

## SHAWNA PETERSEN-BROWN, PH.D. (LP, NCSP)

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507.389.1353

### RESEARCH INTERESTS

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My research interests include the data-based selection and design of interventions, particularly reading interventions. I am also interested in identifying the causal mechanisms of effective interventions as well as integrating learning theory to improve intervention effects. I am interested in interventions that facilitate academic progress, such as interventions that target self-regulation and sustained attention. Finally, I am interested in the use of systematic reviews and meta-analysis to make conclusions regarding bodies of research.

### EDUCATION

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- Ph.D. Educational Psychology with an emphasis in School Psychology (Internal minor: Special Education)  
University of Minnesota – Twin Cities, June 2013  
Adviser: Matthew Burns  
Dissertation: Enhancing Maintenance and Generalization of Incremental Rehearsal Through Theory-Based Modifications, defended April 2013
- M.A. Educational Psychology with an emphasis in School Psychology  
University of Minnesota – Twin Cities, January 2011
- B.A. Psychology, *cum laude* at the School of Arts and Sciences  
B.S. Economics, *cum laude* at the Wharton School  
University of Pennsylvania, May 2005

### LICENSES AND CREDENTIALS

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- 2019-present Nationally Certified School Psychologist (53055)
- 2019-present Licensed Psychologist (MN, LP6390)
- 2014-present School Psychologist (MN)

### RELATED RESEARCH AND WORK EXPERIENCE

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- 2014-present **Minnesota State University, Mankato**  
*Assistant Professor (2014-2019)/Associate Professor (2019-present)/School Psychology Program Director (2021-present):* Contribute to teaching and advising within the School Psychology Doctoral Program and the broader Psychology Department by teaching graduate and undergraduate courses. Maintain an active research program by conducting research and publishing and presenting findings. Contribute in the area of service by serving on department and university committees, developing relationships with and supporting area school districts, and continuing as a reviewer for *School Psychology Review*. Provide leadership for the School Psychology Doctoral Program as Program Director, including oversight of program initiatives, managing efforts to maintain national accreditation, monitoring student progress, overseeing admission of new students to the graduate program, and representing the program at the department, college, and university levels.
- 2020-present **Waterville-Elysian-Morristown Public Schools (2020-present) and New Richland-Hartland-Ellendale-Geneva Public Schools (2020-2021)**

*School Psychologist:* Collaborated with staff to plan, execute, and complete assessments and evaluation reports to determine eligibility and make recommendations regarding placement and services. Consulted with teachers to identify student problems, define objectives, collect data, and evaluate student progress within the pre-referral problem solving process and for current special education students. Completed action-based research projects to support student progress. Consulted with administrators to improve processes (i.e., problem solving team procedures). Served as a member of school problem-solving teams. Supervised practicum students.

- 2010-2021      **Reading Corps**  
*Master Coach/Trainer:* Oversaw implementation of Reading Corps (RC) assessment and intervention procedures at RC sites. Reviewed results of one-on-one interventions for struggling readers in kindergarten through 3<sup>rd</sup> grade and consulted with school-based team to select appropriate interventions. Provided training to tutors to facilitate appropriate implementation of evidence-based reading interventions. Provided coaching and feedback to master coaches to facilitate improvement of master coaching practice.
- 2009-2012      **Urban Indian Education Partnership at Anishinabe Academy** (Minneapolis Public Schools)  
*Research Assistant:* Assisted classroom teachers in implementing and evaluating potentially promising educational practices. Conducted classroom observations to identify attributes that are related to student outcomes. Selected, implemented, and assessed the efficacy of one-on-one reading interventions for struggling readers.
- 2008-2009      **Peer Assisted Learning Strategies (PALS)**  
*Research Assistant:* Assessed students individually and in a group setting. Assessments included measures of reading comprehension and fluency, word recognition, and vocabulary. Assisted in the implementation of PALS in assigned classrooms.
- 2008-2009      **Research Assistant to Matt Burns**  
*Research Assistant:* Assisted in the research activities of Matt Burns. Rated intervention articles, conducted reading interventions with students, and conducted direct observation of students.

