

KELLINA K. LUPAS, PH.D.

Prior Name(s): Kellina K. Pyle
Assistant Professor of School Psychology
Department of Counseling, Recreation, and School Psychology
The Center for Children and Families
Florida International University
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Miami, FL 33199
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EDUCATION

Doctorate, Combined Counseling and School Psychology August, 2013 – June, 2018
University at Buffalo, SUNY
Dissertation: Efficacy of the Daily Report Card for Students with High-Functioning ASD
Clinical Internship: Center for Children and Families at the University at Buffalo, SUNY

Advanced Certificate in Statistics August, 2013 – June 2018
University at Buffalo, SUNY
Emphases: Hierarchical Linear Modeling, Multiple Regression, Psychometrics

Bachelor of Science, Biology August, 2007 – June, 2011
Ohio University
Minor: Psychology
Honor's Thesis: Neural Activation, Working Memory, and Adult ADHD
Honors: Phi Beta Kappa, Cum Laude, Outstanding Thesis Award (Honors Tutorial College)

LICENSURE AND CERTIFICATION

Licensed Psychologist, Florida License No. PY 10753
Expiration Date: 05/31/2022

Nationally Certified School Psychologist (NCSP) Certification No. 52956
Expiration Date: 01/31/2022

AWARDS

“Ribbon-Walk” Exceptional Student Poster 2015
American Psychological Association, Division 16 (School Psychology)

Fulbright Research Fellowship 2011-2012
Utrecht Medical Centre, The Netherlands

“Outstanding Undergraduate Honor's Thesis” Award 2011
Ohio University

FUNDING

Restorative Justice Day, 2019 2018 – 2019
\$8,150 in university and local grant funding

Restorative Justice Day, 2018 \$4,350 in university and local grant funding	2017 – 2018
Restorative Justice Day, 2017 \$4,500 in university and local grant funding	2016 - 2017
Mark Diamond Research Foundation Dissertation Award \$2,500 to conduct dissertation work	2016 – 2017
Graduate School of Education Research Symposium \$6,250 in university and local grant funding	2015 – 2016
Honors Tutorial College Student Scholarships \$5,000 for program-related travel and other expenses	2007-2011

PEER-REVIEWED PUBLICATIONS

- Fabiano, G.A., Schatz, N.K., **Pyle, K.**, Hayes, T., Gordon, C., Tower, D....& Hulme, K. (in press). An evaluation of a school-based program for fathers of children with attention-deficit hyperactivity disorder. *Journal of School Psychology*.
- Fabiano, G.A. & **Pyle, K.** (2019). Best Practices in School Mental Health for Attention Deficit/Hyperactivity Disorder: A Framework for Intervention. *School Mental Health, 11*(1), 72-91.
- Pyle, K.**, Artis, A.J., Vaughan, R. T., & Fabiano, G.A. (2018). Impact of Pediatrician Invitation on Enrollment in Behavioral Parent Training. *Clinical Practice in Pediatric Psychology, 7*(2), 192-197. <https://doi.apa.org/doi/10.1037/cpp0000255>
- Caserta, A., Fabiano, G., Hulme, K., **Pyle, K.**, Isaacs, L., & Jerome, S. (2018). A waitlist-controlled trial of behavioral parent training for fathers of preschool children. *Journal of Evidence-Based Practices in Child & Adolescent Mental Health*.
- Pyle, K.**, Fabiano, G.A. (2017). A Meta-Analysis of Single-Subject Design Studies of the Daily Report Card Intervention for Students with ADHD. *Exceptional Children, 83* (4), 378-395. doi: 10.1177/0014402917706370
- Fabiano, G.A., **Pyle, K.**, Kelty, M.B., Parham, B. (2017). Progress Monitoring Using Direct Behavior Rating Single Item Scales in a Multiple Baseline Study of the Daily Report Card Intervention. *Assessment for Effective Intervention*. Retrieved from <http://journals.sagepub.com/doi/10.1177/1534508417703024>
- Schatz, N. K., Fabiano, G. A., Cunningham, C. E., Waschbusch, D. A., Jerome, S., **Lupas, K.**, & Morris, K. L. (2015). Systematic Review of Patients' and Parents' Preferences for ADHD Treatment Options and Processes of Care. *The Patient-Patient-Centered Outcomes Research, 8*(6), 483-497. doi: 10.1007/s40271-015-0112-5

van Hulst, B. M., de Zeeuw, P., **Lupas, K.**, Bos, D. J., Neggers, S. F., & Durston, S. (2015). Reward Anticipation in Ventral Striatum and Individual Sensitivity to Reward: A Pilot Study of a Child-Friendly fMRI Task. *PloS one*, 10 (11). doi:10.1371/journal.pone.0142413

MANUSCRIPTS UNDER REVIEW

Yu, Huihui, **Pyle, K.**, Chafouleas, S.M., McCoach, D.B., Fabiano, G.A., Riley-Tillman, T.C....& Volk, D.T. (Under Review). Student behavioral risk: A latent variable analysis of stability over time across two measures. *Journal of School Psychology*.

