <https://doi.org/10.1002/pits.22103>
15. Duppong Hurley, K. L., Lambert, M. C., **January, S.-A. A.**, & Huscroft-D'Angelo, J. (2017). Confirmatory factor analyses comparing parental involvement frameworks with secondary students. *Psychology in the Schools, 54*(9), 947-964. <https://doi.org/10.1002/pits.22039>
14. Solomon, S., Savolainen, J., Mason, W. A., Miettunen, J., **January, S.-A. A.**, & Järvelin, M.-R. (2017). Does educational marginalization mediate the path from childhood cumulative risk to criminal offending? *Journal of Developmental and Life-Course Criminology, 3*(3), 326-346. <https://doi.org/10.1007/s40865-017-0062-9>
13. Duppong Hurley, K. L., **January, S.-A. A.**, & Lambert, M. C. (2017). Using caregiver strain to predict participation in a peer support intervention for parents of children with emotional or behavioral needs. *Journal of Emotional and Behavioral Disorders, 25*(3), 170-177. <https://doi.org/10.1177/1063426616649163>

12. Mason, W. A., Patwardhan, I., Smith, G. L., Chmelka, M. B., Savolainen, J., **January, S.-A. A.**, Miettunen, J., & Järvelin, M.-R. (2017). Cumulative contextual risk at birth and adolescent substance initiation: Peer mediation tests. *Drug and Alcohol Dependence*, 177, 291-298. <https://doi.org/10.1016/j.drugalcdep.2017.03.045>
11. **January, S.-A. A.**, Lovelace, M. E., Foster, T. E., & Ardoin, S. P. (2017). A comparison of two flashcard interventions for teaching sight words to early readers. *Journal of Behavioral Education*, 26(2), 151-168. <https://doi.org/10.1007/s10864-016-9263-2>
10. **January, S.-A. A.**, Mason, W. A., Savolainen, J., Solomon, S., Chmelka, M. B., Miettunen, J., Veijola, J., Moilanen, I., Taanila, A., & Järvelin, M.-R. (2017). Longitudinal pathways from cumulative contextual risk at birth to school functioning in adolescence: Analysis of mediation effects and gender moderation. *Journal of Youth and Adolescence*, 46(1), 180-196. <https://doi.org/10.1007/s10964-016-0560-9>
9. **January, S.-A. A.**, Ardoin, S. P., Christ, T. J., Eckert, T. L., & White, M. J. (2016). Evaluating the interpretations and use of curriculum-based measurement in reading and word lists for universal screening in first and second grade. *School Psychology Review*, 45(3), 310-326. <https://doi.org/10.17105/SPR45-3.310-326>
8. Mason, W. A., **January, S.-A. A.**, Chmelka, M. B., Parra, G. R., Savolainen, J., Miettunen, J., Järvelin, M.-R., Taanila, A., & Moilanen, I. (2016). Cumulative contextual risk at birth in relation to adolescent substance use, conduct problems, and risky sex: General and specific predictive associations in a Finnish birth cohort. *Addictive Behaviors*, 58, 161-166. <https://doi.org/10.1016/j.addbeh.2016.02.031>
7. **January, S.-A. A.**, Duppong Hurley, K., Stevens, A. L., Kutash, K., Duchnowski, A. J., & Pereda, N. (2016). Evaluation of a community-based peer-to-peer support program for parents of at-risk youth with emotional and behavioral difficulties. *Journal of Child and Family Studies*, 25(3), 836-844. <https://doi.org/10.1007/s10826-015-0271-y>
6. Mason, W.A., **January, S.-A. A.**, Fleming, C. B., Thompson, R. W., Parra, G. R., Haggerty, K. P., & Snyder, J. J. (2016). Parent training to reduce problem behaviors over the transition to high school: Tests of indirect effects through improved emotion regulation skills. *Children and Youth Services Review*, 61, 176-183. <https://doi.org/10.1016/j.childyouth.2015.12.022>
5. **January, S.-A. A.**, & Ardoin, S. P. (2015). Technical adequacy and acceptability of curriculum-based measurement and the Measures of Academic Progress. *Assessment for Effective Intervention*, 41(1), 3-15. <https://doi.org/10.1177/1534508415579095>
4. Lambert, M. C., **January, S.-A. A.**, Epstein, M. H., Spooner, M., Gebreselassie, T., & Stephens, R. L. (2015). Convergent validity of the Behavioral and Emotional Rating Scale for youth in community mental health settings. *Journal of Child and Family Studies*, 24(12), 3827-3832. <https://doi.org/10.1007/s10826-015-0191-x>
3. **January, S.-A. A.**, Lambert, M. C., Epstein, M. H., Walrath, C. M., & Gebreselassie, T. (2015). Cross-informant agreement of the Behavioral and Emotional Rating Scale for youth in community mental health settings. *Children and Youth Services Review*, 53, 34-38. <https://doi.org/10.1016/j.childyouth.2015.03.015>