## **PUBLICATIONS**

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### **REFEREED JOURNAL ARTICLES** (\*Denotes student author)

- Petersen-Brown, S.,** Johnson, M. E. \*, Bowen, J. \*, Lundberg, A. R. \*, Nelson, J. \*, Williamson, A. \*, Wiswell, J. M. \* (2021). Is repeated reading evidence-based? A review of the literature. *Preventing School Failure, 65*, 379-391.
- Petersen-Brown, S.,** Henze, E. E. C., Klingbeil, D. A., Reynolds, J. L., Weber, R. C., Coddling, R. S. (2019). The use of touch devices for enhancing academic achievement: A meta-analysis. *Psychology in the Schools, 56*, 1187-1206.
- Petersen-Brown, S.,** Lundberg, A. R. \*, Ray, J. E. \*, Dela Paz, I. N. \*, Riss, C. L. \*, Panahon, C. J. (2019). Applying spaced practice in the schools to teach math vocabulary. *Psychology in the Schools, 56*, 977-991.
- Petersen-Brown, S. & Burns, M. K.** (2019). Enhancing maintenance and generalization of sight words taught with incremental rehearsal: Applying the depth of processing and generalization framework. *School Psychology Quarterly, 34*, 307-317.
- Petersen-Brown, S.,** Panahon, C. J., Schreiber, C M. \* (2017). Effectiveness of incremental rehearsal when implemented by a paraprofessional. *School Psychology Forum, 11*, 52-62.
- McComas, J. J., Downwind, I., Klingbeil, D. A. \*, **Petersen-Brown, S. \***, Davidson, K. M. \*, Parker, D. C. \* (2016). Relations between instructional practices and on-task behavior in classrooms serving American Indian students. *Journal of Applied School Psychology, 33*, 89-108.

- Burns, M. K., **Petersen-Brown, S.\***, Haegele, K.\*, Rodriguez, M.\*, Schmitt, B., Braam, M.\*, ... VanDerHeyden, A. M. (2015). Meta-analysis of academic interventions derived from neuropsychological data. *School Psychology Quarterly*, *31*, 28-42.
- Jitendra, A. K., **Petersen-Brown, S.\***, Lein, A. E.\*, Zaslofsky, A. F.\*, Kunkel, A.\*, Jung, P. G.\*, & Egan, A.\* (2015). Teaching mathematical word problem solving: The quality of evidence for strategy instruction priming the problem structure. *Journal of Learning Disabilities*, *48*, 51-72.
- Burns, M. K., Klingbeil, D. A.\*, Ysseldyke, J. E., & **Petersen-Brown, S.\*** (2012). Trends in methodological rigor in intervention research published in school psychology journals. *Psychology in the Schools*, *49*, 843-851.
- Petersen-Brown, S.\***, Karich, A. C.\*, & Symons, F. J. (2012). Examining estimates of effect using non-overlap of all pairs in multiple baseline studies of academic intervention. *Journal of Behavioral Education*, *21*, 203-216.
- Petersen-Brown, S.\***, & Burns, M. K. (2011). Adding a vocabulary component to incremental rehearsal to enhance retention and generalization. *School Psychology Quarterly*, *26*, 245-255.
- Burns, M. K., Kwoka, H.\*, Lim, B.\*, Crone, M.\*, Haegele, K.\*, Parker, D.\*, **Petersen, S.\***, & Scholin, S.\* (2011). Minimum reading fluency necessary for comprehension among second-grade students, *Psychology in the Schools*, *48*, 124-132.

#### **MANUSCRIPTS SUBMITTED FOR PUBLICATION**

- Petersen-Brown, S.**, Kinsey Hawley, E.\*, & Fischer, E.\* (2021). *A Review and Meta-Analysis of Literacy Interventions Implemented by Parents at Home*. Manuscript submitted for publication.
- Rogers, A.\*, Brown, J., **Petersen-Brown, S.**, & Panahon, C. (2021). *School Psychology Graduate Student Experience with English Language Learners*. Manuscript submitted for publication.
- Lundberg, A.\*, **Petersen-Brown, S.**, Houlihan, D., Panahon, C., & Wagner, D. (2021). *Applying Peer Tutoring to Spelling with Elementary-Aged Students*. Manuscript submitted for publication.

