

Curriculum Vitae

Scott Bellini

Contact Information:

201 N. Rose Ave
Bloomington, IN 47405
sbellini@indiana.edu

EDUCATION

- 8/02 Indiana University, Bloomington
 Doctor of Philosophy
 Major: Educational Psychology
 Program: School Psychology
 Cognate: Counseling
- 5/99 Indiana University, Bloomington
 Master of Science
 Major: Educational Psychology
- 8/95 California State University, Fullerton
 Bachelor of Arts
 Major: Psychology

LICENSURE

Licensed Psychologist, State of Indiana (current)
Health Service Provider in Psychology, State of Indiana (current)
Certified School Psychologist (Type B), State of Louisiana (expired)

PROFESSIONAL EXPERIENCE

- 8/07-Present
Associate Professor (promotion and tenure date: May 2013)
School Psychology Program
Department of Counseling and Educational Psychology
Indiana University, Bloomington
- 7/17-8/18
Program Director
School Psychology Program
Department of Counseling and Educational Psychology
Scott Bellini-Counseling and Educational Psychology

Indiana University, Bloomington

3/08-Present

Director

Social Skills Research Clinic
at the Institute for Child Study
School Psychology Program
Indiana University, Bloomington

8/02 – 5/12

Director of Research and Clinical Services
Indiana Resource Center for Autism
Indiana Institute on Disability and Community

1/03 – 8/07

Licensed Psychologist

Private Practice: Evaluation and Therapeutic Interventions for Children

7/01- 7/02

School Psychologist Intern
Human Development Center, LSU Health Sciences Center
Louisiana School Psychology Internship Consortium
American Psychological Association Accredited Internship in Psychology

9/96- 7/01

Educational Consultant/Research Associate
Indiana Resource Center for Autism
Indiana Institute for Disability and Community
Indiana University

8/95-5/96

Special Education Teaching Assistant
Rossier School
Garden Grove, CA

1/93-8/94

Behavioral Therapist
UCLA Young Autism Project

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AWARDS AND RECOGNITION

Winner of the National Indie Excellence Award in Education (Book: *Building Social Relationships-2*)

Finalist for Book Fest's International Book Award in the category of Education (Book: *Building Social Relationships-2*)

Literary Work of the Year (Book: *Building Social Relationships*): Autism Society of America

Indiana University Trustees' Teaching Award Nominee: 2013, 2012, 2011, & 2008

School of Education Graduate Studies Mentor Award Nominee: 2009, 2008, & 2007

Funded Grants, Fellowships, and Gift Agreements

Beeman N. and Sarah Haworth Phillips Research Fellowship (2020-Present)

Role: Proposal/LOI Writer and Chair of Fellowship Committee

National Institutes of Health, R01. (2019-2021; Funded).

College and Beyond for Young Adults on the Spectrum.

Role: Program Consultant

IU Collaborative Research Grant (2018-2020: Funded)

A Randomized Control Trial to Assess the Efficacy of a Gamified Mobile Application Intervention to Increase Physical Activity and Reduce Anxiety in Adults with Autism Spectrum Diagnoses (ASD)

Role: Co-PI

Organization for Autism Research (2007-2008; Funded)

Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training.

Role: PI

PEER REVIEWED MANUSCRIPTS

Bellini, S. (2022). A Preliminary Analysis of the Manualized Version of the Building Social Relationships Program (BSR-M). *Global Journal of Intellectual & Developmental Disabilities*, 7(1), 4-12.

Scott Bellini-Counseling and Educational Psychology

Drill, R. B., & Bellini, S. (2021). Combining Readers Theater, Story Mapping and Video Self-Modeling Interventions to Improve Narrative Reading Comprehension in Children with High-Functioning Autism. *Journal of Autism and Developmental Disorders*, Feb 15. doi: 10.1007/s10803-021-04908-x.

Lowery, K. & Bellini, S. (2020). Teaching social skills to students on the autism spectrum in a school setting: A guide for teachers and other school practitioners. *Global Journal of Intellectual & Developmental Disabilities*, 7(1), 4-12.

Lee D, Frey G.C., Min A, Kim B, Cothran D.J., Bellini S, Han K, Shih P.C (2020). Usability inquiry of a gamified behavior change app for increasing physical activity and reducing sedentary behavior in adults with and without autism spectrum disorder. *Health Informatics J.* Sep 19:1460458

Kim B, Lee D, Min A, Paik S, Frey G, Bellini S, Han K, & Shih PC (2020). PuzzleWalk: A theory-driven iterative design inquiry of a mobile game for promoting physical activity in adults with autism spectrum disorder. *PLoS One.* 2020 Sep 10;15(9):e0237966

Powless, M. D., Steinfeldt, J. A., Fisher, S. E., McFadden, P., Kennedy, K. W., & Bellini, S. (2020). Utilizing video-based trainings to improve decision-making in high school quarterbacks. *Sports*, 8(18), 1-26.

Bellini, S., & Heck, O. (2019). The ingredients of effective social skills programming for children and adolescents on the autism spectrum. *Journal of Autism*, 6, 1-7.

Bellini, S., Gardner, L., Hudock, R., & Kashima-Ellingson, Y. (2017). The use of video self-modeling and peer training to increase social engagement in young children with ASD in a preschool setting. *School Psychology Forum*, 10, 207-219.

Schatz, R. B., Peterson, R. K., & Bellini, S. (2016) The use of video self-modeling to increase on-task behavior in children with high-functioning autism, *Journal of Applied School Psychology*, 32, 234-253,

Hampshire, P.K., Butera, G., & Bellini, S. (2016). Self-Management and Parents as Interventionists to Improve Homework Independence in Students with Autism Spectrum Disorders. *Preventing School Failure*, 60, 22-34.

Otero, T. L., Schatz, R. B., Merrill, A. C., & Bellini, S. (2015). Social skills training for youth with autism spectrum disorders: A follow-up. *Child and Adolescent Psychiatric Clinics of North America*, 24, 99-115.

Heckman, D., Cummings, D. & Bellini, S. (2014). Predicting interventionists' intention to use video-self modeling: An investigation of the intervention Technology Acceptance Model (iTAM). *Journal of Special Education Technology*, 29, 35-49.

