

Lisa N. Aguilar

Three Affiliated Tribes | Chicana
Indiana University | Bloomington, IN 47429
lnaguila@iu.edu | (812) 856-8064
Twitter: @indigscholar

EDUCATION

- 2019 **Doctor of Philosophy in School Psychology**
University of Missouri (APA-accredited & NASP-approved), Columbia, MO
Advisor: Matthew K. Burns, PhD
Pre-doctoral Internship: Mat-Su Psychology Internship Consortium, Wasilla, AK
Clinical Supervisor: Deborah Kroll, PhD, NCSP, LP
- 2016 **Master of Arts in School Psychology**
University of Missouri, Columbia, MO
Advisor: Wendy Reinke, PhD
- 2013 **Bachelor of Arts in Psychology**
Ripon College, Ripon, WI
Advisor: Kristine Kovack-Lesh, PhD

ACADEMIC POSITIONS

- 2020—present **Assistant Professor of School Psychology**
Department of Counseling and Educational Psychology
Indiana University
- 2019—2020 **Adjunct Professor**
Department of Educational Studies in Psychology, Research Methodology, &
Counseling
University of Alabama

CERTIFICATION & LICENSURE

- Nationally Certified School Psychologist License #60639
Alaska Provisional C-Services Certificate: School Psychology Endorsement License#4106505

AWARDS, HONORS, & FELLOWSHIPS

- 2021 Featured Scholar, TSP Honoring Diverse Leaders in School Psychology Project
2019 College of Education Graduate Student Diversity Award, University of Missouri
2013 McNair Scholar, U.S. Department of Education TRIO Program

SCHOLARLY PUBLICATIONS

* Indicates graduate student

Peer-reviewed Journals

1. Pham, A. V., Goforth, A. N., **Aguilar, L. N.**, Burt, I., *Bastian, R., & *Diakow, D. (2021). Dismantling systemic inequities in school psychology: Cultural humility as a foundational approach to social justice. *School Psychology Review*, 1-18. <https://doi.org/10.1080/2372966X.2021.1941245>
2. Burns, M. K., **Aguilar, L. N.**, Warmbold-Brann, K., Preast, J. L., & Taylor, C. N. (2021). Effect of acquisition rates on off-task behavior of kindergarten students while learning sight words. *Psychology in the Schools*, 58(1), 5-17. <https://doi.org/10.1002/pits.22429>
3. Preast, J. L., Burns, M. K., Brann, K. L., Taylor, C. N., & **Aguilar, L.** (2019). Class-wide partner reading intervention for science comprehension. *School Psychology Forum*, 13(1), 29-40.
4. Burns, M.K., **Aguilar, L. N.**, Young, H., Preast, J. L., Taylor, C. N., & Walsh, A. D. (2019). Comparing the effects of incremental rehearsal and traditional drill on retention of mathematics facts and predicting the effects with memory. *School Psychology*, 34(5). 521.
5. Taylor, C., **Aguilar, L.**, Burns, M. K., Preast, J. L., & Warmbold-Brann, K. (2017). Reliability and relationship to retention of assessing an acquisition rate for sight words with kindergarten students. *Journal of Psychoeducational Assessment*, 36(8), 798-807.
6. Warmbold-Brann, K. L., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2017). Meta-analysis of the effects of academic intervention on student behavior outcomes. *School Psychology Quarterly*, 32, 291-305.
7. Burns, M.K., Frederick, A., Helman, L., Pulles, S. M., McComas, J. J., & **Aguilar, L. N.** (2016). Relationship between language proficiency and growth during reading interventions. *Journal of Educational Research*, 110(6), 581-588.

Practitioner Journals

1. **Aguilar, L. N.**, Shearin, J., *Sam, W., & *Mojica, K. (2021). Indigenous youth in schools: Consequences of colonialism and advocating for a better future. *Communiqué*, 50(1), 1, 26-30.
2. Burns, M. K., Preast, J. L., Kilpatrick, K. D., Taylor, C. N., Young, H., **Aguilar, L.**, Allen, A., Copeland, C., Haider, A., & Henry, L. (2017). Leadership theory for school psychologists: Leading for systems change. *Communiqué*, 46(2), 1, 23-24.