#### **BOOK CHAPTERS AND SUPPLEMENTS**

- Burns, M. K., & **Petersen-Brown, S.** (2018). Building theory and promoting basic science in school psychology research. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide*. New York, NY: Routledge.
- Petersen-Brown, S.** (2016). Test review of the *Comprehensive Test of Phonological Processing – Second Edition*. In Salvia, J., Ysseldyke, J. E., & Bolt, S. *Assessment: In Special and Inclusive Education (13<sup>th</sup> Edition)*.
- Burns, M. K., Haegele, K. M., & **Petersen-Brown, S.** (2014). Screening for early reading skills: Using data to guide resources and instruction. In R. J. Kettler, T. A. Glover, C. A. Albers, & K. A. Feeney-Kettler (Eds.), *Universal screening in educational settings: Evidence-based decision making for schools* (171-198). Washington, D.C.: American Psychological Association.
- Petersen-Brown, S.** (2013). Online instructor's manual with test bank. In Salvia, J., Ysseldyke, J. E., & Bolt, S. *Assessment: In Special and Inclusive Education (12<sup>th</sup> Edition)*. Boston, MA: Wadsworth/Cengage Publications.

#### **PRESENTATIONS AND POSTERS**

#### **INVITED PRESENTATIONS**

**Petersen-Brown, S.** (2018, January). *Academic Intervention in Schools: Addressing Barriers to Implementation*. Presented at the meeting of the Minnesota School Psychologists' Association, Minneapolis, MN.

### NATIONAL CONFERENCES

Dela Paz, I., **Petersen-Brown, S.**, Kinsey Hawley, E., & Fischer, E. K. (2021, February). *Investigating the Effectiveness of Parent-Delivered Reading Interventions*. Paper presented at the meeting of the National Association of School Psychologists, virtual.

**Petersen-Brown, S.**, Johnson, M., West, M., Bowen, J., Nelson, J. (2020, February). *An Evaluation of the Evidence Base for Repeated Reading*. Paper presented at the meeting of the National Association of School Psychologists, Washington, D.C.

**Petersen-Brown, S.**, Lundberg, S., Dela Paz, I., Kinsey Hawley, E., Moen, C. (2020). *Building and Applying the Evidence Base for Spelling Interventions*. Paper presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Johnson, M. E., Panahon, C. J., & **Petersen-Brown, S.** (2019, February). *A Comparison of Mindfulness-Based Techniques to Reduce Anxiety*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

**Petersen-Brown, S.**, & Johnson, M. E. (2019, January). *The Use of Research to Identify Evidence-Based Practice for Interventions with Repeated Reading*. Poster presented at the meeting of the Minnesota School Psychologists Association, Plymouth, MN.

Johnson, M. E., Lamminen, R. J., Panahon, C. J., **Petersen-Brown, S.**, Kahnke, E., & Lannie, A. L. (2018, February). *An Updated Look at Consultation Training, Skills, and Engagement*. Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Johnson, M., Alstead, K. J., Dela-Paz, I., Campa, N. F., Panahon, C. J., & **Petersen-Brown, S.** (2018, February). *Examining Faculty Characteristics in NASP-approved School Psychology Programs*. Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Lamminen, R. J., Schreiber, C. M., Bulet, R., Houlihan, D., Panahon, C. J., & **Petersen-Brown, S.** (2018, February). *International Collaboration: Using the Consultation Model Abroad*. Paper presented at the meeting of the National Association of School Psychologists, Chicago, IL.

**Petersen-Brown, S.**, Ray, J. E., Lundberg, A. R., Riss, C. L., & Panahon, C. J. (2018, February). *Enhancing Maintenance Through Spaced Practice: A School-Based Application*. Paper presented at the meeting of the National Association of School Psychologists, Chicago, IL.

**Petersen-Brown, S.**, Henze, E. E., Klingbeil, D., & Reynolds, J. (2018, February). *Summarizing Research on Touch Devices: Swipe Left or Swipe Right?* Paper presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Schreiber, C. M., Gunderson, M. J., **Petersen-Brown, S.**, & Panahon, C. J. (2018, February). *Validating the Instructional Hierarchy*. Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Steinman, S. J., Panahon, C. J., Hilt-Panahon, A., **Petersen-Brown, S.**, & Riss, C. L. (2018, February). *Investigating the Effects of Performance Feedback and Choice on Writing*. Paper presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Bulet, R., Panahon, C. J., & **Petersen-Brown, S.** (2017, February). *Cyberbullying in Elementary and Middle School: Rates and Coping Strategies*. Poster presented at the National Association of School Psychologists Conference, San Antonio, TX.