Pyle, K., Mavrikis, A., Altszuler, A., Fabiano, G., Tower, D., Gnagy, E., MacPhee, F., Ramos, M., Ward, L., Gordon, C., Schatz, N., & Pelham, W. (Under Review). Impact of COVID-19 Remote Instruction on Achievement in Children with ADHD. *School Psychology*.

MANUSCRIPTS IN PREPARATION

Pyle, K., Thomeer, M., & Fabiano, G.A. (2018). Efficacy of the Daily Report Card Intervention for Students with High-Functioning Autism Spectrum Disorder. *Focus on Autism and Other Development Disabilities*. Manuscript in preparation.

Pyle, K., Fabiano, G.A., Stanford, S.E., Pariseau, M. (2019). Evaluating Changes in Content of Individualized Education Programs of Elementary Children with Attention Deficit/Hyperactivity Disorder. Manuscript in preparation.

Perella, M., **Pyle, K.**, Fabiano, G.A., Rotella, B. (2019). Flexible Seating in Two Special Education Classrooms: Impact on Disruptive and Academically Engaged Behaviors. Manuscript in preparation.

BOOK CHAPTERS

Fabiano, G.A., & **Pyle, K.** (2019). Fathers and their role in family-school partnerships. In C.M. McWayne, F. Doucet, & S.M. Sheridan (Eds). *Ethnocultural Diversity and the Home-to-School Link*. New York, NY: Springer.

SYMPOSIUM PRESENTATIONS

Pyle, K. (2018, November). *Using “Nudges” to Increase Engagement: A Brief Example from Pediatric Practice*. Presentation accepted for the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Washington, D.C.

Pyle, K., Fabiano, G.A. (2018, November). *Integrating the Daily Report Card Intervention into Schools: History, Challenges, and Future Directions*. Presentation accepted for the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Washington, D.C.

Pyle, K., Fabiano, G.A. (2018, November). *The Daily Report Card: A Comparison of Direct Behavior Rating to Other Observational Methods in the Classroom*. Presentation accepted for the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Washington, D.C.

Pyle, K. & Fabiano, G.A. (2017, November). *The Daily Report Card: Where Do We Go from Here?* Presentation given at the annual meeting of the ADHD Special Interest Group at the Association for Behavioral and Cognitive Therapies (ABCT) Convention, San Diego, CA.

Pyle, K., Isaacs, L., Webb, A., & Fabiano, G.A., (2016). *Specific Applications of Evidence-Based Practice: Strategies to Support Youth with Challenging Behaviors*. Presentation given at the annual Graduate School of Education Student Research Symposium, Buffalo, NY.

POSTER PRESENTATIONS

Perrella, M., **Pyle, K.,** Fabiano, G.A. (2019, February). *Impact of Flexible Seating on Behavior in Special Education*. Poster session presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.

Pyle, K., Fabiano, G.A. (2018, October). *Translating a Father Engagement Program from Clinic to School: Lessons Learned in an Authentic Setting*. Poster session presented at the Annual Conference on Advancing School Mental Health (SMH), Las Vegas, NV.

Pyle, K., Fabiano, G.A. (2018, February). *A Meta-Analysis of the Daily Report Card for Students with ADHD*. Poster session presented at the annual meeting of the National Association of School Psychologists (NASP), Chicago, IL.

Pyle, K., Thomeer, M.L., Fabiano, G.A., Lopata, C. (2017, November). *Efficacy of the daily report card intervention for students with high functioning autism spectrum disorder: A multiple baseline study*. Poster session presented at the annual meeting of the Association for Behavioral Cognitive Therapies (ABCT), San Diego, CA.

Pyle, K., Webb, A., Jerome, S., Isaacs, L., & Fabiano, G.A. (2016, October). *Using Structured Play Environments to Increase Social Engagement in Children with ADHD*. Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY.