Book Chapters

1. Goforth, A. N., **Aguilar, L. N.**, *Violante, A., & *Brooke, E. (Submitted for Review). Supporting Indigenous youth. In Malone, C., & Parris, L. (Eds.) *The oxford handbook of social justice in school psychology*. To be published by Oxford University Press.
2. **Aguilar, L. N.** (Submitted for Review). Best practices in addressing needs of Indigenous children and families in schools. In Harrison, P., Proctor, S., & Thomas, A. (Eds.) *Best practices in school psychology* (7th ed.). To be published by the National Association of School Psychologists.

3. *Yohannan, J., *Crossing, A., **Aguilar, L.**, Proctor, S. L. (2021). Use of critical race theory to understand exclusion of Indigenous students from gifted education. In Proctor, S. L. & Rivera, D. P. (Eds.) *Critical theories for school psychology and counseling: A foundation for equity and inclusion in school-based practice*. New York, NY: Routledge.
4. Burns, M. K., Maki, K. E., & **Aguilar, L.** (2021). Being a mentor in scholarship. In R. G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.
5. Burns, M. K., **Aguilar, L.**, & Taylor, C. (2020). Helping teachers use progress monitoring data for intervention decisions. In F. C. Worrell & T. L. Hughes (Eds.) *Cambridge handbook of applied school psychology*. Cambridge, UK: Cambridge University Press.

Manuscripts Under Review

1. **Aguilar, L. N.**, Burns, M., Preast, J., Taylor, C., & Warmbold, K. (Under Review). Retention of sight-words taught to kindergarten students with incremental rehearsal. Manuscript submitted to *Journal of Applied School Psychology*.
2. Leverett, P., **Aguilar, L. N.**, Shriberg, D., Song, S., Jones, J., & Vera, E. (Under Review). Oppressive socialization within school psychology: Social justice approach to applied research training and scholarship. Manuscript submitted to *School Psychology Review*.
3. Holter, O. G., Goforth, A. N., Pyke, K. A., **Aguilar, L. N.**, & Belcourt, A. (Under Review). School-based racial microaggressions and symptoms of depression for Native American young adults. Manuscript submitted to *School Psychology Review*.
4. Burns, M. K., **Aguilar, L. N.**, Taylor, C. N., Young, H., Preast, J. L., & Walsh, A. D. (Under Review). Pilot study of the effects of exponential incremental rehearsal on retention of mathematics facts and the relationship to attention. Manuscript submitted to *Journal of School Psychology*.
5. Preast, J. L., Taylor, C. N., Warmbold-Brann, K. L., **Aguilar, L. N.**, Kilgus, S. P., & Burns, M. K. (Under Review). Differentiating academic behaviors from academic skills to inform interventions. Manuscript submitted to *Education and Treatment of Children*.

Manuscripts in Preparation

1. **Aguilar, L. N.**, Holter, O. G., & *Mojica, K. (In Preparation). The effect of a culturally responsive curriculum on Indigenous youth cultural identity.
2. Leverett, P., D'Costa, S., Grant, S. & **Aguilar, L. N.** (In Preparation). A content analysis of decolonial practices in school psychology research.
3. **Aguilar, L. N.**, *Mojica, K., *Amor, J., *Serratos, C., & *Noel, A. (In Preparation). Meta-analysis of restorative justice interventions in schools.

PROFESSIONAL CONFERENCE PRESENTATIONS

*Indicates graduate student

Invited Presentations

1. **Aguilar, L.** (2021, September). *Blood quantum: So, how much Native are you?* Invited speaker for School of Education Diversity, Equity, & Inclusion Professional Development Series. Bloomington, IN: Indiana University.
2. **Aguilar, L.** (2020, October). *Sovereignty and Indigeneity in the Big Ten: Telling our stories.* Invited panelist sponsored by the Big 10 Native American Alliance (virtual). Champaign, IL: University of Illinois Urbana-Champaign.
3. **Aguilar, L.** (2020, July). *Women in psychology.* Invited panelist to Practicum in School Psychology course (virtual). Hattiesburg, MS: University of Southern Mississippi.
4. **Aguilar, L.** (2020, March). *A crash course on special education and RTI.* Invited presentation to Assessment III: Adolescent and Child Assessment course. Anchorage, AK: Alaska Pacific University.
5. **Aguilar, L.** (2017, April). *Comparing incremental rehearsal and drill on retention of multiplication facts, and effect of memory on each.* Invited paper presentation (student representative) to the School Psychology Symposium: Celebrating Dr. Edward S. Shapiro – A grand slam every time. Bethlehem, PA: Lehigh University.
6. **Aguilar, L.** (2016, March). *Religion and the environment.* Invited panelist sponsored by Warrensburg Church of the Brethren and University of Central Missouri Religious Studies Program. Warrensburg, MO: University of Central Missouri.