- Schreiber, C. M., & **Petersen-Brown, S.** (2017, February). *Comparing Fluency Outcomes of iPad and Paraprofessional-Led Repeated Reading*. Poster presented at the National Association of School Psychologists Conference, San Antonio, TX.
- Lamminen, R. J., Johnson, M., Panahon, C. J., & **Petersen-Brown, S.** (2017, February). *The iPad's Contribution to Math Fact Fluency Interventions*. Paper presented at the National Association of School Psychologists Conference, San Antonio, TX.
- Petersen-Brown, S.**, Schreiber, C. M., Marsh, S., & Harty, M. J. (2016, February). *The Implementation of Literacy Interventions: The Role of Paraprofessionals*. Paper presented at the National Association of School Psychologists Conference, New Orleans, LA.
- Petersen-Brown, S.**, & Carr, D. (2015, February). *Enhancing Self-Regulation Skills of Students with Disabilities in the Classroom*. Paper presented at the National Association of School Psychologists Conference, Orlando, FL.
- Petersen-Brown, S.** & Swehla, S. (2015, February). *Computer-Based Reading Interventions: Investigating Effectiveness, Feasibility, and Acceptability*. Paper presented at the National Association of School Psychologists Conference, Orlando, FL.
- Petersen-Brown, S.**, Jitendra, A., Zaslofsky, A., Lein, A. E., & Kunkel, A. (2014, February). *Strategy Instruction for Mathematical Word Problem Solving: Evidence Quality*. Poster presented at the annual conference for the National Association of School Psychologists, Washington, DC.
- Petersen-Brown, S.** (2013, April). *Using Intervention Design Frameworks to Systematically Select Academic Interventions for Students with Learning Disabilities*. Demonstration presented at the annual conference for the Council for Exceptional Children, San Antonio, TX.
- Jitendra, A., **Petersen-Brown, S.**, Lein, A., & Zaslofsky, A. (2013, April). *Is Strategy Instruction Priming the Mathematical Word Problem Structure an Evidence-Based Practice?* Paper presented at the annual conference for the Council for Exceptional Children, San Antonio, TX.
- Petersen-Brown, S.**, Zaslofsky, A., Scholin, S., & Parker, D. (2013, April). *Maximizing Academic Outcomes Through Incremental Rehearsal*. Poster presented at the annual conference for the Council for Exceptional Children, San Antonio, TX.
- Petersen-Brown, S.**, Karich, A. C., & Symons, F. J. (2012, March). *Examining Estimates of Effect Using Non-Overlap of All Pairs in Multiple Baseline Studies of Academic Intervention*. Poster presented at Graduate Student Research Day, Minneapolis, MN.
- Petersen-Brown, S.**, Parker, D. C., Moran, S., Maki, K., & Burns, M. K. (2012, February). *Establishing Growth Norms for Tier 2 Reading Interventions*. Poster presented at the annual conference for the National Association of School Psychologists, Philadelphia, PA.
- Klingbeil, D. A., **Petersen-Brown, S.**, Burns, M. K., & Ysseldyke, J. (2012, February). *Trends in Methodological Rigor of Research in School Psychology*. Poster presented at the annual conference for the National Association of School Psychologists, Philadelphia, PA.
- Burns, M. K., Coddling, R. S., Methe, S., Karich, A., Hosp, J., Scholin, S., Braam, M., & **Petersen-Brown, S.** (2012, February). *Using Data to Identify and Deliver Academic Interventions*. Symposium presented at the annual conference for the National Association of School Psychologists, Philadelphia, PA.
- Petersen-Brown, S.**, McComas, J. J., Downwind, I., & Goldberg, J. (2011, May). *The Influence of Teaching Culturally and Rigorously on Academic Outcomes of Ojibwe and Dakota Students*. Poster presented at the annual conference for the Association for Behavior Analysis International, Denver, CO.

