

Nathaniel P. von der Embse, Ph.D., NCSP

University of South Florida

College of Education

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EDUCATION & PROFESSIONAL TRAINING

- 2008-2012 **Michigan State University**
Doctor of Philosophy (APA-Accredited, NASP-Approved)
Major: School Psychology
- 2011-2012 **Boys Town Center for Behavioral Health**
Nebraska Internship Consortium in Professional Psychology
APPIC Internship, APA-Accredited
- 2005-2008 **Miami University**
Educational Specialist in School Psychology (NASP-Approved)
Masters of Science in School Psychology
- 2001-2004 **University of Dayton**
Bachelor of Arts
Major: Psychology
Magna Cum Laude

PREVIOUS PROFESSIONAL POSITIONS

- 2014-2017 **Assistant Professor**
School Psychology Program (NASP-approved, APA-accredited),
College of Education, Temple University
- 2012-2014 **Assistant Professor**
School Psychology Program (NASP-approved, APA-accredited),
Department of Psychology, East Carolina University
- 2009-2011 **School Psychologist**
Gratiot-Isabella Regional Education Service District, Ithaca, Michigan

AWARDS AND FELLOWSHIPS

- 2018 Lightner Witmer Award, Early Career Scholarship, APA Division 16
- 2017 President's Research Incentive Award, University of South Florida
- 2017 Reviewer of the Year, *Journal of School Psychology*
- 2015 Reviewer of the Year, *School Psychology Review*

2015	Summer Research Fellowship, Temple University
2015	International Educators' Academy, Temple University
2014	Fellow, BB&T Faculty Leadership Program, East Carolina University
2013	Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2012	President's Award for Outstanding Contribution, National Association of School Psychologists
2010-2012	Fellow, US Department of Education, Office of Special Education Programs Training Grant, Interdisciplinary Leadership Training in the Transportability of Evidence-based Interventions to Diverse Populations
2011	Hyman-Lambert Scholarship, American Academy of School Psychology
2011	Leadership Endowment Fellowship, Graduate School, Michigan State University
2011	Dissertation Completion Fellowship, Graduate School, Michigan State University
2010	Fellowship for Enhancing Global Understanding in China, Michigan State University
2010	Graduate Student of the Year, Professional Development Scholarship, Trainers of School Psychologists

CERTIFICATION & LICENSURE

2015-	Post-doctoral supervision for licensure (925/2000 hours)
2016-2020	Pennsylvania Level I Educational Specialist
2012-2017	North Carolina Standard Professional II Educator's License
2011-2014	Nebraska Provisionally Licensed Mental Health Practitioner, #9461
2008-2020	Nationally Certified School Psychologist, #37756
2009-2012	Michigan Preliminary School Psychologist License, #159315
2007-2008	Ohio Temporary School Psychologist License, #OH3021959

RESEARCH INTERESTS

- High-stakes testing and education accountability policy
- Teacher stress and student test anxiety
- Internalizing behavior screening, assessment, and intervention
- Training educators in population-based mental health services

PUBLICATIONS

REFEREED JOURNAL ARTICLES (N=48)

*=student co-author, **=invited commentary

1. Kilgus, S. P., *Izumi, J., **von der Embse, N. P.**, *Van Wie, M., Eklund, K. R., *Taylor, C., & *Iaccarino, S. (in press). Co-occurrence of academic and behavioral risk within elementary schools: Implications for universal screening practices. *School Psychology Quarterly*.
2. Kilgus, S.P., Eklund, K., & **von der Embse, N.P.** (in press). Validity and diagnostic accuracy of the Intervention Selection Profile – Social Skills (ISP-SS) within a sample of at-risk students. *Psychology in the Schools*. doi: 10.1002/pits.22214
3. **von der Embse, N.P.**, Rutherford, L., *Mankin, A., & *Jenkins, A. (in press). Implementation of a trauma-informed assessment to intervention model in a large urban school district. *School Mental Health*. doi: 10.1007/s12310-018-9294-z
4. *Taylor, C., *Allen, A., Kilgus, S., **von der Embse, N.P.**, & Garbacz, S. A. (in press). Development and validation of a parent version of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). *Behavior Disorders*.
5. Putwain, D.W. & **von der Embse, N.P.** (in press). Teacher self-efficacy moderates the relations between pressure from curriculum changes and teacher stress. *Educational Psychology*.
6. *Iaccarino, S., **von der Embse, N. P.**, & Kilgus, S. P. (in press). Interpretation and use of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): A latent transition approach. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282918766650
7. Putwain, D.W. & **von der Embse, N.P.** (2018). Teachers use of fear appeals and timing reminders prior to high-stakes examinations: pressure from above, below, and within. *Social Psychology of Education, 21*, 1001-1019. doi: 10.1007/s11218-018-9448-8
8. Kilgus, S. P., **von der Embse, N. P.**, *Taylor, C., *Van Wie, M., & *Sims, W. (2018). Diagnostic accuracy of a universal screening multiple gating procedure: A replication study. *School Psychology Quarterly, 33* (4), 582-589. doi: 10.1037/spq0000246
9. *Mankin, A., **von der Embse, N.P.**, Renshaw, T., & *Ryan, S. (2018). Assessing teacher wellness: Confirmatory factor analysis and measure invariance of the Teacher Subjective Wellbeing Questionnaire (TSWQ). *Journal of Psychoeducational Assessment, 36* (3), 219-232. doi: 10.1177/0734282917707142
10. **von der Embse, N.P.**, & Kilgus, S.P. (2018). Improving decision-making: Procedural recommendations for evidenced-based assessment. *School Psychology Review, 47*, 329-332.
11. **von der Embse, N.P.**, Kilgus, S.P., *Ake, E., Eklund, K. R., & *Levi-Nielsen, S. (2018). Training teachers to facilitate early identification of mental and behavioral health risk. *School Psychology Review, 47*, 372-384.