Symposium/Paper/Poster

1. **Aguilar, L. N. & D'Costa, S.** (Accepted). The Land that Holds Us: Indigenizing Mental Health Spaces. Difficult Dialogue: 2022 National Multicultural Conference and Summit (virtual).
2. Holter, O.G., Goforth, A. N., **Aguilar, L.N.**, Pyke, K. A., and Belcourt, A., (Accepted). Implications of School-based Microaggressions on Mental Health for Indigenous Students. Paper: The National Association of School Psychologists Annual Convention. Boston, MA.
3. Leverett, P., D'Costa, S., Grant, S., **Aguilar, L.**, & Brown, A. (2021, August). A content analysis of decolonial practices in school psychology research: 2017-2019. Poster: American Psychological Association Annual Convention (virtual).
4. Taylor, C.N. & **Aguilar, L.** (2018, February). *How much should I teach? Addressing acquisition rate for sight words with kindergarten students.* Paper: National Association of School Psychologists Annual Convention. Chicago, IL.
5. Burns, M. K., **Aguilar, L.**, Young, H., & Taylor, C. (2017, April). Making memory meaningful: Translating research into memory interventions that work. In M. Burns (Chair),

- Does memory matter? Comparing incremental rehearsal and traditional drill.* Symposium: 9th Annual ESCP Conference. Columbia, MO: University of Missouri.
6. Burns, M. K., Taylor, C. N., Preast, J. L., Warmbold-Brann, K. L., **Aguilar, L. N.**, Walsh, A. D., & Young, H. (2016, November). *The effect of acquisition rates on off-task behavior of kindergarten students learning sight words.* Poster: Mizzou Ed Research Day, Columbia, MO.
 7. Preast, J. L., Young, H., Taylor, C. N., **Aguilar, L. N.**, Warmbold-Brann, K. L., & Burns, M. K. (2016, November). *Meta-analysis of effects of academic intervention on student behavior outcomes.* Poster: Mizzou Ed Research Day, Columbia, MO.
 8. **Aguilar, L.** & Warmbold-Brann, K.L. (2016, August). Diagnostic accuracy of national and locally derived criteria for the STAR reading assessment. In M. Burns (Chair), *Rethinking diagnostic accuracy for school-based services.* Symposium: American Psychological Association Annual Convention, Denver, CO.
 9. Warmbold-Brann, K., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2016, April). *Meta-Analysis of the Effects of Academic Intervention on Student Behavior Outcomes.* Poster: 8th Annual ESCP Conference, Columbia, MO.
 10. **Aguilar, L.** (2015, April). *The effects of road to the code for kindergarten and first grade readers with poor phonological awareness.* Poster: Missouri Association of School Psychologists Conference, Columbia, MO.
 11. **Aguilar, L.** & Kovack-Lesh, K. (2013). *Adolescent's perception of mental health as acceptable or not acceptable among their peers.* Poster: Society for Research in Child Development, Seattle, WA.
 12. **Aguilar, L.** & Swiggum, S. (2012). *The effects of denial on regret regulation.* Paper: Ripon College Research Symposium, Ripon, WI.

Community Presentation & Workshops

1. **Aguilar, L.** & Isley, S. (2019). *RTI and Special Education Processes: What's my role as a provider?* Workshop: Breakfast and Learn Series at Ptarmigan Connections, Wasilla, AK.
2. Burns, M., **Aguilar, L.** & Young, H. (2017). *Conceptual understanding of mathematics computation: How do I know if my students really understand?* Workshop: 8th Annual MU Student Council for Exceptional Children Conference. Columbia, MO.
3. Burns, M. & **Aguilar, L.** (2016). *CBA-ID: Finding the right intervention for your kid.* Workshop: 8th Annual Research to Practice Conference. Columbia, MO.