Axelrod, M., Bellini, S., & Markoff, K. (2014). Using video self-modeling to increase compliance: A promising strategy for children with behavior problems. *Behavior Modification*, 38, 567-586.

Korzekwa Hampshire, P. K., Butera, G. D., Bellini, S. (2012). Self-management and parents as interventionists: improving homework performance in middle school students with disabilities. *Beyond Behavior*, 21, 28-35.

Bellini, S., Henry, D., & Pratt, C. (2011). From intuition to data: Using logic models to measure professional development outcomes for educators working with students on the autism spectrum. *Teacher Education and Special Education*, 34, 37-51.

Hudock, R. L., Kashima-Ellingson, Y., & Bellini, S. (2011). Increasing responses to verbal greetings in children with autism spectrum disorders: A comparison of the effectiveness of Social Story and generic story interventions. *School Psychology Forum: Research in Practice*, 5, 103-113.

Bellini, S. & McConnell, L. (2010). Strength based educational programming for students with autism spectrum disorders: A case for video self-modeling. *Preventing School Failure*, 54, 220-227.

Bellini, S., Benner, L., Peters-Myszak, J. (2009). A systematic approach to teaching social skills to children with autism spectrum disorders: A guide for practitioners. *Beyond Behavior*, 19, 26-39.

Bellini, S. & Ehlers, E. J. (2009). Video modeling interventions for youth with autism spectrum disorders: Practical suggestions for clinicians and educators. *Journal of Assistive Technology Outcomes and Benefits*, 6, 56-69.

Bellini, S., & Peters, J. (2008). Social skills training. *Child and Adolescent Psychiatric Clinics of North America*, 17, 857-873.

Bellini, S. & Hopf, A. (2007). The development of the Autism Social Skills Profile: A preliminary analysis of psychometric properties. *Focus on Autism and Other Developmental Disabilities*, 22, 80-87.

Bellini, S., Peters, J., Benner, L., & Hopf, A. (2007). A meta-analysis of school-based social skill interventions for children with autism spectrum disorders. *Remedial and Special Education*, 28, 153- 162.

Scott Bellini-Counseling and Educational Psychology

Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing social engagement in young children with autism spectrum disorders using video self-modeling. *School Psychology Review*, 36, 80-90.

Bellini, S. & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional Children*, 73, 261-284.

Bellini, S. (2006). The development of social anxiety in high functioning adolescents with autism spectrum Disorders. *Focus on Autism and Other Developmental Disabilities*, 2 (3), 138-145.

Hume, K., Bellini, S. & Pratt, C. (2005). The usage and perceived outcomes of early intervention and early childhood programs for young children with autism spectrum disorder. *Topics in Early Childhood Special Education*, 25 (4), 195-207.

Bellini, S. (2004). Social Skills and Anxiety in Higher Functioning Adolescents with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities*, 19 (3), 78-86.

MANUSCRIPTS IN PREPARATION OR SUBMITTED

Bellini, S., Axelrod, M., Sansoti, F (2023). Introduction to the Special Issue: The Importance of Replication in Applied Research. *Journal of Applied School Psychology*. Invited Manuscript in Preparation.

Merrill, A., Risch, J., & Bellini, S. (2023). The Effects of Video Self-Modeling to Support Homework Behaviors of Students Receiving Special Education in a General Education Classroom. Manuscript submitted for publication.

Bellini, S. (2023). *A meta-analysis of school-based social skill interventions for children with autism spectrum disorders: A Ten-year Follow-up*. Manuscript in Preparation.

BOOKS

Bellini, S. (2016). *Building Social Relationships 2: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and other Social Difficulties*. Shawnee Mission, KS: Autism Asperger Publishing.

Bellini, S. (2008). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and other Social Difficulties (Textbook Version)*. Shawnee Mission, KS: Autism Asperger Publishing.

Scott Bellini-Counseling and Educational Psychology

Bellini, S. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and other Social Difficulties*. Shawnee Mission, KS: Autism Asperger Publishing.

BOOK CHAPTERS

Bellini, S., & Heck, O. (2021). Video modeling. In Axelrod, MI, Coolong-Chaffin, M, & Hawkins, RO. (Eds.). *Case studies in school psychology: Behavior interventions for effective problem solving*. New York: Routledge.

Bellini, S. & Merrill, A. (2017). Social challenges of children and youth with ASD. In A. Boutot (Ed), *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies, 2nd Edition*. Pearson.

Bellini, S., Gardner, L., & Markoff, K. (2014). Social skills training. In F. Volkmar, P. Rhea, K. Pelphrey, & S. Rogers (Eds.), *Handbook of Autism and Pervasive Developmental Disorders, 4th Edition*. Wiley & Sons Publishing.

Bellini, S. (2011). Social challenges of children and youth with ASD. In A. Boutot and B. S. Myles (Eds.), *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies*. Allyn and Bacon.

ENCYCLOPEDIA ENTRIES

Bellini, S., Hopf, A. & Peters, J. (2007). Social skills training. In B. S. Myles, T. C. Swanson, & J. Holverstott (Eds.), *Autism Spectrum Disorders: A Handbook for Parents and Professionals*. Westport, CT: Greenwood Publishing.

Bellini, S., & Akullian, J. (2007). Video modeling and video self-modeling. In B. S. Myles, T. C. Swanson, & J. Holverstott (Eds.), *Autism Spectrum Disorders: A Handbook for Parents and Professionals*. Westport, CT: Greenwood Publishing.

Bellini, S. (2005). Social impairment and obsessive-compulsive disorder. In J. Neisworth & P. Wolfe (Eds.), *The Autism Encyclopedia*. Baltimore: Paul Brookes.

NON-PEER REVIEWED ARTICLES

Bellini, S. (2012). Changing Systems and Changing Lives through Research. *Indiana Resource Center for Autism E-Reporter*, <http://www.iidc.indiana.edu/?pageId=285>.

Bellini, S. (2007). IRCA Research Corner: The Collective Outcomes of School-Based Social Skill Interventions for Children on the Autism Spectrum. *IRCA Reporter*, 12, 1-3.