12. ****von der Embse, N.P.** (2018). Improving school mental health services through early identification and prevention. *Psychology of Education Review*, 42 (1), 46-52.
13. Kilgus, S. P., *Taylor, C., & **von der Embse, N. P.** (2018). Screening for behavioral risk: Identification of high risk cut scores within the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). *School Psychology Quarterly*, 33(1), 155-159. doi: 10.1037/spq0000230
14. Saeki, E., Segool, N., Pendergast, L., & **von der Embse, N. P.** (2018). The influence of test-based accountability policies on early elementary teachers: School climate, environmental stress, and teacher stress. *Psychology in the Schools*, 55, 391-403. doi: 10.1002/pits.22112
15. **von der Embse, N.P.**, *Jester, D., *Roy, D., & *Post, J. (2018). Test anxiety predictors, correlates, and effects: A 30-year meta-analytic review. *Journal of Affective Disorders*, 227, 483-493. doi: 10.1016/j.jad.2017.11.048.
16. Kilgus, S.P., Bonifay, W., **von der Embse, N.P.**, & *Taylor, C. (2018). Evidence for the interpretation of Social, Academic, and Emotional, Behavior Risk Screener (SAEBRS) scores: An argument-based approach to screener validation. *Journal of School Psychology*, 68, 129-141. doi: 10.1016/j.jsp.2018.03.002
17. Kilgus, S.P., **von der Embse, N.P.**, *Taylor, C., *Allen, A., & Eklund (2018). Examining SAEBRS technical adequacy and the moderating influence of criterion type on cut score performance. *Remedial and Special Education*, 39, 377-388. doi: 10.1177/0741932517748421
18. **von der Embse, N.P.**, *Iaccarino, S., *Mankin, A., Kilgus, S., & Magen, E. (2017). Development and factor structure of the Social, Academic, and Emotional Behavior Risk Screener Student Rating Scale (SAEBRS-SRS). *Assessment for Effective Intervention*, 42 (3), 186-192. doi: 10.1177/1534508416679410
19. **von der Embse, N.P.**, Kilgus, S.P., *Iaccarino, S., & *Levi-Nielsen, S. (2017). Screening for student mental health risk: Diagnostic accuracy and predictive validity of the Social, Academic, and Emotional Behavior Risk Screener-Student Rating Scale (SAEBRS-SRS). *School Mental Health*, 9 (3), 273-283. doi: 10.1007/s12310-017-9214-7
20. ****von der Embse, N.P.** (2017). The psychological and instructional consequences of high-stakes accountability. *Psychology of Education Review*, 41 (1), 45-50.
21. Eklund, K., Kilgus, S., **von der Embse, N.P.**, *Beardmore, M., & *Tanner, N. (2017). Use of universal screening scores to predict distal academic and behavioral outcomes: A multi-level approach. *Psychological Assessment*, 29 (5), 486-499. doi: 10.1037/pas0000355
22. *Ryan, S., **von der Embse, N.P.**, Pendergast, L., Saeki, E., Segool, N., & *Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66, 1-11. doi: 10.1016/j.tate.2017.03.016
23. **von der Embse, N.P.**, Schoemann, A., *Wicoff, M., Kilgus, S.P., & Bowler, M. (2017). The influence of test-based accountability policies on teacher stress and teaching practices: A

- moderated mediation model. *Educational Psychology*, 37 (3), 312-333. doi: 10.1080/01443410.2016.1183766
24. Pendergast, L., **von der Embse, N.P.**, Kilgus, S., & Eklund, K. (2017). Measurement equivalence: A non-technical primer on categorical multi-group confirmatory factor analysis in school psychology. *Journal of School Psychology*, 60, 65-82. doi: 10.1016/j.jsp.2016.11.002
 25. Kilgus, S.P., Kazmerski, J.S., *Taylor, C.N., & **von der Embse, N.P.** (2017). Use of direct behavior ratings to collect functional assessment data. *School Psychology Quarterly*, 32, 240-253. doi: 10.1037/spq0000156
 26. **von der Embse, N.P.**, Sandalos, L., Pendergast, L., & *Mankin, A. (2016). Teacher stress, teaching efficacy, and job satisfaction in response to test-based educational accountability policies. *Learning and Individual Differences*, 50, 308-317. doi: 10.1016/j.lindif.2016.08.001
 27. **von der Embse, N.P.**, Pendergast, L., Kilgus, S. P., & Eklund, K. (2016). Evaluating the applied use of a mental health screener: Structural validity of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). *Psychological Assessment*, 28 (10), 1265-1275. doi: 10.1037/pas0000253
 28. Kilgus, S. P., *Sims, W., **von der Embse, N.P.**, & *Taylor, C. (2016). Technical adequacy of the Social, Academic, and Emotional Behavior Risk Screener in an elementary sample. *Assessment for Effective Intervention*, 42 (1), 46-59. doi: 10.1177/1534508415623269
 29. **von der Embse, N.P.**, Pendergast, L., Segool, N., Saeki, E., & *Ryan, S. (2016). The influence of test-based accountability policies on school climate and teacher stress across four states. *Teaching and Teacher Education*, 59, 492-502. doi: 10.1016/j.tate.2016.07.013.
 30. Kilgus, S.P., Eklund, K.R., **von der Embse, N.P.**, *Taylor, C.N., & *Sims, W.A. (2016). Psychometric defensibility of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Teacher Rating Scale and multiple gating procedure within elementary and middle school samples. *Journal of School Psychology*, 58, 21-39. Doi: 10.1016/j.jsp.2016.07.001
 31. **von der Embse, N.P.**, & Putwain, D. W. (2015). Examining the context of instruction to facilitate student success. *School Psychology International*, 36, 552-558. doi:10.1177/0143034315612144
 32. **von der Embse, N.P.**, Schultz, B., & *Draughn, J.D. (2015). Readyng students to test: The impact of fear and efficacy appeals on student anxiety, motivation, and test performance. *School Psychology International*, 36, 620-637. doi:10.1177/0143034315609094
 33. Kilgus, S.P., *Sims, W., **von der Embse, N.P.**, & Riley-Tillman, T.C. (2015). Confirmation of models for interpretation and use of the Social and Academic Behavior Risk Screener. *School Psychology Quarterly*, 30(3), 335-352. doi: 10.1037/spq0000087.
 34. **von der Embse, N.P.**, *Scott, E.C., & Kilgus, S.P. (2015). Sensitivity to change and concurrent validity of Direct Behavior Ratings for Academic Anxiety. *School Psychology Quarterly*, 30 (2), 244-259. doi: 10.1037/spq0000083.