PRESS COVERAGE

1. Lindsay, J. (2021, January). Indiana Experts Explain the Role of Schools in Times of Political Unrest, Violence. Indiana Public Broadcasting Stations. Retrieved from <https://www.wfyi.org/news/articles/indiana-experts-explain-the-role-of-schools-in-times-of-political-unrest-violence>

TEACHING

Assistant Professor (Fall 2020 – Current)

Indiana University, Department of Counseling and Educational Psychology
 Prevention, Assessment, & Intervention in School Psychology I (P650)
 Educational and Historical Foundations of Psychology (P601)
 Prevention, Assessment, & Intervention in School Psychology II (P650)
 Practicum in School Psychology (P656)
 Therapeutic Interventions (P692)

Adjunct Professor (Fall 2019 – Spring 2020)

University of Alabama, Department of Educational Studies in Psychology, Research Methodology, & Counseling
 Cognitive and Academic Assessment and Data-Based Decision Making (BSP 515)
 Social-Behavioral Assessment and Data-Based Decision Making (BSP 516)

Teaching Assistant (Fall 2016)

University of Missouri, Department of Educational, School, & Counseling Psychology
 Psychological Interventions Child and Adolescent: Educational Instruction (ESCP 8160)
Supervisor: Matthew Burns, Ph.D.

Teaching Assistant (Fall 2015)

University of Missouri, Department of Educational, School, & Counseling Psychology
 School Psychology Practicum – Introduction to Schools (ESCP 8250)
Supervisor: Cheryl Offutt, Ph.D.

Guest Lecturer (Fall 2012)

Ripon College, Department of Psychology
 Child Development (200 Level)
Supervisor: Kristine Kovack-Lesh, Ph.D.

CLINICAL EXPERIENCE

School Psychologist (August 2019 – June 2020)

Redington Sr. Jr/Sr. High School, Dena'ina Elementary, Ya Ne Dah Ah School (Tribal)
Matanuska-Susitna Borough School District
 Wasilla, AK

School Psychology Doctoral Intern (July 2018 – May 2019)

Palmer Junior Middle School (primary placement), Valley Pathways School, Ya Ne Dah Ah School (Tribal); Ptarmigan Connections: Behavioral and Developmental Pediatric Services (clinical rotation)

Mat-Su Psychology Internship Consortium
Wasilla, AK

Mental Health Professional (August 2016 – May 2017)

Shared Services for Schools Mental Health Grant, Principal Investigator: Melissa Maras
University of Missouri – Columbia
Columbia, MO

Advanced Practicum Student (August 2015 – May 2016)

Boone County Schools Mental Health Coalition County-wide Initiative to Support School-age Youth (2014-2016), Principal Investigator: Wendy Reinke
University of Missouri - Columbia
Columbia, MO

PROFESSIONAL SERVICE

Editorial Experience

Editorial Board Member

2020 – 2022 School Psychology Review

Conference Proposal Reviewer

July 2020 National Association of School Psychologists Annual Convention

Service to the Field of School Psychology

2020 – present **Committee Member**, Indigenous American Subcommittee, Multicultural Committee, National Association of School Psychologists

Service to Indiana University

2021 – 2024 **Nominated Member**, Long Range Planning Committee, School of Education

2020 – present **Member**, Recruitment and Retention Affinity Group, School of Education Diversity, Equity, and Inclusion

2020 – present **Invited Member**, OVPDEMA Scholarship Committee, Office of the Vice President for Diversity, Equity, and Multicultural Affairs

2020 – present **Advisory Panel Member**, TSP Honoring Diverse Leaders in School Psychology Project, Trainers of School Psychology Social Justice Committee

CURRENT PROFESSIONAL MEMBERSHIPS

Indiana Association of School Psychologists (Spring 2020 – Present)

American Psychology Association – Division 45 (Spring 2020 – Present)

American Indigenous Research Association (Spring 2019 – Present)

Society of Indian Psychologists (Fall 2016 – Present)

National Association of School Psychologists (Fall 2013-Present)

American Psychological Association – Division 16 (Fall 2013- Present)

Four Directions: Indigenous Peoples and Allies (Fall 2015-Spring 2017)

Vice President (Fall 2016-Spring 2017)

University of Missouri

Student Association of School Psychology (Fall 2013-Fall 2016)

Communications Liaison (Fall 2014-Fall 2016)

University of Missouri