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Bellini, S. (2007). Making (and keeping) friends: A social skills instructional model for children with autism spectrum disorders. *Children and Families Magazine*, 21, 18-25.

Bellini, S, Hume, K., & Pratt, C. (2006). Early Intervention for Young Children on the Autism Spectrum: A Parent's Perspective. *Indiana Resource Center for Autism Reporter*, 11, 1-18.

Bellini, S. (2004). Living in fear: Anxiety in adolescents with high functioning autism spectrum disorders. *Indiana Resource Center for Autism Reporter*, 9 (3), 1-5.

Bellini, S. & Pratt C. (2003). The continuum of autism disorders: A look inside the spectrum. *Autism Society of America Advocate*, 36 (1), 18-19.

GOVERNMENT REPORTS

Pratt, C. & Bellini, S. (2012). Indiana Family Needs Assessment Survey. Report submitted to the Indiana Legislative Commission on Autism.

Bellini, S. & Pratt, C. (2009). Indiana Family Needs Assessment Survey. Report submitted to the Indiana Legislative Commission on Autism.

Bellini, S. & Pratt, C. (2006). Indiana Family Needs Assessment Survey. Report submitted to the Indiana Legislative Commission on Autism.

Bellini, S. & Pratt, C. (2003). Indiana Family Needs Assessment Survey. Report submitted to the Indiana Legislative Commission on Autism.

TEST DEVELOPMENT AND PROGRAM EVALUATION

Bellini, S. (in press). *The Autism Social Skills Profile-2*. Autism Asperger Publishing Company.

Bellini, S. (2008). *The Autism Social Skills Profile*. Autism Asperger Publishing Company.

Evaluation of the participant outcomes of the IRCA Autism School Team Training program (2007-2012).

SELECTED NATIONAL PRESENTATIONS

Keynote Addresses

Bellini, S. (2022). From Building Social Relationships to Improved Quality of Life Outcomes for Youth on the Autism Spectrum. Keynote Address Presented to the Florida State University, Center for Autism and Related Disabilities (CARD) Summer Conference.

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Bellini, S. (2019). Building Social Relationships through Evidence Based Social Skills Programming for Youth with Autism Spectrum. Keynote Address Presented at the Idaho CEC Fall Conference.

Bellini, S. (2019). Building Social Relationships through Evidence Based Social Skills Programming for Youth with Autism Spectrum. Keynote Address Presented at the Autism Society of Iowa Annual Conference.

Bellini, S. (2017). The Delivery of Effective Social Skills Programming for Youth on the Autism Spectrum. Keynote Address Presented at the 25th Annual Texas Autism Conference.

Bellini, S. (2017). From Building Social Relationships to Improved Quality of Life Outcomes for Youth on the Autism Spectrum. Keynote Address Presented to the Region 16 Education Services Center annual conference.

Bellini, S. (2016). From Building Social Relationships to Improved Quality of Life Outcomes for Youth on the Autism Spectrum. Keynote Address Presented to the Centers for Autism and Related Disabilities (CARD) annual conference.

Bellini, S. (2015). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the University of Arkansas ASD Symposium. Fayetteville, AR.

Bellini, S. (2014). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the Autism Society of Pennsylvania's annual conference.

Bellini, S. (2014). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the Autism Society of Pennsylvania's annual conference.

Bellini, S. (2013). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the Autism Society of Iowa Annual Convention.

Bellini, S. (2012). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the University of Kansas Autism Center.

Bellini, S. (2012). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the Regional Autism Advisory Council in partnership with Xavier University.

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Bellini, S. (2012). The Delivery of Effective Social Skills Programming to Individuals on the Autism Spectrum: Keynote Address Presented at the Autism Intervention Conference, sponsored by the Thompson Center for Autism and Neurodevelopmental Disorders Center, University of Missouri. Columbia, Missouri.

Bellini, S. (2012). The Building Social Relationships Model: Keynote Address Presented at the Region 16 Education Service Center. Amarillo, TX.

Bellini, S. (2009) Best Practices in Social Skills Training for Youth on the Autism Spectrum. Keynote address presented at the Florida Centers for Autism and Related Disabilities (CARD) annual conference. West Palm Beach Florida.

Bellini, S. (2009) Building Social Relationships in Students on the Autism Spectrum. Keynote address presented at the Florida Department of Education's Partnership for Effective Programming for Students with Autism's Summer Institute. Tampa, Florida.

Bellini, S. (2009) Best Practices in Social Skills Training for Youth on the Wisconsin Autism Society. Keynote address presented at the Autism Society of Wisconsin's Annual Conference. Wisconsin Dells, WI.

Bellini, S. (2007). The Assessment of Social Functioning in Children and Adolescents on the Autism Spectrum: A Critical (Yet, Neglected) Element of Social Skills Programming. Keynote Address presented at the 6th Annual Autism Summit of Northwest Ohio. Bowling Green, OH.

Bellini, S. (2007). Building Social Relationships through Effective Programming. Keynote Address presented to the Autism Spectrum Disorders Network. Kearney, NE.

Invited Talks and Seminars Sponsored by Universities, State Departments of Education, and Local Education Agencies

Bellini, S. (2022). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Cooperative Association of Special Education. Glen Ellyn, IL.

Bellini, S. (2019). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented at the Project ACCESS Summer Conference, Missouri Department of Education.

Bellini, S. (2019). Racial Disparities in the Identification of Students with Autism Spectrum Disorders. Seminar presented at the state of Indiana LEA Significant Disproportionality Summit, Indianapolis, IN.

Bellini, S. (2018). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to Florida State University's Center for Autism and Related Disabilities (CARD) conference.

Bellini, S. (2018). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Lafourche Parish School District. Thibodaux, LA.

Bellini, S. (2017). Racial Disparities in the Identification of Students with Autism Spectrum Disorders. Seminar presented at the state of Indiana LEA Significant Disproportionality Summit, Indianapolis, IN.

Bellini, S. (2017). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Autism Society of Wisconsin Fall Conference, Lacrosse WI.

Bellini, S. (2016). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Columbia Regional Program and Portland Public Schools. Portland, OR.