Pyle, K., Fabiano, G.A., & Jerome, S. (2015, November). *A Meta-Analysis of Single-Subject Design Studies of the Daily Report Card Intervention for Students with ADHD*. Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.

Pyle, K., Fabiano, G.A., Kelty, M.B., Miller, F., Chafouleas, S., & Riley-Tillman, C. (2015, August). *Evaluating Sensitivity to Behavioral Change in Middle School Using Direct Behavior Ratings*. Poster session presented at the annual meeting of the American Psychological Association (APA), Toronto, ON.

Pyle, K., Fabiano, G., Miller, F., Chafouleas, S., Riley-Tillman, C., & Welsh, M. (2014, November). *Assessing ADHD Risk in Children Using a Brief Teacher Rating Scale*. Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Lupas, K., & Suhr, J. (2013, November). *Brain Activation During Working Memory Tasks in Attention Deficit Hyperactivity Disorder*. Association for Behavioral and Cognitive Therapies, Nashville, TN.

Lupas, K., & Suhr, J. (2012, February). *Stimulant Medication Does Not Normalize Frontal Lobe Hypoactivation in Adult ADHD*. Annual meeting of the International Neuropsychological Society, Toronto, Canada.

Lupas, K., & Suhr, J. (2012, February). *The Relation of Symptom Subtype to Frontal Lobe Activation in Adult ADHD*. Annual meeting of the International Neuropsychological Society, Toronto, Canada.

Lupas, K., & Suhr, J. (2011, June). *Hypofrontality in the dorsolateral prefrontal cortex in individuals diagnosed with Attention Deficit Hyperactivity Disorder, using near –infrared spectroscopy*. Annual meeting of the American Academy of Clinical Neuropsychology, Washington, DC.

GRANT FUNDING UNDER REVIEW

Funder: National Institute of Child Health and Human Development (NICHD), R01 (February), PI (Fabiano)

Title: Promoting Scalable Behavioral Parenting Support to Align with Pediatric Treatment Guidelines for ADHD

Role: Co-Investigator (10% Calendar Year Effort)

Funder: William T. Grant Foundation, PI (Fabiano)

Title: Addressing Inequality Using a Positive Behavioral Approach as an Alternative Pathway to Suspension

Role: Co-Investigator (10% Calendar Year Effort)

Funder: National Institutes of Health (NIH) Division of Loan Repayments, PI (Pyle)

Title: “Developing and Evaluating an Educator-Focused Professional Development in Data Use”

Role: Principal Investigator (Loan Repayment Funds)

Funder: Institute of Education Sciences (IES), PI (Pyle)

Title: Developing and Evaluating an Educator-Focused Professional Development in Data Use

Role: Principal Investigator (50% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Schatz)

Title: “Interventions for English Language Learners at Risk for ADHD”

Role: Co-Investigator (10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Fabiano)

Title: “A Supportive Intervention to Promote Evidence-Based Tier I Classroom Management Strategies”

Role: Co-Investigator (10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Fabiano)

Title: “A School Leader Professional Development Program to Improve Implementation of School Procedures and Improve Equity”

Role: Co-Investigator (10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Fabiano)

Title: “Enhancing Parent Engagement to Promote Social, Behavioral, and Academic Outcomes: An Efficacy Trial”

Role: Co-Investigator (10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Fabiano)

Title: “An Evaluation of Common Section 504 Accommodation Plan Supports”

Role: Co-Investigator (10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES), PI (Kuo)
Title: “Mixed Reality Transition Training for Individuals with Intellectual and Developmental Disabilities and Autism Spectrum Disorders”
Role: Co-Investigator (6.7% Calendar Year Effort)

GRANT FUNDING WITH DECISIONS

Funder: Institute of Education Sciences (IES)
PI: Pelham
Dates: 07/01/2017 – 06/30/2022
Title: Adaptive Response to Intervention (RTI) for Students with ADHD
Role: Co-Investigator (2019-2020: 50% Calendar Year Effort; 2021-2022: 10% Calendar Year Effort)

Funder: Institute of Education Sciences (IES)
PI: Fabiano
Dates: 09/01/2018 – 08/31/2023
Title: Enhancing IEPs of Children with ADHD Using Daily Report Cards: An Efficacy Trial
Role: Co-Investigator (2019-2020: 50% Calendar Year Effort; 2021-2022: 10% Calendar Year Effort)

RECENT WORKSHOPS AND TRAINING

Inter-University Consortium for Political and Social Research (ICPSR) **July 27-31, 2020**
Workshop: Item Response Theory
Location: Fully Remote
Status: Completed