- Petersen-Brown, S.**, Haegele, K., Downwind, I., McComas, J. J., & Parker, D. (2011, February). *Investigating Variables Associated With Outcomes in a Native American School*. Paper presented at the annual conference for the National Association of School Psychologists, San Francisco, CA.
- Johnson-Gros, K., **Petersen-Brown, S.**, McKenna, B., Floress, M., & Jones, K. M. (2011, February). *Common Themes in the Analysis of Reading and Mathematics Interventions*. Symposium presented at the annual conference for the National Association of School Psychologists, San Francisco, CA.
- Downwind, I., McComas, J. J., **Petersen-Brown, S.**, Haegele, K., & Parker, D. (2011, January). *Urban Indian Education Partnership: Niwiidookaddadimin*. Poster presented at Hawaii International Conference on Education.
- Downwind, I., McComas, J. J., **Petersen, S.**, Haegele, K. (2010, April). *Urban Indian Education: Niwiidookodadimin*. Poster presented at College of Education and Human Development (CEHD) Research Day.
- Burns, M.K., Haegele, K., **Petersen, S.**, Volpe, R., & Zaslofsky, A. (2010, March). *Instructionally Relevant Memory Research: Enhancing Retention and Generalization*. Symposium presented at the annual conference for the National Association of School Psychologists, Chicago, IL.
- Petersen, S.**, & Burns, M.K. (2010, February). *The Effects of Adding a Vocabulary Component to Incremental Rehearsal*. Poster presented at Graduate Student Research Day, Minneapolis, MN.
- Parker, D., Nelson, J., Haegele, K., Lim, B., and **Petersen, S.** (2009, February). *Observing the Effects of Theoretically-Based Character Education in the Classroom: Impact Beyond Class Size and Socioeconomic Status*. Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.

## GRANTS, CONTRACTS, & AWARDS

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2021	Project Director, Provision of School Psychological Services to Truman Public Schools, Truman Public Schools (contract), <b>\$20,045.00</b>
2021	Co-Principal Investigator, Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs, Office of Special Education Programs, <b>\$1,118,780.00</b> (awaiting funding decision)
2019	Author and Principal Investigator, Faculty Research Grant from Minnesota State University Mankato. <b>\$3,510.50</b>
2019	Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. <b>\$1,384.12</b>
2019	Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. <b>\$1,889.55</b>
2019	Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. <b>\$1,414.20</b>
2018	Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. <b>\$1,351.94</b>
2018	Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. <b>\$1,409</b>

2018 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,263.32**

2017 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,352.08**

2017 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,744.34**

2017 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,392.03**

2017 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,688**

2017 Principal Investigator, Early Career Research Grant for American Psychology Association Division 15: **\$5,829.00** (unfunded)

2016 Co-Principal Investigator, Early Career Research Grant for Society for the Study of School Psychology: **\$16,480.10** (unfunded)

2016 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,441.98**

2016 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,166.30**

2016 Faculty Mentor, Undergraduate Research Center Award from Minnesota State University, Mankato. **\$116**

2015 Academic Advising Award, College of Social and Behavioral Sciences, Minnesota State University Mankato

2015 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,412.62**

2015 Faculty Mentor, Undergraduate Research Foundation Grant from Minnesota State University, Mankato. **\$1,185.77**

2015 Author and Principal Investigator, Faculty Research Grant from Minnesota State University Mankato. **\$4,998.30**

2014 Faculty Mentor, Undergraduate Research Center Award from Minnesota State University Mankato. **\$332.71**

2014 Faculty Mentor, Undergraduate Research Center Award from Minnesota State University, Mankato. **\$497.30**

2013 Scholarly Travel Grant from University of Minnesota Graduate and Professional Student Assembly to attend and present at the annual conference for the Council for Exceptional Children.

2012 Scholarly Travel Grant from University of Minnesota Graduate and Professional Student Assembly to attend and present at the annual conference for the National Association of School Psychologists.

- 2012 Research Grant from University of Minnesota Graduate Students of the College of Education and Human Development to support research activities.
- 2011 Scholarly Travel Grant from University of Minnesota Graduate and Professional Student Assembly to attend and present at the annual conference for the National Association of School Psychologists.
- 2010 Scholarly Travel Grant from University of Minnesota Graduate and Professional Student Assembly to attend and present at the annual conference for the National Association of School Psychologists.
- 2009 Scholarly Travel Grant from University of Minnesota Graduate and Professional Student Assembly to attend and present at the annual conference for the National Association of School Psychologists.