2. Ardoin, S. P., Eckert, T. L., Christ, T. J., White, M. J., Morena, L. S., **January, S.-A. A.**, & Hine, J. F. (2013). Examining variance in reading comprehension among developing readers: Words in context (curriculum-based measurement in reading) versus words out of context (word lists). *School Psychology Review*, *42*(3), 243-261.
1. **January, S.-A. A.**, & Ardoin, S. P. (2012). The impact of context and word type on students' maze task accuracy. *School Psychology Review*, *41*(3), 262-271.

### **BOOK CHAPTERS**

4. Klingbeil, D. K., **January, S.-A. A.**, & Drachslin, L. R. (2021). Peer tutoring interventions. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 48-60). Oxford University Press. doi.org/10.1093/med-psych/9780190068714.003.0005
3. Floyd, R. G., Arora, P. G., Garbacz, S. A., & **January, S.-A. A.** (2021). Reviewing manuscripts submitted to peer-reviewed journals. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 351-379). Routledge.
2. Harris, B., Fallon, L., **January, S.-A. A.**, & Kilgus, S. (2021). Succeeding during your early career in university settings. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 55-68). Routledge.
1. Ardoin, S. P., & **January, S.-A. A.** (2018). Academic assessment and intervention. In S. L. Grapin, & J. H. Kranzler (Eds.), *School psychology: Professional issues and practices*. (pp. 131-147). Springer.

### **TECHNICAL REPORT**

1. **Baxter, S.-A. A.**, & Ardoin, S. P. (2010). *Analysis of the relationship between oral reading rate and comprehension for FAIP-R*. (Technical Report No. 3). Athens, GA: University of Georgia Department of Educational Psychology and Instructional Technology.

### **PRESENTATIONS**

#### **Peer Refereed**

28. **January, S.-A. A.**, & Klingbeil, D. A. (2020, February 18-21). *Reading screeners in Grades K-1: Sorting through the options* [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
27. Ochs, S. E., Grossman, J. A., **January, S.-A. A.**, & Peterson, L. (2020, February 18-21). *Practitioners and academics: Navigating the early career years* [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
26. Farley, J., Huscroft-D'Angelo, J., **January, S.-A. A.**, & Duppong Hurley, K. (2020, January 8-9). *A review of parental involvement in school measures and items included in national survey databases* [Poster presentation]. Institute of Education Sciences Principal Investigators Meeting, Washington, DC, United States.
25. Ochs, S. E., Reinhardt, J., **January, S.-A. A.**, & Grapin, S. L. (2019, August 8-11). *Assessing the current needs of early career school psychologists* [Poster presentation]. American Psychological Association Annual Convention, Chicago, IL, United States.

24. \*Rovane, A., Hock, R., & **January, S.-A. A.** (2019, April 24). Do treatment attitudes moderate the relationship between behavioral treatment adherence and stress among parents of children with ASD? [Poster presentation]. 52<sup>nd</sup> Annual Gatlinburg Conference, San Antonio, TX, United States.
23. \*Thomas, A. S., & **January, S.-A. A.** (2019, February 26 – March 1). *Comprehensive screening measures to identify reading risk: Useful or cumbersome?* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
22. Klingbeil, D. A., & **January, S.-A. A.** (2019, February 26 – March 1). *Comparing two word reading interventions for English learners* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
21. Grossman, J. A., & **January, S.-A. A.** (2019, February 26 – March 1). *Parent and teacher educational expectations: How similar are they?* [Poster presentation]. National Association of School Psychologists Annual Convention, Atlanta, GA, United States.
20. **January, S.-A. A.**, Van Norman, E. R., Christ, T. J., Ardoin, S. P., Eckert, T. L., & White, M. J. (2017, August 3-6). *Impact of schedule and grade on CBM-R progress monitoring outcomes* [Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.
19. **January, S.-A. A.**, & Grossman, J. A. (Co-Chairs). (2017, August 3-6). *Thinking outside the box: "Nontraditional" careers in school psychology* [Symposium]. American Psychological Association Annual Convention, Washington, DC, United States.
18. Mason, W. A., Chmelka, M. B., **January, S.-A. A.**, Patwardhan, I., & Savolainen, J. (2017, May 30 – June 2). *Influence of cumulative contextual risk on academic performance and substance abuse: Moderation by child reading engagement in a Finnish Birth Cohort* [Poster presentation]. Society for Prevention Research 25<sup>th</sup> Annual Meeting, Washington, DC, United States.
17. **January, S.-A. A.**, Lambert, M. C., Pierce C. D., Epstein, M. C., & Cullinan, D. (2017, February 21-24). *A recently-developed, brief universal screener for emotional and behavioral risk* [Paper presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
16. Grossman, J. A., & **January, S.-A. A.** (2017, February 21-24). *Trends in parental involvement: Now and then* [Poster presentation]. National Association of School Psychologists Annual Convention, San Antonio, TX, United States.
15. Gross, T. J., **January, S.-A. A.**, Duppong Hurley, K., & Thompson, R. W. (2016, August 4-7). *Factors related to child services received before calling a family helpline* [Poster presentation]. American Psychological Association Annual Convention, Denver, CO, United States.
14. **January, S.-A. A.**, Ardoin, S. P., Christ, T. J., Eckert, T. L., & White, M. J. (2016, February 10-13). *Universal screening with word lists as supplements to CBM-oral reading* [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.