35. Kilgus, S.P., **von der Embse, N.P.**, *Scott, K., & *Paxton, S. (2015). Use of the Intervention Selection Profile – Social Skills (ISP-SS) to identify social skill acquisition deficits. *Assessment for Effective Intervention, 40*(4), 228-239. doi: 10.1177/1534508415577469
36. **von der Embse, N.P.**, Kilgus, S.P., Bowler, M., Solomon, H., & *Curtiss, C. (2015). Initial development and factor structure of the Educator Test Stress Inventory. *Journal of Psychoeducational Assessment, 33* (3), 223-237. doi: 10.1177/0734282914548329.
37. Saeki, E., Pendergast, L., Segool, N., & **von der Embse, N.P.** (2015). Psychosocial and instructional consequences of the Common Core State Standards: Implications for research and practice. *Contemporary School Psychology, 19* (2), 89-97. doi: 10.1007/s40688-014-0043-5.
38. **von der Embse, N.P.** & Witmer, S. (2014). High-stakes accountability: Student anxiety and large-scale testing. *Journal of Applied School Psychology, 2*, 1-24. doi: 10.1080/15377903.2014.888529.
39. George, S., Mitchell, E., Mitchell, N., Eason, T., Fuh, B., & **von der Embse, N.P.** (2014). Sick cell disease: Relating community health and heredity. *Science Scope, 38*, 33-38.
40. Segool, N., **von der Embse, N.P.**, Mata, A., & Gallant, J. (2014). Cognitive behavioral model of test anxiety in a high-stakes context: An exploratory study. *School Mental Health, 6*, 50-61. doi: 10.1007/s12310-013-9111-7.
41. **von der Embse, N.P.**, Mata, A., Segool, N., & *Scott, E.C. (2014). Latent profile analysis of test anxiety: A pilot study. *Journal of Psychoeducational Assessment, 32* (2), 165-172. doi: 10.1177/0734282913504541.
42. Gallant, J., Snyder, G., & **von der Embse, N.P.** (2014). Characteristics and psychosocial predictors of adolescent nonsuicidal self-injury in residential care. *Preventing School Failure, 58* (1), 26-31. doi: 10.1080/1045988X.2012.747170.
43. **von der Embse, N.P.**, Kilgus, S.P., Segool, N., & Putwain, D. (2013). Identification and validation of a brief test anxiety screening tool. *International Journal of School and Educational Psychology, 1*, 246-258. doi: 10.1080/21683603.2013.826152.
44. **von der Embse, N.**, Barterian, J. & Segool, N. (2013). Test anxiety interventions for children and adolescents: A systematic review of treatment studies from 2000-2010. *Psychology in the Schools, 50* (1), 57-71. doi: 10.1002/pits.21660.
45. Segool, N., Carlson, J., Goforth, A., **von der Embse, N.** & Barterian, J. (2013). Heightened test anxiety among young children: Elementary school students' anxious responses to high-stakes testing. *Psychology in the Schools, 50* (5), 489-499. doi: 10.1002/pits.21689.
46. **von der Embse, N.** & Hasson, R. (2012). Test anxiety and high-stakes tests: Implications for educators. *Preventing School Failure, 56* (3), 180-187. doi: 10.1080/1045988X.2011.633285.

47. **von der Embse, N.** & Carlson, J.S. (2011). Examining training standards criteria within school psychologist position openings: Implications for trainers. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 30, 7-19.
48. **von der Embse, N.**, Brown, A. & Fortain, J. (2011). Reducing problem behavior and promoting inclusion for students with Autism Spectrum Disorders. *Intervention in School and Clinic*, 47, 22-30. doi: 10.1177/1053451211406545.

PROFESSIONAL ARTICLES (N=20)

1. Eklund, K.R., **von der Embse, N.P.**, & Baker, P. (2017). Seeking advocates: Government and professional relations state liaison. *National Association of School Psychologists Communiqué*, 46 (4), 31.
2. **von der Embse, N.P.** (2016). What school psychologists need to know about structural equation modeling. *National Association of School Psychologists Communiqué*, 44 (6), 10-12.
3. **von der Embse, N.P.** (2016). Expanding access to mental health services. *Educator*, 3, 14-15.
4. Segool, N., **von der Embse, N.P.**, Pendergast, L., & Saeki, E. (January, 2016). Connecticut teacher experiences with state SBAC testing. White Paper to the *Connecticut Education Association* and *Connecticut Mastery Examination Committee*.
5. Eklund, K.R., **von der Embse, N.P.**, & Minke, K. (2015). School psychologists and school-based Medicaid reimbursement. *National Register Report*. 41, 40-43.
6. Vaillancourt, K., Eklund, K.R., & **von der Embse, N.** (2015). Making advocacy a part of your New Year's resolution. *National Association of School Psychologists Communiqué* 43, 29.
7. Eklund, K.R., & **von der Embse, N.** (2014). Advocacy update. *National Association of School Psychologists Communiqué* 43, 33.
8. Eklund, K.R., **von der Embse, N.**, & Vaillancourt, K. (2014). Dispelling myths: The Affordable Care Act and school psychologists. *National Association of School Psychologists Communiqué* 43, 33.
9. **von der Embse, N.** & von der Embse, M. (2009, 2014). The summer slip, slide and setback. *Michigan Psych Report*, 36, 9-10.
**Reprinted on request from the Association of Pennsylvania School Psychologists.
10. McDonald, M., Barbarasch, B., Pedley, T., **von der Embse, N.**, & Sulkowski, M. (2014). Advocacy and the early career professional: Transforming theory into practice. *National Association of School Psychologists Communiqué*, 42, 27-29.
11. **von der Embse, N.** (2011, 2012). Evaluating a test anxiety intervention group in a high stakes context. *The Ohio School Psychologist*, 56, 21-27.
**Reprinted on request from the Wisconsin School Psychology Association.