Bellini, S. (2016). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Herkimer Autism Resource Center Spring Conference, Family Support Services of CNY DDRO Consumer Council. Herkimer, NY.

Bellini, S. (2016). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Cooperative Association of Special Education. Glen Ellyn, IL.

Bellini, S. (2015). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Northwest AEA and Siouxland Autism Conference. Sioux City, IA.

Bellini, S. (2015). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Workshop presented to the Lafourche Parish School District. Thibodaux, LA.

Bellini, S. (2015). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Professional Development workshop presented to ESC 20. Austin, TX.

Bellini, S. (2014). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Preconference presentation at the OCALICON 14 conference. Columbus, Ohio.

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Bellini, S. (2014). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Sponsored by the University of Kansas, Center for Autism Research.

Bellini, S. (2014). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Sponsored by the Autism Specialist Summit, Kansas Department of Education.

Bellini, S. (2013). Building Social Relationships through Evidence Based Programming for Youth on the Autism Spectrum. Sponsored by the Minnesota Department of Education and the Minnesota Autism Project.

Bellini, S. (2013). Social Skills Strategies that Work. Grand Valley State University Conference on Autism.

Bellini, S. (2013). The Delivery of Effective Social Skills Programming to Students on the Autism Spectrum. District 54, Schaumburg School District, Illinois.

Bellini, S. (2013). Developing Social Skills in Children and Adolescents with Autism Spectrum Disorders. University of South Dakota Center for Disabilities.

Bellini, S. (2013, July). An Introduction to the Manualized Version of the Building Social Relationships Program. Heartland Area Education Agency. Des Moines Iowa.

Bellini, S. (2013, April). Evidence Based Practices in Social Skills Training. Heartland Area Education Agency. Des Moines Iowa.

Bellini, S. (2011). Evidence Based Practices in Social Skills Training. University of South Florida/Florida Department of Education. Tampa Bay, FL.

Bellini, S. (2011). Building Social Relationships. Iowa Department of Education. Iowa City, IA.

Bellini, S. (2011). Evidence Based Practices in Social Skills Training. Virginia Department of Education. Richmond, VA.

Bellini, S. (2011). Evidence Based Practices in Social Skills Training. Auburn University. Auburn, Alabama.

Bellini, S. (2009). Building Social Relationships. University of Miami, Center for Autism and Related Disorders. Miami, FL.

- Bellini, S. (2009). Building Social Relationships. Virginia Department of Education. Harrisonburg, VA.
- Bellini, S. (2009). Building Social Relationships. University of Oklahoma Health Sciences Center. Oklahoma City, OK.
- Bellini, S. (2009). Evidence Based Practices in Social Skills Training. University of Utah. Salt Lake City, UT.
- Bellini, S. (2009). Building Social Relationships Model. University of Florida. Gainesville, FL.
- Bellini, S. (2009) Social Skills Training for Youth on the Autism Spectrum. LSU Health Sciences Center Summer Institute. New Orleans, LA.
- Bellini, S. (2009). Building Social Relationships Model. Maryland Coalition for Inclusive Education. Columbia, MD.
- Bellini, S. (2008). Building Social Relationships Model. Center for Autism and Related Disabilities, University of Central Florida. Orlando, FL.
- Bellini, S. (2008). Building Social Relationships Model. Arizona Department of Education. Phoenix, AZ.
- Bellini, S. (2008). Social Skills Training and Video Self-Modeling. University of New Hampshire, Institute on Disability, Research to Practice Series. Manchester, NH.
- Bellini, S. (2008). Building Social Relationships Model. Center for Autism and Related Disabilities, University of Central Florida. Orlando, FL.
- Bellini, S. (2007). Building Social Relationships Model. Autism Community Training and Simon Fraser University. Vancouver, B.C.
- Bellini, S. (2007). Building Social Relationships Model. The National Autism Conference. State College, PA.
- Bellini, S. (2007). Building Social Relationships Model. Workshop Sponsored by the Arizona Department of Education. Phoenix, AZ.

Peer Reviewed National and State Conference Presentations

Ruark, C., Thielmyer, A., & Bellini, S. Follow-up Meta-analysis of Social Skill Interventions for Students With ASD: A Preliminary Analysis of Topline Results. National Association of School Psychologists National Convention. Boston, MA.

Bellini, S. (2020) Evidence Based Social Skills Programming for Students on the Autism Spectrum. Indiana Council of Administrators in Special Education Annual Meeting. Indianapolis, IN.

Lee D, Cothran DJ, Bellini S, Shih PC, Han K, Kim B, Min A, Paik S, and Frey GC (2020). Ecological Momentary Assessment of Physical Activity, Sedentary Time, and Anxiety in Adults with Autism Spectrum Disorder. International Society for Autism Research 2020 Annual Meeting; May 2020; Seattle, WA

Lowery, K., & Bellini, S. (2019). Building Social Skills in the School Efficiently and Flexibly. National Association of School Psychologists National Convention. Atlanta, GA.

Ryan, T., Farris, C., & Bellini, S. (2018). Using Building Social Relationships-2: Increasing Engagement for Children with Autism Spectrum Disorder. National Association of School Psychologists National Convention. Chicago, IL.

Merrill, A., & Bellini, S. (2018). Video Self-Modeling (VSM) As an Intervention for Adolescents with Autism Spectrum Disorders (ASD) in School and Clinical Settings. International Meeting for Autism Research.

Schatz, R., & Bellini, S. (2017). Reading Comprehension Difficulties and High-Functioning Autism: An Intervention Answer. National Association of School Psychologists National Convention. San Antonio, TX.

Hampshire, P. K., Butera, G. D., Bellini, S. (2012). Improving homework performance and independence in a student with autism through self-management and parents as interventionists. Poster presented at the Association for Behavior Analysis International Autism Conference, Philadelphia, PA.

Bellini, S. (2010). Video Self-Modeling for Students on the Autism Spectrum. National Association of School Psychologists Annual Convention. Chicago, IL.

Bellini, S. (2007). Teaching Employment Related Social Skills to Adults on the Autism Spectrum. Workshop presented at the Autism Society of America (ASA) and the Association for Persons in Supported Employment (APSE) joint conference. Columbus, OH.