## **TEACHING EXPERIENCES**

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- 2014-present Associate Professor, Minnesota State University Mankato  
 Careers in Psychology (PSYC 202, undergraduate-level)  
 Introduction to School Psychology (PSYC 304, undergraduate-level)  
 Introduction to Developmental Psychology (PSYC 343, undergraduate-level)  
 Child Psychology (PSYC 433/533, undergraduate- and graduate-level)  
 Adolescent Psychology (PSYC 436/536, undergraduate- and graduate-level)  
 Workshop: School Violence (PSYC 490/590, undergraduate- and graduate-level)  
 Problem Solving, Prevention, and Systems in School Psychology (PSYC 701, graduate-level, co-instructor)  
 Field Placement (PSYC 702, graduate-level)  
 Foundations of Academic Assessment (PSYC 705, graduate-level)  
 Academic Problem Solving (PSYC 720, graduate-level)  
 Advanced Practicum: Academic Case Study (PSYC 760, graduate-level)  
 Child Mental Health: Assessment to Intervention (PSYC 770, graduate-level)
- 2012-2021 Trainer, Reading Corps  
 Over ninety percent of trainees felt prepared to fulfill responsibilities in the areas of student assessment, literacy interventions, benchmarking, and progress monitoring after three-day training. All participants felt that the presenter's presentation style and responsiveness to questions was effective.
- 2013 Co-Instructor, Assessment and Decision Making in School and Community Settings (EPSY 5801, graduate-level), University of Minnesota  
 All students agreed or strongly agreed that instructor was well prepared for class, presented subject matter clearly, provided feedback to improve classroom performance, and treated students with respect.
- 2010 Teaching Assistant, Assessment in School Psychology II: Intellectual and Social-Emotional Domains (EPSY 8812, graduate-level), University of Minnesota
- 2009 Teaching Assistant, Assessment in School Psychology I: Foundations of Academic Assessment (EPSY 8811, graduate-level), University of Minnesota

## **ADVISING OF GRADUATE STUDENTS**

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- Stangler, K. (dissertation committee member). *"Positive" student behavior: Investigating educator perceptions of student behavior in terms of willingness to reward and magnitude of reward*. Defended April 2021.



- Lamminen, R. (dissertation committee member). *Cover-copy-compare as a math fact fluency intervention for middle school students in an alternative special education setting*. Proposed April 2021.
- Rogers, A. (dissertation committee member). *Investigating emergent bilingual learner related field experiences in school psychology graduate training*. Proposed April 2021.
- Dela Paz, I. (dissertation committee chair). *Investigating the effects of a caregiver mediated phonics intervention*. Proposed February 2021.
- Alstead, K. (dissertation committee chair). *Investigating the effectiveness of the positive reinforcement components of tootling*. Proposed October 2020.
- Lundberg, Ashlee (dissertation committee chair). *Applying peer tutoring to spelling at the elementary level*. Defended May 2020.
- Williamson, A. (dissertation committee member). *Examining differences in rural and urban school psychologists' roles and delivery of mental health services*. Proposed May 2020.
- Dela Paz, I. (Alternate Plan Paper committee chair). *Parent-delivered reading interventions: Skill targets and critical components*. Defended May 2020.
- Kinsey Hawley, E. (Alternate Plan Paper committee chair). *Middle school reading comprehension interventions: A review*. Defended May 2020.
- Linderholm, A. M. (Alternate Plan Paper committee member). *Comparing active breaks with mindfulness breaks in elementary school classrooms*. Defended May 2020.
- Moen, C. J. (Alternate Plan Paper committee member). *Mindfulness-based interventions as a school readiness practice*. Defended May 2020.
- Rogers, A. (Alternate Plan Paper committee member). *School psychology graduate student experience with English Language Learners*. Defended May 2020.
- Finch, Lindsey (dissertation committee chair). *Assessing the perceived effectiveness and acceptability of pre-referral intervention team procedures: Continued validation of the Pre-Referral Intervention Team Inventory*. Defended December 2019.
- Lipski, Dorothy (dissertation committee member). *A Comparison of Family Involvement among Public and Charter High Schools: A Validation Study of the Family Involvement Questionnaire-High School Version*. Proposed September 2019.
- Johnson, Megan (dissertation committee member). *The psychometric support of an app evaluation tool: Becoming critical consumers of educational apps*. Proposed May 2019.
- Gunderson, Mary Jane (Alternate Plan Paper committee chair). *Continuing professional development for Minnesota school psychologists: Perceived future needs*. Defended May 2019.
- Johnson, Megan (Alternate Plan Paper committee member). *Becoming critical consumers of educational apps: The need for an evaluation tool*. Defended December 2018.
- Lundberg, Ashlee (Alternate Plan Paper committee member). *Applying peer tutoring to spelling at the elementary level*. Defended December 2018.
- Ray, Jannine (dissertation committee member). *Evaluating the effects of tootling with students exhibiting behavior difficulties in special education classrooms*. Defended August 2019.