Institute for Education Sciences (IES) **March 16-20, 2020**
Workshop: Getting SMART About Adaptive Interventions in Education
Location: Ann Arbor, MI
Status: Accepted, Workshop canceled due to COVID-19

RESEARCH EXPERIENCE

Co-Investigator, Integrating the Daily Report Card into IEPs 2018 – Present
Coordinating the research activities of a 3-year, Institute for Education Sciences (IES) funded grant examining the daily report card intervention for students with ADHD who are currently receiving special education. Role includes recruitment, coordination and conduct of intake appointments, determination of participant diagnoses, conducting behavioral consultation in the schools, supervision of clinical staff, and managing data collection, entry, and analysis.

Co-Investigator, Tiered Interventions for ADHD Study 2018 – Present
Helping to coordinate a 3-year, Institute for Education Sciences (IES) funded grant examining the systematic application of tiered behavioral interventions for students with ADHD. Responsibilities include recruitment, coordination of study measures, determining participant diagnoses, conducting behavioral consultation with participants in the schools, supervising clinical staff, and managing data collection, entry, and analysis.

Principal Investigator, Doctor Influence Study 2017 - 2018

Coordinated a brief project examining the influence of a doctor's note on parent's adoption of an evidence-based treatment (behavioral parent training). Role included coordinating and implementing research and intervention activities with a local pediatrician's office.

Pre-doctoral Intern, COACHES Randomized Control Trial

2017 – 2018

Coordinated the third year of a 3-year Institute for Education Sciences (IES) grant examining the efficacy of the Coaching Our Acting Out Children, Heightening Essential Skills (COACHES) parent-engagement program for parents of children with ADHD. Role focused on supervision of graduate and undergraduate clinicians, recruitment, intake interviews, coordination of the school-based intervention, and monitoring fidelity.

Principal Investigator, Daily Report Cards for Students with ASD

2016-2017

This independent research project served as the basis for my dissertation. My work for the project included securing almost \$2500 worth of grant-funding, recruiting four students as participants in the multiple-baseline design, hiring, training, and supervising a team of ten undergraduate and graduate students to conduct structured behavioral observations in the schools, data analysis, and writing.

Graduate Assistant, SchoolMAX

2015 – 2017

Assisted with the third and fourth years of an Institute for Education Sciences (IES) grant examining the efficacy of the SchoolMAX intervention for students with high-functioning Autism-Spectrum Disorders (HFASDs). Role focused on recruitment, structured diagnostic interviews with families using the Autism Diagnostic Interview, Revised (ADI-R), supervision of graduate and undergraduate clinicians, school-based consultation, direct intervention, social skills training, and monitoring fidelity.

Project Coordinator, A.C.E. Camp

2015 – 2016

Coordinated the creation and implementation of a Saturday morning treatment camp for students with academic and behavioral challenges. Camp involved academic, organization, recreational, and social components. Role focused on recruitment, camp administration, conducting two independent research projects within the camp, and supervision of camp staff.

Graduate Assistant, VIABLE-II

2013 – 2015

Assisted with the third year and fourth years of a 4-year Institute for Education Sciences (IES) grant examining the utility of a daily behavior rating scale called the Direct Behavior Rating (DBR). Role focused on school-based consultation with teachers, implementing the Daily Report Card intervention, and collecting longitudinal data.

Project Coordinator, KIDS Camp

August, 2014

Assisted in planning, recruiting for, and implementing a week-long research study examining the relative age effect in students preparing to enter kindergarten. Collected baseline achievement data, implemented daily classroom and recreation activities, and assisted in data entry and analysis.

Project Coordinator, Social Mediators Project

2012 – 2013

Implemented the first year of a three year (IES) grant looking at social skill deficits in children diagnosed with ADHD. Performed intensive community-based recruitment, administered all intake assessments, including IQ testing and a social skills battery, organized, led, and coded 6 play groups, each consisting of 10 children, and helped with writing and data analysis for project.

Principal Investigator, Fulbright Grant Project

2011 – 2012

Planned and implemented research project. Administered diagnostic interviews, intelligence tests, and fMRI scans to examine neural activation differences in children with ADHD. Visited 16 Dutch and

immigrant schools to present and hold Q&A sessions with college-bound 13-18 year-olds to discuss my research, the experience of being a female in the field of neuroscience, and career goals. In less than 8 months, mastered moderate fluency in Dutch.