Bellini, S. (2007) Anxiety in Individuals with Autism Spectrum Disorders: The Role of Social Skill Deficits. In T. J. Huberty (Chair), Comorbidity of Anxiety and Depression. Symposium conducted at the American Psychological Association National Convention, San Francisco, CA.

Scott Bellini-Counseling and Educational Psychology

Bellini, S. (2006). Building Social Relationships Model. Workshop presented at the Autism Society of America National Conference. Providence, RI.

Bellini, S., & Hopf, A. (2006). Evaluating the Psychometric Properties of the Autism Social Skills Profile. Poster presented at the National Association of School Psychologists National Convention. Anaheim, CA.

Akullian, J., & Bellini, S. (2006). Increasing Social Interactions in Young Children with Autism Spectrum Disorders using Video Self-Modeling. Paper presented at the National Association of School Psychologists National Convention. Anaheim, CA.

Bellini, S. & Pratt, C. (2004). Building Local Capacity around Students with Autism. Workshop presented at the Association for University Centers on Disability Conference (AUCD): Bethesda, MD.

Bellini, S. (2004). Social Skills Instruction for Children and Adolescents with Autism Spectrum Disorders. Workshop presented at the Autism Society of America, National Conference: Seattle, WA.

STUDENT ADVISEMENT/SUPERVISION

Dissertation Committee Membership:

Chair: Participation in a Community Based Dance Class to Improve the Social Skills of Children on the Autism Spectrum

Student: Alexandria Thielmeyer (Proposal Defended, 2022)

Chair: School Mental Health Teams and the Implementation of Comprehensive School Mental Health Services

Student: Kane Carlock (Proposal Defended, 2022)

Member: Supporting Collaborative Learning for Students with Autism Spectrum

Disorder: A Universal Design for Learning Approach

Student: Tammy May (Proposal Defended, 2022)

Member: Consultee-Centered Consultation: Supporting Student Emotion Regulation and Development Through Collaboration with Teachers

Student: Maureen Wood (Proposal Defended, 2022)

Member: Mental Health Action Plans: A Pilot Study Exploring Coordinated Mental Health Supports for Students with Intensive Socioemotional Needs
Student: Malena Nygaard (Proposal Defended, 2022)

Member: Utilizing KAP in Schools: An Evaluation of Educators' and Staff Knowledge, Attitudes, and Practices Related to Trauma
Student: Olivia Heck (Proposal Defended, 2022)

Member: Assessing Pre-Service Teachers Self-Efficacy in Collaborating with Families about ASD
Student: Nicole Rodriguez (Defended, 2022)

Member: *The Psychology of Purpose of Life: Theory, Research, and Applications*
Student: Jonah Li (Defended, 2022).

Chair: *The Trans Youth Empowerment Program: A positive psychology group intervention for transgender youth.*
Student: Danielle Hernandez. (Defended, 2021)

Member: Enhancing Writing Motivation Using Creative Writing Instruction: A Self-Regulated Strategy Development Intervention
Student: AJ Asomani-Adem (Proposal Defended, 2021)

Member: Anxiety- Comparing Synchronous and Asynchronous Professional Development
Student: Natalie Bengert (Defended, 2021)

Member: Virtual Reality: *A PETTLEP Based Performance Intervention for Quarterbacks.*
Student: Kyle Kennedy (Defended, 2021)

Member: *Examining the Effectiveness of the Gratitude Program with the Assistance of Technology*
Student: Kuo Deng (Defended, 2021).

Chair: *The Use of a Trauma-Focused Cognitive Behavioral Program and a Visual Support System to Improve the Classroom Behavior of Students Exposed to Trauma.*
Student: Kelsey Quest(Defended, 2020).

Member: *Dialectical Behavior Therapy for Youth Exhibiting Non-Suicidal Self Injurious Behavior.*
Student: Brooke Frazer (Defended, 2020).

Member: *Evaluating the Effectiveness of Arabic Morphological Instruction Among Students who are Deaf and Hard of Hearing at the second and third grade levels:*
Student: Ahmed Alshubrumi (Defended, 2020)

Member: *Assessing Teacher Self-Efficacy to Teachers Working Within a Juvenile Correctional Facility Before and After Training Curriculum*
Student: Lena Flores (Defended, 2020)

Chair: *Professional Development for Trauma-Informed Schools: Applying the Knowledge, Attitudes, and Practices (KAP) Framework to Student Trauma.*
Student: Rhiannon Law. (Defended, 2018; Proposal Defended, 2017).

Chair: *Using Emotes, a Social Emotional Curriculum, to Teach Elementary Aged Children with Autism Spectrum Disorder about Emotions and Perspective Taking.*
Student: Kassie Lowery (Defended 2018; Proposal Defended, 2017).

Member: *Virtual Reality: A PETTLEP Based Performance Intervention for Quarterbacks.* Student: Kyle Kennedy (Defended, 2021)

Member: *Utilizing Video-Based Trainings to Improve Decision-Making in High School Quarterbacks.*
Student: Matt Powless (Proposal Defended, 2017).

Member: *Computer-Mediated Cognitive Behavioral Therapy for Youth with ASD and Comorbid Anxiety.*
Student: Stacy White (Defended, 2018; Proposal Defended, 2017).

Member: *Video Self-Molding and Recreational Functional Fitness Exercisers: The Effect of Video Feedback on Skill Acquisition and Self-Efficacy in Weightlifting.*
Student: Quentin Speight (Proposal Defended, 2017).

Chair: *Video Self-Modeling as an Intervention to Address Noncompliant Problem Behaviors in Preschoolers.*
Student: Ian Halberg (Defended, 2018; Proposal Defended, 2016).

Chair: *The Additive Effects of Video Self-Modeling on a Social Skills Training Package Addressing Conversational Skills in Adolescents with Autism Spectrum Disorder*
Student: Anna Merrill. (Defended 2017; Proposal Defended, 2015).

Chair: *Combining Readers Theater, Story Mapping, & Video Self-Modeling Interventions to Reading Comprehension in Children with Autism Spectrum Disorders.*
Student: Rochelle Schatz. (Defended, 2016; Proposal Defended, 2015).