- Steinman, Samantha (dissertation committee member). *Investigating the effects of performance feedback and choice as a writing fluency intervention*. Defended November 2017.
- Pirsig, Stephanie (thesis committee member). *Evaluation of a mindfulness intervention for children with emotion regulation difficulties*. Defended July 2017.
- Gleason, Neil (thesis committee member). *The effects of pornography on gay, bisexual, and queer men's body image: An experimental study*. Defended April 2017.
- King, Hunter (thesis committee member). *A survey of rewards for teens: Extension, replication, and 25-year follow-up*. Defended April 2017.
- Marsh, Sarah (Alternate Plan Paper committee chair). *An investigation of effective universal screening methods in identifying mental health disorders among adolescents*. Defended November 2016.
- Stewart, Melissa (Alternate Plan Paper committee chair). *A review of test accommodations*. Defended November 2015.
- Bahls, Lauren (thesis committee member). *The effect of an email intervention tailored to highly ambitious students on university retention*. Defended March 2016.
- Elizondo, Monica (thesis committee member). *The impact of pornography on genital body image and sexual self-efficacy*. Defended May 2016.
- Jorgenson, Jessica (thesis committee member). *Mental health of gay, lesbian, bisexual, heterosexual, and questioning youth in rural, micropolitan, and metropolitan regions in Minnesota: Assessing internalizing and externalizing self-report behaviors*. Defended October 2015.
- Steinman, Samantha (Alternate Plan Paper committee member). *Review of efficient and effective writing interventions: A focus on writing fluency and productivity*. Defended September 2015.

## **LEADERSHIP & SERVICE**

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2021-present	College of Social and Behavioral Sciences Representative, Research Committee, Minnesota State University, Mankato
2019-present	Member, Undergraduate Research Council, Minnesota State University, Mankato
2018-present	Member, Institutional Review Board, Minnesota State University, Mankato
2014-present	Member, School Psychology Doctoral Committee
2019-2020	Chair, Research, Teaching, and Student Success Committee, College of Social and Behavioral Sciences, Minnesota State University, Mankato
2018	Co-Chair, Graduate Enrollment Management and Graduate Assistant Planning Workgroup, Minnesota State University, Mankato
2016-2018	College of Social and Behavioral Sciences Representative, Graduate Curriculum and Policy Committee, Minnesota State University, Mankato
2016	Faculty Advisor, School Psychology Society
2015-2017	Member, Assessment Committee, Psychology Department
2015-2016	Member, Ad-Hoc Committee on Department Policies, Psychology Department

- 2010-2011      President, School Psychology Student Association, University of Minnesota
- 2009-2010      Co-Chair, Communications Committee, School Psychology Student Association, University of Minnesota

### **MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS**

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- 2007-present      National Association of School Psychologists  
Annual Conference Participant and Presenter, 2009-2017
- 2015                Society for the Study of School Psychology  
Participant in the School Psychology Research Collaboration Conference, 2015
- 2013-2014        Council for Exceptional Children  
Annual Conference Participant and Presenter, 2013
- 2007-2008        Texas Association of School Psychologists  
Annual Conference Participant, 2007