12. Dollar, T., **von der Embse, N.**, Sznewajns, M., & Seif, S. (2010). Collaboration: Support is a two-way street. *Michigan Psych Report*, 37, 10.
13. **von der Embse, N.** & Hobbs, T. (2010). Applying social justice principles to school psychological practice. *Michigan Psych Report*, 37, 7-8.
14. **von der Embse, N.**, Sarr, B.J., & Shriberg, D. (2010). Social justice and restorative justice. Podcast for the *National Association of School Psychologists*. Retrieved from: <http://www.nasponline.org/resources/podcasts/socialjustice.mp3>.
15. **von der Embse, N.**, von der Embse, D., von der Embse, M., & LeVine, I. (2009). Applying social justice principles through school based restorative justice. *National Association of School Psychologists Communiqué*, 38, 18-19.
16. **von der Embse, N.** & Goforth, A. (2009). Michigan State University chapter of the Student Affiliates of School Psychology. *School Psychology: From Science to Practice*, 1, 45-46.
17. Goforth, A., Leggett, S., & **von der Embse, N.** (2009). Position statement on the role of school psychologists in the identification of specific learning disabilities. Statement submitted to the Michigan Department of Education during public comment for proposed changes to R340.1713.
18. **von der Embse, N.** (2009). From graduate student to school psychologist and back. *National Association of School Psychologists Communiqué* 37, 35.
19. **von der Embse, N.** (2008). Responding to test anxiety in a high stakes context. *PSI Paradigm: A Communiqué for the Charter School Community*.
20. Sarr, B.J., Nelson, A.C., & **von der Embse, N.** (2007). School psychologists join to advocate for social change in schools. *National Association of School Psychologists Communiqué*, 36, 34.

BOOK CHAPTERS & TEST REVIEWS (N=6)

1. Garbacz, S. A., Vatland, C. H., Kern, L., **von der Embse, N. P.**, Novotnak, T., Minch, D. R., & Weist, M. (2019). Family-School Partnerships within Tiered Systems of Support to Increase Access, Improve Equity, and Promote Positive Outcomes for all Children and Families.
2. **von der Embse, N.P.**, Putwain, D.W., & Symes, W. (2018). Test and performance anxiety: Helping handout for the home and school. In K. Minke, & G. Bear (Eds.), *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*. Bethesda, MD: National Association of School Psychologists.
3. Rossen, E. & **von der Embse, N.P.** (2014). Status of school psychology graduate education in the United States. In A. Thomas, & P. Harrison (Eds.), *Best practices in school psychology VI*. Bethesda, MD: National Association of School Psychologists.

4. **von der Embse, N.**, Girard, K., & Fortain, J. (2012). The Social Skills Improvement System Rating Scales. Test review for J. Salvia, J. Ysseldyke, & S. Bolt's *Assessment in Special and Inclusive Education* (12th ed.). Belmont, CA: Wadsworth, Cengage.
5. **von der Embse, N.**, Girard, K., & Fortain, J. (2012). DIBELS Next. Test review for J. Salvia, J. Ysseldyke, & S. Bolt's *Assessment in Special and Inclusive Education* (12th ed.). Belmont, CA: Wadsworth, Cengage.
6. Fortain, J, Girard, K., & **von der Embse, N.** (2012). Wechsler Individual Achievement Test, Third Edition. Test review for J. Salvia, J. Ysseldyke, & S. Bolt's *Assessment in Special and Inclusive Education* (12th ed.). Belmont, CA: Wadsworth, Cengage.

REFEREED JOURNAL ARTICLES UNDER REVIEW (N=9)

*=student or post-doctoral fellow co-author

1. Kilgus, S. P., **von der Embse, N.P.**, Eklund, K., *Izumi, J., *Peet, C., *Meyer, L., & *Taylor, C. (under review). Reliability, Validity, and Accuracy of the Intervention Selection Profile–Function: A Brief Functional Assessment Tool. (*School Psychology Quarterly*).
2. **von der Embse, N.P.**, Kim, E., Kilgus, S. P., Dedrick, R., *Tanaka, M., & *Sanchez, A. (invited revision and resubmission). Multi-informant universal screening: Evaluation of rater, item, and construct variance with a trifactor model. (*Journal of School Psychology*).
3. *Moulton, S., **von der Embse, N.P.**, Kilgus, S., & *Drymond, M. (invited revision and resubmission). Building a better behavior progress monitoring tool with item response theory and change sensitivity analyses. (*School Psychology Quarterly*).
4. Oyen, K. A., Eklund, K. R., & **von der Embse, N. P.** (invited revision and resubmission). The landscape of advocacy in public school settings: An examination of the role of school psychologists. (*Psychological Services*).
5. **von der Embse, N.P.**, *Ryan, S., *Gibbs, T., & *Mankin, A. (under review). Teacher stress interventions: A 20-Year review. (*Psychology in the Schools*).
6. *Mankin, A., **von der Embse, N.P.**, & *Ryan, S. (under review). Supporting teacher wellness to promote student success: Concurrent validity of Direct Behavior Ratings of teacher wellbeing and patterns of change. (*Social Psychology of Education*).
7. *Ake, E., **von der Embse, N. P.**, & Dawson, D. (invited revision and resubmission). Does university class size matter? (*Education Researcher*).
8. *Jenkins, A., *Thoman, S., **von der Embse N.P.**, & Kilgus, S. Identifying risk typology and stability across time on a universal screening tool. (*Assessment for Effective Intervention*).
9. *Ruan, L., Pendergast, L., *Dixon, T., *Liao, P., & **von der Embse, N.** (under review). Measuring depression in college students: Structural validity of the Teate Depression Inventory. (*Journal of Affective Disorders*).

REFEREED JOURNAL ARTICLES IN PREPARATION

1. **von der Embse, N.P.** The reciprocating relationship of teacher and student mental health. (*targeted submission to Teaching and Teacher Education*).
2. **von der Embse, N.P.**, Kilgus, S., *Tanaka, M., & *Jenkins, A. Facilitating implementation of a universal screening program through a cost-effectiveness simulation. (*targeted submission to School Psychology Quarterly*).
3. **von der Embse, N.P.**, Eklund, K., Kilgus, S., & *Sanchez, A. Self-report screening with early elementary populations: Comparison of teacher and student ratings. (*targeted submission to School Psychology Quarterly*).

GRANTS

Total funding: \$5,723,260. Personal contribution: \$1,223,611. Pending funding: \$5,281,675.