Chair: *Self-Management of Social Behaviors to Increase the Engagement of Children with Autism in Natural Social Settings*

Student: Tiffany Otero. (Defended, 2016; Proposal Defended, 2015).

Chair: Student: *Video Self-Modeling as a Peer Mentor Training Program to Improve Peer's Social Interactions with Preschool Students with Autism Spectrum Disorders*

Jillian Haut. (Defended, 2016; Proposal Defended, 2014).

Chair: *The Effects of Music on Mathematical Performance for Girls with ADHD.*

Megan Maloy. (Defended, 2016; Proposal Defended, 2015).

Director: *Visual and Auditory Cue Responses in Children with Autism Spectrum Disorder.* Student: Susie Galford. (Defended, 2014)

Member: *WJ-III Cog Administration Errors by Graduate Students: A Video Analysis.*

Student: Luke Erichsen. (Defended, 2014).

Member: *Bilingual Reading Intervention for Native Spanish Speaking English Language Learners.* Student: Maryellen McClain. (Defended, 2014).

Member: *Video self-modeling and collegiate field hockey: The effect of a self-selected feedforward intervention on player hitting ability and self-efficacy.* Student: Brad Foltz (Current: Defended, 2014)

Member: *Latino Disproportionality in School Discipline.* Student: Jason Cuardado (Current: Defended, 2014).

Member: *Examining the effects of pivotal response training in rural settings.* Student: Christina Russell (Defended, 2013).

Member: *Listening Preferences in Children with High Functioning Autism.* Student: Kimberly Markoff (Defended, 2012).

Member: *Examining parenting stress in parents of children with autism spectrum Disorders.* Student: Becky Hudock (Defended, 2012).

Member: *Social Validity, acceptability, and utility of Behavior Mapping: A simple functional behavior assessment.* Student: Scott Carson. (Defended, 2012).

Member: *Designing collaborative homework plans for students with ASD that promote self management skills.* Student: Patricia Hampshire (Defended, 2011).

Co-Director: *Comparing the effects of three modeling conditions on the performance of simple tasks by elementary aged children with autism spectrum disorders*. Student: Lauren Benner (Defended, 2011).

Member: *Determinants of life satisfaction: Generated and ranked by undergraduate college students*. Student: Kathleen Schoenecker (Defended, 2011).

Member: *Technology Adoption Applied to Educational Settings: Predicting School Psychologists' Use of Video-Self Modeling*. Student: Drew Heckman (Defended, 2011).

Member: *Community Schools and Urban Education Reform in the United States*. Student: John Houser (Defended, 2010).

Co-Director: *Effectiveness of a computer program in increasing social skills in children with autism*. Student: Jessica Peters Myszak (Defended, 2010).

Co-Director: *Using Video Self-Modeling to Teach Social Skills to Preschool Children with Autism*. Student: Jennifer Akullian (Defended, 2010).

Member: *Video Self-Modeling and Self-Monitoring to Increase Task Engagement in Children with ADHD*. Student: Rachel Oxnard (Defended, 2009)

Member: *Mothers Involvement and Children's Achievement and Conduct in Singapore Primary Schools*. Student: Kim Yeo (Defended, 2007).

Member: *Examining the Impact of Video Self-Modeling on the Reading Fluency of Upper Elementary and Middle School Students with Significant Reading Disabilities*. Student: Heather Edl (Defended, 2007).

Member: *Effects of an Individual Work System on the Independent Demonstration of Task Fluency and Generalization*. Student: Kara Hume (Defended, 2006).

Member: *Using Video Self-Modeling to Increase the Prosocial Behavior of Children with Autism and their Siblings*. Student: Johann Lantz (Defended, 2005).

Student Committee Membership:

Chair of Ph.D. Advisory Program Committee:

Current Students:

Hanna Lim, School Psychology

Parker Beckman, School Psychology

Britany Beuschesne, School Psychology

Kane Carlock, School Psychology

Alexandria Thielmeyer, School Psychology

Scott Bellini-Counseling and Educational Psychology

Olivia Heck, School Psychology

Former Students:

Danielle Hernandez, School Psychology

Kelsey Quest, School Psychology

Brooke Schmidt, School Psychology

Kassandra Lowery, School Psychology

Rhiannon Law, School Psychology

Bianca Vasquez, School Psychology

Stacey White, School Psychology

Ian Halberg, School Psychology

Rochelle Schatz, School Psychology

Anna Merrill, School Psychology

Jillian Haut, School Psychology

Stacy White, School Psychology

Kimberly Markoff, School Psychology

Leslie Jenkins, School Psychology

James Doolittle, School Psychology

Katie Bodack, School Psychology

Chair of Ed.S. Advisory Program Committee

Current Students:

Max Hamm, School Psychology

Nate Branham, School Psychology

Kendall Fields, School Psychology

Maria Ruiz, School Psychology

Jaylin Soto, School Psychology

Abigail Noell, School Psychology

Claire Murphy, School Psychology

Grace Haigh, School Psychology

Former Students:

Abby Lefler, School Psychology

Ya Ting Yu, School Psychology

Emma Sedlacek, School Psychology

Amanda Barnett, School Psychology

Natalie Bengert, School Psychology

Brittany Burris, School Psychology

Man Ting Choi, School Psychology

Abby Dixon, School Psychology

MaryClare Loughery, School Psychology

Sarah McRoberts, School Psychology

Julia Quinlan, School Psychology

Katie Horman, School Psychology

Scott Bellini-Counseling and Educational Psychology

Caitlyn Farris, School Psychology
Nina Bailey, School Psychology
Kathleen Ford, School Psychology
Shelby Kale, School Psychology
Ashley Visner, School Psychology
Courtney Lemons, School Psychology
Ashley Wright, School Psychology

Member of Ph.D Advisory Program Committee

Current Students:

Chelsey Ruark, School Psychology

Former Students:

Laura Gumbiner, School Psychology
Ty Ryan, School Psychology
Lena Flores, School Psychology
Tiffany Campbell, School Psychology
Susan Galford, School Psychology
Tiffany Otero, School Psychology
Becky Kaletka, School Psychology
Kimberly Rainey, School Psychology
Shannon Donahue, School Psychology
Drew Heckman, School Psychology
Jessica Peters, School Psychology
John Houser, School Psychology
Lauren Benner, School Psychology