13. **January, S.-A. A.**, Mason, W. A., Chmelka, M. B., & Savolainen, J. (2016, February 10-13). *Pathways from contextual risks at birth to adolescent school functioning* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
12. Grossman, J. A., & **January, S.-A. A.** (2016, February 10-13). *Predicting parental involvement: Does school urbanicity matter?* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA, United States.
11. **January, S.-A. A.**, Duppong Hurley, K., Synhorst, L., & Stevens, A. L. (2015, November 9-14). *Using a multi-method, multi-informant approach to measure implementation fidelity in a peer-to-peer parent support program* [Paper presentation]. American Evaluation Association 29<sup>th</sup> Annual Conference, Chicago, IL, United States.
10. Mason, W. A., Chmelka, M. B., Parra, G. R., **January, S.-A. A.**, Savolainen, J., & Taanila, A. (2015, May 26-29). *Early cumulative risk in a Nordic welfare state context: Longitudinal effects on adolescent problem behaviors* [Poster presentation]. Society for Prevention Research 23<sup>rd</sup> Annual Meeting, Washington, DC, United States.
9. Mason, W. A., Fleming, C. B., Thompson, R. W., Parra, G. R., **January, S.-A. A.**, Haggerty, K. P., & Snyder, J. J. (2015, May 26-29). *Indirect effects of parent training through emotion regulation skills leading to reduced problem behaviors over the transition to high school* [Poster presentation]. Society for Prevention Research 23<sup>rd</sup> Annual Meeting, Washington, DC, United States.
8. Duppong Hurley, K., Gross, T. J., **January, S.-A. A.**, Kutash, K., & Duchnowski, A. J. (2015, February 17-20). *A parent-to-parent approach to improve outcomes for students with ED* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
7. Trout, A. L., & **January, S.-A. A.** (2015, February 17-20). *A healthy tomorrow: Health literacy transition needs in high-risk youth* [Poster presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.
6. **January, S.-A. A.**, & Ardoin, S. P. (2014, February 18-21). *Teachers' knowledge, use, and acceptability of universal screening assessments* [Poster presentation]. National Association of School Psychologists Annual Convention, Washington, DC, United States.
5. **January, S.-A. A.**, Ardoin, S. P., Christ, T. J., & Eckert, T. L. (2014, February 18-21). *Universal screening in the early elementary grades* [Poster presentation]. National Association of School Psychologists Annual Convention, Washington, DC, United States.
4. **January, S.-A. A.**, & Ardoin, S. P. (2013, February 12-15). *CBM and Measures of Academic Progress in instructional decision making* [Paper presentation]. National Association of School Psychologists, Seattle, WA, United States.
3. Ardoin, S. P., Eckert, T. L., Christ, T. J., White, M. J., Morena, L. S., & **Baxter, S.-A. A.** (2012, February 21-24). *Emerging readers' comprehension skills: Word and oral reading rate contributions.* [Paper presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.

2. Lutz, M. E., Ardoin, S. P., Foster, T. E., & **Baxter, S.-A. A.** (2012, February 21-24). *Comparison of two flashcard interventions for teaching sight-words* [Poster presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA, United States.
1. **Baxter, S.-A. A.**, & Ardoin, S. P. (2011, August 4-7). *Does passage context and word type impact accuracy in maze tasks?* [Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.