CLINICAL EXPERIENCE

Behavioral Consultant, Niagara Falls City Schools

2017- 2018

Worked with the district to create and implement behavioral consultation procedures that met state and federal guidelines for “at-risk” school districts in need of Tier 3 (high-intensity behavioral and academic) support. Role includes consultation at the individual, family, and class-wide levels, community presentations on relevant topics, intervention planning, and progress monitoring.

Behavioral Consultant, Tonawanda City Schools

2016 - 2018

Providing consultation at the individual, class-wide, and district level. To date, have worked with over 30 unique cases. Wrote eighteen Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). Role includes teacher and administrator training, progress monitoring, and supervision. In 2017, worked with the district to create new behavioral consultation procedures that adhered to New York State and federal guidelines.

Lead Counselor, SummerMAX Young Child Treatment Program

2015 – 2016

Led treatment groups in the pilot young-child (ages 4-6) SummerMAX program with children diagnosed with HFASD. Camp involved social skill training, intensive points-based behavior management, data collection, and leading cooperative and therapeutic groups. Role focused on recruitment, assessment, direct intervention, supervision of counselors, and data tracking.

Soccer Coach, COACHES Program

2015 – 2016

Implemented the COACHES parent-training program as a soccer coach and parent trainer. Role included leading 1-hour sessions with parents and children at Headstart centers, training strategies such as praise, good commands, and planned ignoring through the model of soccer.

Lead Counselor, SummerMAX Treatment Program

Summer, 2014

Led treatment groups in the SummerMAX program with children diagnosed with HFASD. Camp involved social skill training, intensive points-based behavior management, data collection, and leading cooperative and therapeutic groups. Role focused on recruitment, structured diagnostic interviews with families, supervision of counselors, and program implementation.

TEACHING EXPERIENCE

Assistant Professor

Counseling Skills and Techniques, MHS 5400

Spring, 2021-Present

This course develops foundational skills in counseling. It is a graduate-level course, and covers: (a) theoretical models of counseling; (b) self-reflection and evaluation in the process of counseling; (c) the development and use of appropriate listening and responding skills; (d) development and use of challenging skills; (e) change techniques; and (f) assessment and goal setting.

Foundations of Educational Research, EDF 5481

Fall, Spring, Summer, 2020-Present

This course covers a range of topics in research methodology. It is a graduate-level course, and covers (a) empirical research, (b) differences between quantitative and qualitative designs, (c) ethical foundations of empirical research, (d) designing and writing a review of the literature, (e) APA style guidelines, (f) operational definitions, key features, and applications of sampling, demographics, validity and reliability

in experimental designs; and (g) application of key tenets of experimental designs when writing a thesis or dissertation proposal.

Workshop Leader

December, 2017

Restorative Justice: Importance, Techniques, and Leading Circles

Lakeland Community College

Full-day workshop designed to introduce educators to restorative practices, including community-building circles and conferencing. Workshop included video, role-play, and didactic lecture.

Supplemental Instructor

2005 – 2007

Chemistry 151, 152, 153

Ohio University

Made detailed review session materials and provided outside opportunities to help groups of 10-100 students study and prepare for exams. Students who regularly attended supplemental sessions often made improvements of one letter grade or more. Consistently received outstanding evaluations from students. Utilized Blackboard to provide materials, instruction, and feedback to students.

COMMUNITY EXPERIENCE

Board Member, Erie County Restorative Justice Coalition

2015-present

As the Research Liason on the board, I engage in grant writing, pilot trials of restorative practices in schools, and supervision of volunteers. As a board member, I am also regularly involved in community outreach, including community-building and conferencing circles in schools, the planning and coordination of a yearly Restorative Justice Conference in Buffalo, and presentations to local foundations, school districts, and community organizations who are interested in implementing restorative practices.

PRACTICUM EXPERIENCE

School Psychology Practicum Student

2014 – 2015

Assisted in high school and elementary school settings, administering assessments, writing reports, counseling, conducting Functional Behavioral Assessments (FBA's), attending Committee on Special Education (CSE) meetings, and creating programming.