1. **von der Embse, N.P.**, Kilgus, S., Suldo, S., Eklund, K., Kim, E., & Bonifay, W. (under review). Improving the Delivery of Tiered Intervention Through the Development of Multi-Informant Rating Systems. (\$1,395,500). US Department of Education, Institute of Education Sciences, Goal 5 competition. *Role: Principal Investigator*.
2. Eklund, K., **von der Embse, N.P.**, Kilgus, S., Bonifay, W., & Chafouleas, S. (under review). Defining the Role of Teacher Training and Assessment Skill Development in the Identification of Behavioral and Emotional Risk. (\$1,386,000). US Department of Education, Institute of Education Sciences, Goal 1 competition. *Role: Co-Principal Investigator*.
3. Mazza, J., Cook, C., Suldo, S., **von der Embse, N. P.**, & Meredith, L. (under review). University Program for Social Emotional Learning (UPSEL). (\$1,400,000). US Department of Education, Institute of Education Sciences, Goal 2 competition. *Role: Co-Investigator*.
4. Pendergast, L., Youngstrom, E., Obradovic, Z., **von der Embse, N.**, Tobin, R., & Schnieder, W. (under review). Project EARN: Educational Assessment and Research Nomogram. (\$900,000). US Department of Education, Institute of Education Sciences, Statistical and Research Methodology competition. *Role: Co-Principal Investigator*.
5. **von der Embse, N.P.**, Suldo, S., *Jenkins, A., & *Tanaka, M. (2019-2021; 1 H79 SM081115-01). Improving Access to Mental Health Services through Teacher Training and Universal Screening. (\$364,825). Substance Abuse and Mental Health Services Administration, Mental Health Awareness Training Grant. (**funded**). *Role: Principal Investigator*.
6. Gray, A., Patel, A., Fink, R., McCurdy, B., Rutherford, L., Bowden, A., **von der Embse, N.**, Goldstein, N., & Bethel, K. (2018-2022; 2017-CK-BX-0016). Positive Behavioral Intervention and Supports in Challenging Contexts: Evaluating a Replicable Implementation Approach in Philadelphia. (\$2,999,912). National Institute of Justice. (**funded**). *Role: Co-Investigator*.

7. Kilgus, S., **von der Embse, N.P.**, Eklund, K., Maggin, D., Bonifay, W., Riley-Tillman, T.C. (2018-2022). Development and Validation of Measures Supporting the Selection and Modification of Tier 2 Emotional and Behavioral Interventions. (\$1,395,900). US Department of Education, Institute of Education Sciences, Goal 5 competition. (**score=1.9; funded**). *Role: Co-Principal Investigator.*
8. **von der Embse, N.P.**, & Rutherford, L. (2016-2020). Evaluation of a population-based mental health assessment to intervention model. (\$208,560; expected match to \$253,500). Scattergood Foundation, Lenfest Foundation, United Way. (**funded**). *Role: Principal Investigator.*
9. Saeki, E., **von der Embse, N.P.**, Segool, N., & Pendergast, L. (2017-2018). Teacher's emotional health matters: A mixed-method study of the contextual influences of psychosocial wellbeing among first year teachers in urban schools. (\$49,995). Spencer Foundation. (**funded**). *Role: Co-Principal Investigator.*
10. George, S., Domire, Z., Muller-Borer, B., Howard, E. & **von der Embse, N.** (2017-2020). Research Experiences for Undergraduates: Biomedical Engineering in Simulations, Imaging, and Modeling (BME-SIM; \$324,850). National Science Foundation, #EEC-1359183. (**funded**). *Role: Project Evaluator.*
11. Rosenthal, R. & **von der Embse, N.P.** (2016). Expanding universal screening to improve Tier II intervention selection. (\$10,000). Pennsylvania Department of Education. (**funded**). *Role: Co-Principal Investigator.*
12. **von der Embse, N.** (2015). The influence of high-stakes accountability policy on teacher wellness and instructional practices. (\$8,000). Summer Research Fellowship, Temple University General Research Fund. (**funded**). *Role: Principal Investigator.*
13. **von der Embse, N.** (2015). An international comparison of accountability policy on teacher wellness and instructional practice. (\$3,955). Temple University Internationalization Fund. (**funded**). *Role: Principal Investigator.*
14. Segool, N., **von der Embse, N.**, Pendergast, L., Saeki, E., & DiPerna, J. (2014). Project C-TEST: Common Core Assessments: Climate, Teaching Effectiveness, and Stress. (\$17,184). Society for the Study of School Psychology (**funded**). *Role: Co-Principal Investigator.*
15. *Thomas, J., *Cottrell, E, *Daniels, M., *Curtiss, C., *Wicoff, M., & **von der Embse, N.** (2013). Effects of competition on test anxiety and high-stakes test performance. Undergraduate Research and Creative Activity grant competition. (\$1,500). East Carolina University. (**funded**). *Role: Principal Investigator.*
16. George, S., Domire, Z., Muller-Borer, B., Howard, E. & **von der Embse, N.** (2013-2016). Research Experiences for Undergraduates: Biomedical Engineering in Simulations, Imaging, and Modeling (BME-SIM; \$287,949). National Science Foundation, #EEC-1359183. (**funded**). *Role: Project Evaluator.*
17. **von der Embse, N.** (2011). High-stakes accountability: Examining teacher and student anxiety within large scale testing. Supplementary dissertation research grant (\$550).

Department of Counseling, Educational Psychology, & Special Education, Michigan State University (**funded**). *Role: Principal Investigator.*

18. **von der Embse, N.** (2010). High-stakes accountability: Examining teacher and student anxiety within large scale testing. Dissertation research grant (\$3340). Department of Counseling, Educational Psychology, & Special Education, Michigan State University (**funded**). *Role: Principal Investigator.*
19. Goforth, A. & **von der Embse, N.** (2010). Evidenced-based assessment for autism: A skills based training program (\$1000). American Psychological Association of Graduate Students, Disabilities Grant Program (**funded**). *Role: Co- Principal Investigator.*
20. **von der Embse, N.** (2009). Research materials grant (\$300). Institute of HeartMath (**funded**). *Role: Principal Investigator.*
21. **von der Embse, N.** (2008). High-stakes testing, socio-economic status, and test anxiety: Opportunities for impact. Thesis research grant (\$500). Department of Educational Psychology, Miami University (**funded**). *Role: Principal Investigator.*