### Local

2. \*Thomas, A. S., & **January, S.-A. A.** (2018, April). *Evaluating the criterion validity and classification accuracy of universal screening measures in reading* [Poster presentation]. Discover USC, Columbia, SC, United States.
1. **Baxter, S.-A. A.**, & Ardoin, S. P. (2011, April). *Does passage context and word type impact accuracy in maze tasks?* [Poster presentation]. Interdisciplinary Conference of the University of Georgia Graduate Student Association, Athens, GA, United States.

### PROFESSIONAL PUBLICATIONS

2. Raines, T. C., **January, S.-A. A.**, Gelbar, N., & Barrett, C. (2020). Academic parenthood: We are all doing our best. *The School Psychologist*, 74(2), 26-29.
1. **January, S.-A. A.**, Gelbar, N. W., & Arora, P. G. (2016). Reviewing manuscripts for publication: A primer for researchers and practitioners. *The School Psychologist*, 70(1), 24-29.

### FUNDED GRANT SUPPORT

Consultant. *Parental Involvement in Education: Comparing Academic Outcomes for High School Students in the General Population and those At-risk for Emotional and Behavioral Problems*. Funding Source: Institute of Education Sciences, US Department of Education. Duration: 2 years (7/01/2019 – 6/30/2021). Total amount: \$600,000.

Co-Principal Investigator. *A Comparison of Two Reading Interventions and Initial Evaluation of a Caregiver-Delivered Reading Intervention with ELL Students*. (PI: David A. Klingbeil). Funding Source: Society for the Study of School Psychology. Duration: 12 months (7/1/2017 – 6/30/2019). Total amount: \$19,548 (\$9,978 subcontract to USC).

Principal Investigator. *Understanding and Promoting Parent Engagement in South Carolina*. (Co-PI: Samuel D. McQuillin). Funding Source: Center for Educational Partnerships, University of South Carolina. Duration: 12 months (7/1/2017 – 6/30/2018). Total amount: \$10,000.

Co-Investigator. *Interdisciplinary Collaboration for Improving Dyslexia Identification and Reading Outcomes in South Carolina Schools: Development and Validation of the Carolina Automated Reading Assessment*. (PI: Scott L. Decker). Funding Source: University of South Carolina, Office of the Vice President for Research. Duration: 15 months (7/1/2017 – 9/30/2018). Total amount: \$99,897.



Principal Investigator. *An Examination of the Concurrent Validity, Unique Contributions, and Teacher Acceptability of Universal Screening Assessments*. Funding Source: University of Georgia, Graduate School Dean’s Office. Duration: 12 months (1/1/2013 – 12/31/2013). Total amount: \$1,000.

**TEACHING EXPERIENCE**

Aug. 2019 – **Assistant Professor**, College of Education, University of South Florida  
present

Graduate Courses:

Psychoeducational Interventions I: Academic Interventions (Fall 2019, Fall 2020)  
Advanced Seminar in School Psychology (Fall 2019, Fall 2020)  
Instructional Design (Spring 2020, Spring 2021)  
Behavior Disorders (Summer 2020)  
Academic Writing (Spring 2021)

Aug. 2016 – **Assistant Professor**, Department of Psychology, University of South Carolina

Aug. 2019 Undergraduate Course:

Research Methods in Psychology (Fall 2016, Spring 2018, Fall 2018)

Graduate Courses:

Academic Assessment and Intervention (Fall 2016, Fall 2017, Fall 2018)  
Behavioral Assessment and Intervention (Spring 2017, Spring 2018)

Aug. 2012 – **Instructor of Record**, Department of Educational Psychology, University of Georgia

May 2013 Undergraduate Course: Exploring Learning and Teaching

June 2006 – **Elementary School Teacher**

May 2009 Atlanta, GA

**APPLIED EXPERIENCE**

Aug. 2013 – **Pre-doctoral Psychology Intern**

June 2014 Department of Psychological Services (2000 hour APA-Accredited Internship)  
Cypress-Fairbanks Independent School District, Houston, TX

Aug. 2011 – **Advanced Practicum Student**

May 2013 Georgia Network for Educational and Therapeutic Support, DeKalb County, GA