CLINICAL SKILLS

Assessments and Interventions Related to ADHD

Assessments

- *Structured Diagnostic Interviews* - Disruptive Behavior Disorders (DBD) Interview, Diagnostic Interview Schedule for Children (DISC)
- *Behavior Symptom Rating Forms* – DBD Rating Form, Connors, Strengths and Weaknesses of ADHD Symptoms and Normal Behavior (SWAN), Behavioral Assessment System for Children, 3rd edition (BASC-3), Child Behavior Checklist (CBCL)
- *Behavior Screening Instruments* – BASC Behavioral and Emotion Screening System (BESS); Direct Behavior Ratings (DBRs)
- *Impairment Rating Scales* – Impairment Rating Scale (IRS); Strengths and Difficulties Questionnaire (SDQ) with impact supplement
- *Psychoeducational Assessment* – Skilled in numerous intelligence, academic achievement, motor development, adaptive functioning, receptive and expressive language, and reading assessments

Interventions

- *Behavioral Parent Training* – Community Parent Education Program (COPE); Coaching Our Acting Out Children, Heightening Essential Skills (COACHES)
- *School-Based Psychosocial Interventions, Tier I* – Good Behavior Game (GBG); teacher and parent consultation on skills such as labeled praise, planned ignoring, and behavioral feedback
- *School-Based Psychosocial Interventions, Tier II* - Daily Report Cards; Homework, Organization, and Planning Skills (HOPS); Conjoint behavioral consultation
- *School-Based Psychosocial Interventions, Tier III* - applied behavior analysis (ABA); functional behavior assessment (FBA)
- *Clinical Treatment Programs* – Summer Treatment Program (STP)

Assessments and Interventions Related to ASD

Assessments

- *Structured Diagnostic Interviews* – Autism Diagnostic Interview, Revised (ADI-R)
- *Language Assessment* – Preschool Language Scales, 5th Edition (PLS-5); Comprehensive Assessment of Spoken Language, 2nd Edition (CASL-2)
- *Behavior Rating Scales* – Social Responsiveness Scale (SRS)
- *Facial/Emotional Recognition Assessments* – Diagnostic Analysis of Nonverbal Accuracy (DANVA)
- *Screening Instruments* – Social Communication Questionnaire (SCQ)

Interventions

- *Face and Emotion Recognition* – Mindreading computer-based emotion recognition training software
- *School-Based Psychosocial Interventions* – Skillsteaming social skills groups; structured therapeutic activities for skill generalization, individual daily notes (IDNs, also known as daily report cards); conjoint behavior consultation; applied behavior analysis (ABA), functional behavior analysis (FBA); prompt removal; functional communication training
- *Clinical Treatment Programs* – “SummerMAX” treatment program, which included 70 minute treatment cycles (30 minutes social skill instruction, 40 minutes therapeutic activity), IDNs paired with home-based rewards, an intensive points-based behavior management system paired to weekly rewards (“Fun Fridays”), and behavioral parent training

PROFESSIONAL SERVICE

Restorative Justice Day at the University at Buffalo

April, 2017 and 2018

Planned, prepared, and ran the conference in 2017 and 2018. Each year, this conference is attended by over 200 people, including local and state representatives, faculty, staff, and students from UB, school administrators, and community members. Role included securing over \$5000 in grant-funding to pay for the event, organizing planning committees, securing space, arranging for speakers, advertising the day, creating the schedule for the day, and running the event.

Workshop on Motivational Interviewing

May, 2017

Coordinated a day-long workshop on Motivational Interviewing. Role included securing trainers for the event, applying for grant-funding to host the event, and running the event. Workshop was attended by over 25 faculty, staff, and students from the University at Buffalo.

Grant Reviewer, Mark Diamond Research Fund Committee University at Buffalo, SUNY: Buffalo, NY

October, 2016

Graduate School of Education Research Symposium

April, 2016

University at Buffalo, SUNY: Buffalo, NY

“Innovative Solutions: Integrating Research into Practice”

Helped to plan, prepare, and run a university-wide research symposium aimed at allowing graduate students to present on topics relevant to the theme of integrating research into practice.

ABCT ADHD Special Interest Group Planning Committee

2014 - present

Chicago, IL; New York, NY; San Diego, CA

Helped to the plan the annual meeting of the ADHD Special Interest Group (SIG) at the 2015, 2016, and 2017 ABCT conferences. Main responsibilities included planning a career panel composed of students and professionals in the field, brainstorming ideas for the pre-conference, and helping recruit graduate student involvement.

The Netherlands Fulbright Center

March, 2012

Amsterdam, The Netherlands

“Integrating International Education into Dutch High Schools”

Invited talk outlining experiences being a “Fulbright Student Advocate” and traveling around the Netherlands to speak at Dutch high schools about American life.

JOURNAL REVIEWS**Reviewer, School Mental Health**

2018 - present

Reviewer, Exceptional Children

2017 – present

Reviewer, Assessment for Effective Intervention

2016 – present