PRODUCT DEVELOPMENT

1. **von der Embse, N.P.** & Kilgus, S.P. (2015). The Social, Academic, and Emotional Behavior Risk Screener—Student Rating Scale. *Minneapolis, MN: FastBridge Learning.*
2. Kilgus, S.P., & **von der Embse, N.P.** (2015). The Social, Academic, and Emotional Behavior Risk Screener—Parent Rating Scale. *Minneapolis, MN: FastBridge Learning.*
3. Kilgus, S.P. & **von der Embse, N.P.** (2014). The Social, Academic, and Emotional Behavior Risk Screener—Teacher Rating Scale. *Minneapolis, MN: FastBridge Learning.*
4. Fabiano, G., Kilgus, S.P., & **von der Embse, N.P.** (2014). FastBridge Direct Behavior Ratings. *Minneapolis, MN: FastBridge Learning.*

SCHOLARLY PRESENTATIONS

REFEREED PRESENTATIONS (N=47)

**=student co-presenter*

1. **von der Embse, N.** & Rutherford, L. (October, 2018). Integrating a Tiered Mental Health Framework With Universal Screening in an Urban School District. *Paper presentation at the annual School Mental Health Conference, Las Vegas, NV.*
2. *Jenkins, A., & **von der Embse, N.** (August, 2018). Reducing mental health problems among school-aged urban youth. *Presentation at the annual convention of the American Psychological Association, San Francisco, CA.*
3. *Thoman, S., *Peet, C., *Jenkins, A., & **von der Embse, N.** (August, 2018). Improving universal screening with multi-informant decision-making. *Presentation at the annual convention of the American Psychological Association, San Francisco, CA.*

4. *Tanaka, M., *Peet, C., & **von der Embse, N.** (August, 2018). The influence of teacher emotional health on instructional practices. *Presentation at the annual convention of the American Psychological Association, San Francisco, CA.*
5. Rutherford, L., **von der Embse, N.**, & Mankin, A. (May, 2018). Enhancing mental health supports at Tier I and Tier II. *Presentation at the Pennsylvania Positive Behavior Support Implementer's Forum, Hershey, PA.*
6. *Taylor, C., Kilgus, S., **von der Embse, N.**, & *Van Wie, M. (February, 2018). Screening for Social-Emotional and Behavioral Risk through Multiple Gating. *Paper presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.*
7. VanDerHeyden, A., Van Norman, E., **von der Embse, N.**, Kilgus, S., Nelson, P., Pendergast, L., Shinn, M., & Coulter, A. (February, 2018). How to Screen Smarter for Better Results. *Symposium presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.*
8. Yager, H., **von der Embse, N.**, Kilgus, S., & Eklund, K. (February, 2018). A Multi-Tiered Decision-Making Framework for Emotional and Behavioral Health. *Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.*
9. **von der Embse, N.** & Rutherford, L. (May, 2017). Screen to Intervene: A Trauma-Informed Emotional and Behavioral Health Decision-Making Model. *Presentation at the Pennsylvania Positive Behavior Support Implementer's Forum, Hershey, PA.*
10. Rutherford, L. & **von der Embse, N.** (March, 2017). Integrating Universal Screening within SWPBIS: An Urban Case Example. *Presentation at the International Conference on Positive Behavior Supports, Denver, CO.*
11. **von der Embse, N.**, Kilgus, S., Eklund, K., & Yager, H. (February, 2017). A Multi-Tiered Decision-Making Framework for Emotional and Behavioral Health. *Mini-skills presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.*
12. Remedios, R., Symes, W., **von der Embse, N.**, & Urdan, T. (April, 2016). Fear appeals: What are they and what happens when educators use them? *Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.*
13. Eklund, K. & **von der Embse, N.** (February, 2016). Advocating for school psychologists as behavioral and mental health providers. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
14. Kilgus, S., **von der Embse, N.**, Eklund, K., & Yager, H. (February, 2016). A model of assessment within behavioral multi-tiered systems of support. *Mini-skills presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
15. Segool, N., Saeki, E., Pendergast, L., & **von der Embse, N.** (February, 2016). High-stakes testing: Effects on school climate, teaching, and stress. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*

16. *Ryan, S., *Kaker, J., *Mankin, A., *Schwing, S., & **von der Embse, N.** (February, 2016). Teacher stress and turnover in the era of high-stakes testing. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
17. *Mankin, A., *Morrison, M., *Ryan, S., *Iaccarino, S., & **von der Embse, N.** (February, 2016). The influence of school climate on teacher stress and self-efficacy. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
18. *Jester, D., *Roy, D., *Post, J., & **von der Embse, N.** (February, 2016). A meta-analytic review of test anxiety: predictors, mediators, and outcomes. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
19. **von der Embse, N.**, *Roy, D., & *Ryan, S. (August, 2015). Psychological and instructional consequences of test-based accountability policy. *Presentation at the annual meeting of the American Psychological Association, Toronto, CN.*
20. *Mankin, A., Pendergast, L., & **von der Embse, N.** (August, 2015). Impact of stress on attrition in vulnerable subgroups of teachers. *Presentation at the annual meeting of the American Psychological Association, Toronto, CN.*
21. Eklund, K., Kilgus, S., & **von der Embse, N.** (August, 2015). Screening for mental health and behavioral problems in schools. *Symposium at the annual meeting of the American Psychological Association, Toronto, CN.*
22. Solomon, H., *Carlson-Jacquez, H., *Streshley, S., & **von der Embse, N.** (August, 2015). Contextualized stress: A qualitative inquiry into teacher emotion. *Presentation at the annual meeting of the American Psychological Association, Toronto, CN.*
23. Rossen, E., Swerdlik, M., Prus, J., & **von der Embse, N.** (2015). Trends in school psychology graduate education and internships. *Presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.*
24. Eklund, K. & **von der Embse, N.** (2015). Dispelling myths: The Affordable Care Act and school psychologists. *Presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.*
25. **von der Embse, N.**, Pendergast, L., Segool, N., & Saeki, E. (2015). An evaluation of accountability policy on instructional practices and stress. *Presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.*
26. **von der Embse, N.**, *Prest, J., Pendergast, L., & *Taylor, C. (2015). Structural validity of a behavioral and emotional screener. *Presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.*
27. Kilgus, S., Eklund, K., & **von der Embse, N.** (2015). Contemporary developments in mental health screening. *Presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.*