### **EDITORIAL EXPERIENCE**

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- 2019-present      Editorial Advisory Board Member, *School Psychology Review*
- 2011-2019        Editorial Advisory Board Member, *School Psychology Forum*
- 2016-present      Ad Hoc Reviewer, *Journal of Applied School Psychology*
- 2018                Ad Hoc Reviewer, *School Psychology Review*
- 2018                Ad Hoc Reviewer, *Journal of Behavioral Education*
- 2015                Ad Hoc Reviewer, *Education and Treatment of Children*

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

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- 2018                Participant, Certificate for Excellence in Online Teaching and Learning
- 2017                Presenter, Waterville-Elysian-Morristown Public Schools  
Topic: Applying Learning Theory in the Classroom
- 2015                Participant, Institute for the Scholarship of Assessment, Learning, and Teaching  
Project: Documenting Psychometric Properties of Classroom Assessments
- 2015                Participant, Teaching to the 21<sup>st</sup> Century Learner
- 2014-2015        Participant, School Psychology Research and Collaboration Conference  
Mentor: Robin Coddling, University of Minnesota
- 2014                Participant, Faculty Teaching Certificate Program

### **SCHOOL-BASED AND CLINICAL PRACTICE AND PRACTICA**

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- 2021-present      **Truman Public Schools**

*Site-based supervisor of school psychological services:* Provide school psychological services both directly and indirectly, through supervision of School Psychology practicum students.

- 2020-present **New Richland-Hartland-Ellendale-Geneva Public Schools and Waterville-Elysian-Morristown Public Schools (*described above*)**
- 2019-2020 **Federal Correction Institution – Waseca**  
*Evaluation supervision:* Provide supervision to a School Psychology graduate student to assess inmates with suspected learning disabilities. Provide recommendations for appropriate learning supports and provide diagnoses if appropriate.
- 2014-2016 **Assessment Clinic at Minnesota State University Mankato**  
*Supervisor:* Assisted the Clinic Director in training and supervising clinic associates in completing adult psychoeducational assessments. Co-directed training sessions on assessments, ensured trainees are administering assessments with a high level of fidelity, supervised assessment sessions, reviewed and provided feedback on completed assessments and evaluation reports, and made recommendations regarding appropriate services.
- 2012-2014 **South Washington County Schools**  
*School Psychologist Intern, School Psychologist:* Facilitated school-based problem-solving team, student support team, and school mental health team within a multi-tiered system of support. Consulted with teachers to identify student problems, define objectives, collect data, and evaluate student progress as part of the problem-solving process. Implemented action-based research projects to improve school-based practices. Conducted evaluations and re-evaluations for students in early childhood through high school to make special education eligibility decisions.
- 2011 **East Metro Integration District, Harambee Elementary and Crosswinds School**  
*Practicum Student:* Administered standardized norm-referenced cognitive and achievement batteries for special education evaluation. Engaged in assessment procedures including observations, record reviews, scoring and interpretation of rating scales. Collaborated in writing reports for special education determination.
- 2010 **Autism Spectrum and Neurodevelopmental Disorders Clinic**  
*Practicum Student:* Administered standardized norm-referenced cognitive batteries, receptive and expressive language assessments, and adaptive behavior rating scales for children and adolescents undergoing evaluation for autism spectrum disorders. Organized and led a weekly social group for high-functioning boys with autism. Participated in a weekly parent group for parents of toddlers at risk for autism.
- 2010 **Stillwater Area Public Schools, Lake Elmo Elementary School**  
*Practicum Student:* Led weekly Second Step sessions for a 6<sup>th</sup> grade classroom. Provided one-on-one solution-focused counseling for a 4<sup>th</sup> grade student experiencing anxiety.
- 2009 **Minneapolis Public Schools, Lake Harriet Community School**  
*Practicum Student:* Provided one-on-one reading intervention to a 5<sup>th</sup> grade student with reading comprehension deficits. Conducted assessments to evaluate progress and modify intervention procedures as necessary.
- 2008-2009 **Minneapolis Public Schools, Ramsey International Fine Arts Academy**  
*Practicum Student:* Administered curriculum-based assessments in reading and math as needed for school-wide monitoring efforts. Administered standardized, norm-referenced cognitive and achievement batteries to gain proficiency in administration.