

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**

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

School Psychology Program  
Department of 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

Scott Bellini-Counseling and Educational Psychology

### **AWARDS AND RECOGNITION**

Winner of the National Indie Excellence Award in Education, 2018

Finalist for Book Fest's International Book Award in the category of Education, 2018

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

### **PEER REVIEWED MANUSCRIPTS**

Bellini, S., Gardner, L., Hudock, R., & Kashima-Ellingson, Y. (2016). 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

Scott Bellini-Counseling and Educational Psychology

compliance: A promising strategy for children with behavior problems. *Behavior Modification*, 38, 567-586.

Korzekwa 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. *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.

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**

Merrill, A., Risch, J., & Bellini, S. (2017). The Effects of Video Self-Modeling to Support Homework Behaviors of Students Receiving Special Education in a General Education Classroom. Manuscript in Preparation.

Bellini, S., Lowery, K., Ryan, T., & Quest, K. (2016). A meta-analysis of school-based social skill interventions for children with autism spectrum disorders: A Ten-year Follow-up. Manuscript in Preparation.

Bellini, S. (2016) *The Outcomes of a Systematic Social Skills Training Program for Youth with ASD*. Manuscript submitted for publication.

### **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.

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. & Merrill, A. (2017). Social challenges of children and youth with ASD. In A. Boutot (Ed), *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies, 2<sup>nd</sup> 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, 4<sup>th</sup> 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.

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

Scott Bellini-Counseling and Educational Psychology

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. (2016). *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. (2017). The Delivery of Effective Social Skills Programming for Youth on the Autism Spectrum. Keynote Address Presented at the 25<sup>th</sup> 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.

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.

Scott Bellini-Counseling and Educational Psychology



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 6<sup>th</sup> 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. (2017). 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. (2017). 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. (2016). 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. (2016). 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.

Scott Bellini-Counseling and Educational Psychology

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.

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

Scott Bellini-Counseling and Educational Psychology

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.

Scott Bellini-Counseling and Educational Psychology

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 Conference Presentations***

Merrill, A., & Bellini, S. (2017). Video Self-Modeling (VSM) As an Intervention for Adolescents with Autism Spectrum Disorders (ASD) in School and Clinical Settings. International Meeting for Autism Research. Contributor.

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. Contributor.

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.

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

Scott Bellini-Counseling and Educational Psychology

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

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 (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*

Scott Bellini-Counseling and Educational Psychology

*Behaviors in Preschoolers.*

Student: Ian Halberg (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:**

Ya Ting Yu, School Psychology  
Emma Sedlacek, School Psychology  
Danielle Hernandez, School Psychology  
Kelsey Quest, School Psychology  
Kassandra Lowery, School Psychology  
Adam Ramsey, School Psychology  
Rhiannon Law, School Psychology  
Carla Moore, School Psychology

**Former Students:**

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:**

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

**Former Students:**

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:**

Ty Ryan, School Psychology  
Brooke Schmidt, School Psychology  
Laura Gumbiner, School Psychology

**Former Students:**

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:**

Audra Autzberger, School Psychology  
Caitlyn Matlock, School Psychology

**Former Students:**

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:***

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-present): Special Education

Scott Bellini-Counseling and Educational Psychology

Jennifer Akullian (2004-present) 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  
Lauren Benner (2008-2009): School Psychology  
Jessica Peters (2008-2009): School Psychology  
Rachel Oxnard (2008): School Psychology

**PROFESSIONAL COMMITTEES, EDITORIAL BOARDS, AND**

Scott Bellini-Counseling and Educational Psychology

## **SERVICE TO COMMUNITY**

### ***Professional Committee Membership***

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

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

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

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***

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)

Scott Bellini-Counseling and Educational Psychology

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

Camp Organizer: Enis Furlly 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**

Chair, Search Committee, Open Rank Position in School Psychology (present)

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

Faculty Advisor: Autism Research Group (2009-present)

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

Faculty Advisor/Supervisor, F200 Course (2014-present)

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

SASP Faculty Representative (2016-present)

Chair, Search Committee, School Psychology Visiting Clinical Faculty Position (2017)

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)

Scott Bellini-Counseling and Educational Psychology

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)

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**

P691-Personality Assessment and Intervention. Department of Counseling and Educational Psychology. Spring, 2017.

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,

Scott Bellini-Counseling and Educational Psychology

2013; Fall 2012)

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)

P645/Y650- Single Case Research Design for the Behavioral Sciences. Associate Professor, Department of Counseling and Educational Psychology (Spring, 2016).

Note: Course is offered on-line.

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: Course is offered on-line.

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).

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).

Scott Bellini-Counseling and Educational Psychology

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