June 2010 – **Practicum Student**

July 2011 School Psychology Clinic, University of Georgia, Athens, GA

June 2011 – **Practicum Student**

July 2011 Athens Behavioral Medicine, Athens, GA

**ADVISING AND MENTORSHIP**

**Ed.S. Project and Dissertation Committee Member**

C. McGirt TBD Project in Progress

A. Jones Learning for Life Academy reading assessment and instruction Project Defended 2021

K. Pandya	The development and psychometric validation of a measure of microaggression exposure among female faculty of color	Dissertation Defended 2019
C. Patel	Co-occurrence and non-overlap among behavioral and health-related problems in preschool children	Dissertation Defended 2019
A. Stafford	Integration of theory and feasibility in learning disability identification: Examining criteria effects in the integrated assessment and intervention model	Dissertation Defended 2018

**Master’s Thesis Chair/Co-Chair**

L. Williams	The specifics of Specific Learning Disability: An analysis of state-level eligibility criteria and Response to Intervention practices	Thesis proposed
A. Rovane (Co-Chair)	Perceptions of ASD treatment as risk or protective factors for parent stress	Defended 2019
A. Thomas	Evaluating the criterion validity and classification accuracy of universal screening measures in reading	Defended 2018

**EDITORIAL AND REVIEWER SERVICE**

**Associate Editor**

2018-present *School Psychology Review*

**Guest Associate Editor**

2015-2018 *School Psychology Review*

**Editorial Board Member**

2018-present *Journal of School Psychology*  
 2018-present *Assessment for Effective Intervention*  
 2016-present *School Psychology (Quarterly)*  
 2016-2018 *Psychology in the Schools*  
 2015-2018 *School Psychology Review*

**Ad Hoc Reviewer**

2015, 2019-2019 *Psychology in the Schools*  
 2019 *Evidence-Based Practice in Child & Adolescent Mental Health*  
 2019 *Journal of Developmental and Physical Disabilities*  
 2016-2018 *Behavioral Disorders*  
 2015-2018 *Journal of School Psychology*  
 2015 *School Psychology Review*  
 2015 *Evaluation and Program Planning*  
 2014-2015 *School Psychology Quarterly*  
 2014-2015 *Remedial and Special Education*

**Grant Review Panels**

2021-present Principal Member, Scientific Review Panel, IES National Center for Special Education Research  
 2020 Ad Hoc Member, Scientific Review Panel, IES National Center for Special Education Research

2014           Preschool Development Grants, U.S. Department of Education

**NATIONAL SERVICE**

2019-present   **Planning Committee Co-Chair**, 2022 Conference

2017-2019   **Planning Committee Member**, 2019 Conference  
School Psychology Research Collaboration Conference  
Society for the Study of School Psychology

2019           **Panel Member**  
School Psychology Research Collaboration Conference  
Society for the Study of School Psychology

2018-2020   **Chair-Elect, Chair, & Past Chair**  
2017       **Publications and Communications Officer**  
2015-2016   **Membership and Outreach Officer**  
Early Career Psychologists Workgroup  
Division 16 (School Psychology), American Psychological Association

2016-2018   **Webinar Committee Member**  
Division 16 (School Psychology), American Psychological Association

2013-2016   **Conference Proposal Reviewer**  
National Association of School Psychologists, 2014 – 2017 Annual Conventions  
2014-2016   American Psychological Association, 2015 – 2017 Annual Conventions

2015-2017   **Award Committee Member**  
Paul E. Henkin Student Travel Award  
Division 16 (School Psychology), American Psychological Association

**PROGRAM, DEPARTMENT, AND UNIVERSITY SERVICE**

2020-present   **Orientation Coordinator**  
School Psychology Program  
College of Education  
University of South Florida

2019-present   **Faculty Advisor**, School Psychology Student Association  
School Psychology Program  
College of Education  
University of South Florida

2019-present   **Institutional Review Board Committee Member**  
Department of Educational and Psychological Studies  
College of Education  
University of South Florida

2018-2019   **Website Coordinator**  
Department of Psychology  
University of South Carolina

2017-2018     **Search Committee Member**  
Clinical-Community Program  
Department of Psychology  
University of South Carolina

2017           **Reviewer**  
Discover UofSC Student Conference  
University of South Carolina

2016, 2015    **Award Committee Member**  
Undergraduate Creative Activities and Research Experience Program  
University of Nebraska–Lincoln

2015           Graduate Student Poster Presentation Award, Spring 2015 Student Research Fair  
University of Nebraska–Lincoln

**PROFESSIONAL AFFILIATIONS**

American Psychological Association (APA)  
APA Division 16: School Psychology  
National Association of School Psychologists