28. Putwain, D., Lowe, P., Pekrun, R., Qualter, P., **von der Embse, N.**, & Zeidner, M. (July, 2014). Contemporary developments in the field of test and math anxiety. *Symposium at the 28th International Congress of Applied Psychology, Paris, France.*
29. Cassady, J., **von der Embse, N.**, Segool, N., Heller, M., & Jameson Cox, M. (May, 2014). Targeting interventions for academic anxieties: Attention to developmental, contextual, and cultural factors. *Presentation at the annual meeting of the Association for Psychological Science, San Francisco, CA.*
30. **von der Embse, N.**, & Kilgus, S. (April, 2014). Teacher stress, school climate, and teaching practices in the age of high-stakes testing. *Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.*
31. **von der Embse, N.**, Kilgus, S.P., *Scott, E. C., & *Curtiss, C. (February, 2014). Evaluating the effectiveness of a self-monitoring intervention for anxiety with physiological indicators. *Presentation at the annual meeting of the National Association of School Psychologists, Washington, D.C.*
32. **von der Embse, N.**, Kilgus, S.P., *Curtiss, C., *Scott, E. C., & *Wicoff, M. (February, 2014). Development of a teacher wellness and school climate assessment. *Presentation at the annual meeting of the National Association of School Psychologists, Washington, D.C.*
33. Kilgus, S.P., **von der Embse, N.** & Eklund, K. (February, 2014). Technical adequacy of a screener of behavioral and emotional risk. *Presentation at the annual meeting of the National Association of School Psychologists, Washington, D.C.*
34. Kilgus, S.P., & **von der Embse, N.** (February, 2014). Development and initial validation of an emotional risk screener. *Presentation at the annual meeting of the National Association of School Psychologists, Washington, D.C.*
35. **von der Embse, N.**, *Scott, E.C., & *Curtiss, C. (August, 2013). Measuring anxiety through heart-rate variability and self-monitoring. *Presentation at the annual meeting of the American Psychological Association, Honolulu, HI.*
36. Barterian, J., Watson, G., & **von der Embse, N.** (February, 2013). Selective serotonin reuptake inhibitors: An introduction for school psychologists. *Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.*
37. **von der Embse, N.** & von der Embse, A. (February, 2012). Examining teacher and student anxiety within large-scale testing. *Presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.*
38. Hasson, R. & **von der Embse, N.** (August, 2011). Analysis of the developmental cultural context of Arab American youth: Implications for mental health services. *Presentation at the annual meeting of the American Psychological Association, Washington, D.C.*

39. **von der Embse, N.** (April, 2011). Test anxiety within large scale testing. *Research roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.*
40. Fortain, J., **von der Embse, N.**, & Brown, A. (February, 2011). Reducing problem behavior to promote inclusion for students with ASD. *Presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.*
41. **von der Embse, N.** & Carlson, J. (March, 2010). Examining training standards criteria within school psychologist position openings. *Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.*
42. **von der Embse, N.** & Brown, A. (August, 2009) Evaluating a test preparation intervention on high-stakes assessment outcomes. *Presentation at the annual meeting of the American Psychological Association, Toronto, ON.*
43. **von der Embse, N.**, Hayter, C., & Stebbe, S. (February, 2009) High-stakes testing, test anxiety and socio-economic status: An action plan. *Presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.*
44. Ferreri, S.J., Bolt, S., **von der Embse, N.**, Plavnick, J., Strasberger, S., & Fortain, J. (February, 2009) Statewide grant examining the effectiveness of school based autism programming. *Presentation at Autism Conference for Association of Behavior Analysis International, Jacksonville, FL.*
45. Annable, D. & **von der Embse, N.** (February, 2008) Assessing pre-service teachers' knowledge of school psychology services. *Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.*
46. Shriberg, D., Braden, J., Elliott, S., Roach, A. & **von der Embse, N.** (March, 2007). School psychology in a high stakes era: Challenges and opportunities. *Panel symposium at the annual meeting of the National Association of School Psychologists, New York, NY.*
47. Brown, S. Shriberg, D. & **von der Embse, N.** (March, 2006). A review of diversity literature in school psychology. *Presentation at the annual meeting of the National Association of School Psychologists, Anaheim, CA.*

INVITED PRESENTATIONS (N=18)

*=student co-presenter

1. **von der Embse, N.** & von der Embse, D. (July, 2018). Assessing and remediating academic anxieties. *Presentation at the summer conference of the National Association of School Psychologists, Atlantic City, NJ.*
2. **von der Embse, N.** (July, 2018). Integrating emotional and behavioral assessment across multiple tiers of service. *Presentation at the summer conference of the National Association of School Psychologists, Atlantic City, NJ.*

3. **von der Embse, N. & Sutton, N.** (June, 2018). Building grassroots advocacy for effective legislative engagement. *Presentation at the annual summer institute of the Montana Association of School Psychologists, Billings, MT.*
4. **von der Embse, N.** (May, 2017). Integrating universal screening into a model of emotional and behavioral health. *Presentation at the annual meeting of the New Jersey Association of School Psychologists, Princeton, NJ.*
5. **von der Embse, N.** (November, 2016). Advocating for school psychologists as mental and behavioral health providers. *Presentation at the annual meeting of the Arizona Association of School Psychologists, Phoenix, AZ.*
6. **von der Embse, N.** (October, 2015). Assessing and remediating test anxiety. *Webinar training hosted by the National Association of School Psychologists, Bethesda, MD.*
7. **von der Embse, N.** (October, 2015). The psychological and instructional consequences of test-based accountability. *Presentation at Edge Hill University, Ormskirk, Lancashire, U.K.*
8. **von der Embse, N.** (May, 2015). How NCLB and Common Core have changed teaching: The psychological and instructional consequences of test-based accountability. *Keynote presentation at the New DEEL Conference, Philadelphia, PA.*
9. **von der Embse, N.** (November, 2014). School psychologists as leaders and advocates. *Keynote presentation at the annual meeting of the Louisiana School Psychology Association, Lafayette, LA.*
10. **von der Embse, N.** (May, 2014). School psychology advocacy training. *Presentation to the Louisiana School Psychology Association, New Iberia, LA.*
11. **von der Embse, N.** (March, 2014). Test anxiety: Advances in assessment and intervention. *Presentation to students and faculty at the University of Findlay, Findlay, OH.*
12. **von der Embse, N.** (October, 2013). School psychologists as leaders and advocates. *Presentation at the annual conference of the National Alliance for Medicaid in Education, Grand Rapids, MI.*
13. **von der Embse, N.** (September, 2013). School psychology and high-stakes accountability. *Presentation at the annual meeting of the North Carolina School Psychology Association, Raleigh, NC.*
14. **von der Embse, N.** (August, 2013). Test anxiety in the age of high-stakes accountability. *Presentation at the annual meeting of Eastern Area Health Education Center, New Bern, NC.*
15. **von der Embse, N., *Pedley, T., Barbarasch, B.** (February, 2013). Using your degree for diplomacy: Putting advocacy into action. *Presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.*