Member of Ed.S. Program Advisory Program Committee

Current Students:

Abby Lefler, School Psychology

Former Students:

Audra Autzberger, School Psychology
Caitlyn Matlock, School Psychology
Shelby Mytyk, School Psychology
Kristina Gluth, School Psychology
Joy Callison, School Psychology
Stacey Fagin, School Psychology
Emily Plattner, School Psychology
Kimberly Rainey, School Psychology
Shannon Donahue, School Psychology
Erin Bleha, School Psychology

Member-Minor:

Former Student:

Patricia Korzekwa, Special Education

Supervision of Graduate\Research Assistants:

Scott Bellini-Counseling and Educational Psychology

Katie Bodack (2011): School Psychology
Becky Kaletka (2009-2010): School Psychology
Yuri Kashima (2009-2010): School Psychology
Lauren Benner (2009): School Psychology
Jessica Peters (2007-2008): School Psychology
Johanna Lantz (2000-2003): School Psychology
Kara Hume (2003-2005): Special Education
Jennifer Akullian (2004-2008) School Psychology
Andrea Hopf (2004-2006): School Psychology

Independent Study Supervision:

Laura Middleburg (2012): School Psychology
Vonda Barker (2004): Special Education

Supervision of Practicum Students (Social Skills Research Clinic)

Caitlyn Farris (2016): School Psychology
Ty Ryan (2016): School Psychology
Gina Rhodes (2016): School Psychology
Bianca Vasquez (2016): School Psychology
Kassie Lowery (2015-16): School Psychology
Dillon Ang (2015-16): School Psychology
Melissa Hanell (2014-16): School Psychology
Ian Halberg (2014-16): School Psychology
Anna Merrill (2013-16) School Psychology
Rochelle Schatz (2013-16) School Psychology
Rachel Peterson (2013-16) School Psychology
Tiffany Otero (2012-2016): School Psychology
Carla Moore (2015): School Psychology
Megan Maloy (2014): School Psychology
Jillian Haut (2012-2014): School Psychology
Avital Deskalo (2013) School Psychology
Maryellen McClain (2012-2013): School Psychology
Megan Trachok (2012-2013): School Psychology
Kelly Spegel (2012-2013): School Psychology
Susie Galford (2011-2013): School Psychology
Stacey White (2011): School Psychology
Christina Russell (2010-2011): School Psychology
Katie Bodack (2010): School Psychology
Kimberly Markoff (2009-2011): School Psychology
Becky Kaletka (2009-2010): School Psychology
Amanda Ables (2009): School Psychology
Erin Bleha (2009): School Psychology
Luke McConnell (2008-2009): School Psychology

Scott Bellini-Counseling and Educational Psychology

Lauren Benner (2008-2009): School Psychology
Jessica Peters (2008-2009): School Psychology
Rachel Oxnard (2008): School Psychology

**PROFESSIONAL COMMITTEES, EDITORIAL BOARDS, AND
SERVICE TO COMMUNITY**

Professional Committee Membership

Committee Member: Sesame Street Autism Initiative Advisory Committee. Sesame Street Workshop, New York (2013-present).

University Representative, Indiana Association of School Psychologists (IASP) Board (2015-2020)

Committee Member, IASP Task Force on Shortages in School Psychology Personnel (2015-2020)

Professional Advisory Group Member: The Social Times. A publication of Autism Asperger Publishing Company (2009-present).

Committee Member: Autism Services Expert Work Group. Health Resources Services Administration, U.S. Department of Health and Human Services, Division of Children with Special Health Care Needs: Washington, D.C. (2007-2008)

Committee/Panel Member: Models of Care and Community Responses to Autism. Children's Hospital of Philadelphia Conference on Autism: Philadelphia, PA. (2006)

Workgroup Participant: Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services, "DD Vision 20/10 Event": Indianapolis, IN. (2007)

Journal Reviewer

Guest Reviewer: *Exceptional Children* (2008-present)

Guest Reviewer: *Remedial and Special Education* (2008-present)

Guest Reviewer: *American Psychologist* (2016)

Professional Service to Community

Scott Bellini-Counseling and Educational Psychology

News Media Expert Resource: I have provided interviews to over a dozen news publications and radio programs since 2007 on the topic of autism including, USA Today, WFIU, NPR/Moment of Science, Herald Times, Indy Star, IDS, and Reuters Health

Director, Social Skills Research Clinic: Provides social skill intervention and diagnostic services to children on the autism spectrum and their families (2008-present)

Workshop/Paper Proposal Reviewer: Autism Society of America National Conference (2005-2009)

Camp Organizer: Enis Furdy Foundation weekend camp for families of children with autism (2011)

PROFESSIONAL MEMBERSHIPS

Member, National Association of School Psychologists

Member, American Psychological Association

Member, Autism Society of America

UNIVERSITY COMMITTEE WORK AND SERVICE

Organizer: New Faculty Orientation, School of Education (2022)

Member: Search Committee, CEP Student Services Specialist Position (2022): Filled, Zachary Crouch

Member: Counseling and Educational Psychology Merit Review Committee (2022)

Member: Faculty Development Committee (2020-present)

Chair: Beeman N. Phillips Research Fellowship (2020-present)

Faculty Advisor/Supervisor, P404/F200/F401 Courses (2014-present)

Member: Counseling and Educational Psychology Associate Instructor Selection Committee (2012-present)

Faculty Advisor: Autism Research Group (2009-present)

Alternate Member: School of Education Policy Council (2019-present)

Scott Bellini-Counseling and Educational Psychology

Member, Search Committee, Assistant Professor in School Psychology
Successfully Filled: Dr. Lisa Aguilar (2019-2020)

Member: Building and On-Line Materials Evaluation Workgroup: Committee on Diversity,
Equity, and Inclusion (2019-2021)

Member: Counseling and Educational Psychology Merit Review Committee (2020)

SASP Faculty Representative (2016-2020)

Chair, Search Committee, Open Rank Position in School Psychology (2017-18)
Successfully Filled: Dr. David Shriberg