16. **von der Embse, N.** (April, 2011). Biopsychosocial predictors of anxiety within large-scale testing: A structural equation analysis. *Presentation at the Structural Equation Modeling course conference, East Lansing, MI.*
17. **von der Embse, N. & Celestin, S.** (May, 2010). Perspectives on elementary education in the United States. *Presentation to the Chinese Ministry of Education's annual meeting of primary school headmasters, Chongqing Education College, Chongqing, China.*
18. **von der Embse, N. & Celestin, S.** (May, 2010). High-stakes accountability: Comparing & contrasting contextual differences between U.S. & Chinese testing systems. *Presentation to faculty, policy makers and graduate students of Southwest University, Bei Bei District, Chongqing, China.*

RESEARCH SUPERVISION

- 2012-present **Director, Research on Assessment and Intervention to Support Equity (RAISE) Lab**
University of South Florida (2017-present)
Graduate student supervision: Casie Peet, Marie Tanaka, Andrew Jenkins, Sarah Thoman, Mikayla Drymond, Alexis Sanchez
- Temple University (2014-2017)
Graduate student supervision: Shannon Ryan, Ariel Mankin, Dane Jester, Melissa Bologno, Tera Gibbs, Shana Levi-Neilsen
- East Carolina University (2012-2014)
Graduate student supervision: Caroline Curtiss, Emma-Catherine Scott, Maribeth Wicoff

TEACHING EXPERIENCE

- 2017-present **Assistant Professor**
University of South Florida
- Social, Emotional, and Behavioral Assessment (SPS 6196)
Psychological Interventions II: Behavioral Approaches (SPS 6701)
- 2014-2017 **Assistant Professor**
Temple University
- Research and Proposal Writing (EDUC 9998)
Social, Emotional, and Behavioral Assessment (SPSY 5674)
Psychotherapeutic Strategies (SPSY 8777)
Meaning of Madness—Honors, Online (SPSY 0928, SPSY 0828)
Professional School Psychology (SPSY 8775)
- 2012-2014 **Assistant Professor**
East Carolina University

Practicum in Psychoeducational Assessment (PSYC 7951)
School Assessment III: Socio-Emotional (PSYC 7411)
Child & Adolescent Psychopathology (PSYC 6452)
Professional Issues and Ethics in School Psychology (PSYC 6404)
Developmental Psychology (PSYC 3206)
Child Psychology (PSYC 2201)
Educational Psychology (PSYC 4305)
International Leadership: Psychological Perspectives (PSYC 2350)

2011 **Graduate Teaching Assistant**
Michigan State University

CEP 885, Behavior Disorders in Childhood

EDITORIAL SERVICE

2018 Guest Editor, *School Psychology Review*
Special Issue: *Improving Decision-Making: Procedural Recommendations for Evidenced-Based Assessment*

2017-present Associate Editor, *Journal of School Psychology*

2015-present Associate Editor, *School Psychology International*

2014-present Editorial Board Member, *School Psychology Review*

2015 Guest Editor, *School Psychology International*
Special Issue: *Examining the context of instruction to facilitate student success*

2015-2017 Editorial Board Member, *Journal of School Psychology*

2014-2015 Editorial Board Member, *School Psychology International*

2013-2015 Editorial Board Member, *Journal of Educational and Psychological Consultation*

2012-2015 Editorial Board Member, *School Psychology Forum*

2014-present Ad-hoc Reviewer, *Journal of Educational Research*

2013-present Ad-hoc Reviewer, *Learning and Individual Differences*

2013 Ad-hoc Reviewer, *Journal of Cross-Cultural Psychology*

2014-present Ad-hoc Reviewer, *Journal of Applied School Psychology*

2012-2013 Reviewer, *Best Practices in School Psychology VI*

2011-2013	Ad-hoc Reviewer, <i>Psychology in the Schools</i>
2011	Convention Proposal Reviewer, National Association of School Psychologists
2010-present	Ad-hoc Reviewer, <i>Communiqué</i>

LEADERSHIP AND PROFESSIONAL SERVICE

2012-present	Co-Chair Government and Professional Relations Workgroup, National Association of School Psychologists
2016-2017	University Assessment Fellow Temple University
2016-2017	Faculty Advisor Temple Association of School Psychologists
2016-2018	Co-Chair, Chair Convention Committee, American Psychological Association, Division 16
2011-2013	Representative Strategic Planning Workgroup, National Association of School Psychologists
2010-2012	Chair Student Development Workgroup, National Association of School Psychologists
2010-2012	Chair, Co-Chair NASP Social Justice Interest Group, National Association of School Psychologists

UNIVERSITY SERVICE

2018-2021	Member University Research Council, University of South Florida
2017-	Member College of Education's Scholarship Committee, University of South Florida
2017-	Program Orientation Coordinator; Admissions Coordinator School Psychology Program, University of South Florida
2017-2018	Faculty Advisor Student School Psychology Association, University of South Florida

2017-2018

Constitution Review Committee

Ad Hoc Committee, College of Education, University of South Florida

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologists (NASP)
- American Psychological Association (APA), Division 16
- American Educational Research Association (AERA)
- International School Psychology Association (ISPA)
- NASP Social Justice Interest Group founding member

REFERENCES

John S. Carlson, Ph.D.
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