Member, Graduate Studies Committee/Retention, Admissions, and Financial Aid Committee
(2015-17)

Member, Dean's Fellowship Award Committee (2015-17)

Chair, Search Committee, School Psychology Visiting Clinical Faculty Position (2017)
Successfully Filled: Dr. Heather Ormiston

Member: Frieda Alice Renfro Fellowship Committee (2017)

Chair, School of Education Graduate Student Leave Policy Committee (2016)

Coordinator, Ronda Talley Distinguished Lecture Series (2016)

Faculty Mentor, Fulbright Distinguished Awards (DA) in Teaching Program. Center for
International Education, Development & Research (CIEDR) (2016)

Member: CEP Research Fellowship Award Committee (2014)

Member: Counseling and Educational Psychology Merit Review Committee (2012)

Member: Special Education Faculty Search Committee (Open Rank Professor) (2011-12)

Member: Counseling Psychology Faculty Search Committee (Open Rank Professor/Director of
Training) (2011)

Member: Counseling and Educational Psychology Outstanding Doctoral Dissertation Award
Committee (2010)

Scott Bellini-Counseling and Educational Psychology

Faculty Advisor: IU School Psychology Outstanding Student Award Committee (2009)

Chair: Frieda Alice Renfro Fellowship Committee (2008)

Faculty Representative: Committee on Diversity Affairs, Capacity Building Subcommittee
School Psychology Program (2007-08)

Member: Frieda Alice Renfro Fellowship Committee (2007)

Colloquium Organizer: Organized guest colloquium by Peter Dowrick, Professor of Psychology and Disability Studies at the University of Hawaii, Manoa, on the topic of Video Self Modeling Interventions conducted at the School of Education (2007).

Guest Lecturer: Conducted over one dozen guest lectures, upon colleague request, to classes and student groups within the university community on the topic of autism, behavior analysis, research methods, and therapeutic interventions (2007-present).

TEACHING EXPERIENCE

P682- Developmental Psychopathology. Department of Counseling and Educational Psychology. (Fall, 2019; Fall 2020, Fall, 2021, Fall, 2022)

P645/Y650- Single Case Research Design for the Behavioral Sciences. Associate Professor, Department of Counseling and Educational Psychology (Spring, 2016; Spring, 2017; Spring, 2018; Spring, 2019; Spring 2020; Summer 2020, Summer, 2021, Summer 2022).

Note: On-Line Course

P670- Behavior Analysis and Consultation for School Psychologists. Associate Professor, Department of Counseling and Educational Psychology (Fall, 2012; Fall, 2013; Fall, 2014; Fall, 2015; Fall 2016; Fall, 2017; Fall, 2018; Fall, 2019; Fall 2020, Fall, 2021, Fall 2022

P680- Ethical, and Legal Issues in School Psychology, Department of Counseling and Educational Psychology. Spring, 2021, Spring, 2022

F401/500-Behavior Management in Youth. Department of Counseling and Educational Psychology. (Spring, 2019; Fall, 2019; Fall, 2020, Fall, 2021)

Note: On-Line Course

P691-Personality Assessment and Intervention. Department of Counseling and Educational Psychology. (Spring, 2017; Spring, 2019).

Scott Bellini-Counseling and Educational Psychology

P697- Advanced Practicum in School Psychology. Associate Professor, Department of Counseling and Educational Psychology (Spring, 2017; Fall, 2016; Spring, 2016; Fall, 2015; Spring, 2014; Fall, 2013)

P670- Behavior Analysis and Consultation for School Psychologists. Associate Professor, Department of Counseling and Educational Psychology (Fall, 2016; Fall, 2015; Fall, 2014; Fall, 2013; Fall 2012)

P680- Professional, Ethical, and Legal Issues in School Psychology, Department of Counseling and Educational Psychology. Fall, 2017

P656- Practicum in School Psychology. Associate Professor, Department of Counseling and Educational Psychology (Fall, 2016; Fall, 2015; Fall, 2014; Spring, 2014; Fall, 2013; Spring, 2013; Fall, 2012)

P692- Therapeutic Interventions for Children (3 Credit Hours). Associate Professor, Department of Counseling and Educational Psychology (Spring, 2016; Spring, 2006; Spring, 2005)

P650/K632- Topical Seminar in School Psychology: Social Skills Training/Teaching Social Skills to Youth with ASD. Associate Professor, Department of Counseling and Educational Psychology (Summer, 2016, Summer, 2015; Summer, 2014; Summer, 2013; Summer, 2012 [two sections, on-line course]; Summer, 2011 [two sections, on-line course]; Summer, 2010 [on-line course]; Summer, 2009; Summer, 2008; Summer 2007).

Note: On-Line Course

P650-Topical Seminar in School Psychology: Single Subject Research Design for the Behavioral Sciences. Associate Professor, Department of Counseling and Educational Psychology (Summer, 2015; Spring, 2014; Fall, 2013; Spring, 2013).

P595- Practicum in School Psychology. Assistant Professor, Department of Counseling and Educational Psychology (Spring, 2012; Fall, 2011; Spring, 2011; Fall, 2011)

P570-Classroom Behavior Management (3 Credit Hours). Assistant Professor, Department of Counseling and Educational Psychology (Fall, 2011; Fall, 2010; Fall, 2009; Fall, 2008; Fall, 2007; Fall, 2006)

P692- Therapeutic Interventions for Children (3 Credit Hours). Adjunct Assistant Professor, Department of Counseling and Educational Psychology (Spring, 2006; Spring, 2005).

K422/522- Teaching Social Skills (3 Credit Hours). Adjunct Assistant Professor, Department of Curriculum and Instruction (Spring, 2004).

Scott Bellini-Counseling and Educational Psychology

Positive Behavioral Programming (Continuing Education Course). An On-line Course Provided by the Lafourche Parish School Board (Spring, 2002).

P251- Education Psychology for Elementary Education Majors (3 Credit Hours). Associate Instructor. Department of Counseling and Educational Psychology (Fall, 1999 and Spring, 2000).

M101- Field Experience and Lab in Educational Psychology (2 Credit Hours). Associate Instructor (Fall, 1999 and Spring, 2000). Department of Counseling and Educational Psychology.