Heather Edl Ormiston, PhD, NCSP, HSPP

January 2024

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| **Indiana University Bloomington** School Psychology Program ormiston@indiana.edu | **Department of Counseling and Educational Psychology**201 N. Rose Ave., Suite 4000Bloomington, IN 47405 |

# Education

**PhD Indiana University Bloomington,** School Psychology June 2007

 **Minor**: Special Education

**MS Indiana University Bloomington,** Educational Psychology August 2005

**BS Loyola University Chicago,** Psychology May 2003

 Graduated Cum Laude

# Faculty Positions

**Assistant Professor 2023 – present**

*Indiana University Bloomington*

School Psychology Program (M.A./Ed.S., Ph.D.; APA Accredited, NASP Approved)

Department of Counseling and Educational Psychology

**Clinical Assistant Professor 2019 – 2022**

*Indiana University Bloomington*

School Psychology Program (M.A./Ed.S., Ph.D.; APA Accredited, NASP Approved)

Department of Counseling and Educational Psychology

**Visiting Clinical Professor 2017 - 2019**

*Indiana University Bloomington*

School Psychology Program (M.A./Ed.S., Ph.D.; APA Accredited, NASP Approved)

Department of Counseling and Educational Psychology

**Adjunct Faculty 2010 - 2016**

*Indiana University Bloomington*

School Psychology Program (M.A./Ed.S., Ph.D.; APA Accredited, NASP Approved)

Department of Counseling and Educational Psychology

# Publications

*\*Student collaborators*

R = research publication T = teaching publication S = service publication

***Peer-Reviewed Publications***

**R/S** \*Nygaard, M. A., **Ormiston, H. E.,** & \*Heck, O. C. (in press). Supporting teachers and students via the Teacher-Student Mental Health Interaction Model. *Research and Practice in the Schools.*

**R** \*Nygaard, M. A., Renshaw, T., **Ormiston, H. E.,** & \*Matthews, A. (in press).Factors shaping a proactive plan of care for student mental health. *School Mental Health.*

**R/S Ormiston, H. E.,** Husmann, P., \*Ruark, C., Wikel, K., Reisinger, D., & Curtin, M. (in press). An exploratory study examining educators’ perspectives of the reentry to school following hospitalization. *Continuity in Education.*

**R Ormiston, H. E.**, \*Carlock, K., & \*Nygaard, M. A. (in press). Examining the implementation of school mental health services: A qualitative analysis of school principals’ perspectives. *School Mental Health.*

**R \***Nygaard, M. A., **Ormiston, H. E.**, & \*Enderle, H. (2024). Examining the classroom impact of the Bounce Back trauma intervention: Implications for selecting progress monitoring tools. *Assessment for Effective Intervention.* Advanced online publication. DOI: 10.1177/15345084231218614

**R** \*Nygaard, M. A., **Ormiston, H. E.,** Renshaw, T., \*Carlock, K, & \*Komer, J. (2023). School mental health care coordination practices: A mixed methods study. *Children & Youth Services Review.* Advanced online publication. https://doi.org/10.1016/j.childyouth.2023.107426

**R** \*Carlock, K., \*Nygaard, M. A., & **Ormiston, H. E.** (2023). School principals’ perceived barriers to the normalization of school mental health services: A mixed methods investigation. *School Mental Health, 15,* 940-954.

<https://doi.org/10.1007/s12310-023-09597-8>

**R** \*Heck, O. C., **Ormiston, H. E.,** & Husmann, P.(2023). Utilizing KAP in schools: An evaluation of educators’ and staff knowledge, attitudes, and practices related to trauma. *Journal of Child & Adolescent Trauma, 16,* 889-901. https://doi.org/10.1007/s40653-023-00536-y

**R/S** \*Nygaard, M. A., Renshaw, T., **Ormiston, H. E**., \*Komer, J., & \*Matthews, A. (2023). Importance, quality, and engagement: School mental health providers’ perceptions regarding transition care coordination practices. *School Psychology.* Advanced online publication. https://doi.org/10.1037/spq0000569

**R Ormiston, H. E.,** & Renshaw, T. (2023). Student demographics as predictors of risk placements via universal behavioral screening. *School Mental Health, 15,* 1076-1089*.* https://doi.org/10.1007/s12310-023-09603-z

**R** Zakszeski, B.*,* **Ormiston, H. E.,** \*Nygaard, M. A., & \*Carlock, K. (2023). Informant discrepancies in universal screening as a function of student and teacher characteristics. *School Psychology Review.* Advanced online publication. https://doi.org/10.1080/2372966X.2023.2262362

**R** \*Asomani-Adem, A. A., **Ormiston, H. E.**, & \*Nygaard, M. A. (2022). Educator perspectives of a school-university partnership for mental health. *School University Partnerships, 15*(3), 3-15.

**R** \*Nygaard, M. A., & **Ormiston, H. E.** (2022). An exploratory study examining student social, academic, and emotional behavior across school transitions. *School Psychology Review.* Advanced online publication.<https://doi.org/10.1080/2372966X.2022.2109061>

**R** **Ormiston, H. E.,** \*Nygaard, M. A., & \*Apgar, S. (2022). A systematic review of secondary traumatic stress and compassion fatigue in teachers. *School Mental Health,* *14,* 802-817.

**R** \*Nygaard, M. A., **Ormiston, H. E.**, \*Heck, O. C., \*Apgar, S., & \*Wood, M. (2022). Educator perspectives on mental health supports at the primary level. *Early Childhood Education Journal, 51*(5), 851-861.

**R/S Ormiston, H. E.,** \*Nygaard, M. A., \*Heck, O. C., \*Wood, M., \*Rodriguez, N., \*Maze, M., \*Asomani-Adem, A. A., \*Ingmire, K., \*Burgess, B., & Shriberg, D. (2021). Educator perspectives on mental health resources and practices in their school. *Psychology in the Schools, 58*(11), 2148-2174*.*

**R/T Ormiston, H. E.**, \*Dixon, A. B., & \*Barnett, A. J. (2021). School psychology supervisors’ perceptions of specialist-level training: An exploratory study. *Contemporary School Psychology, 26*(1), 100-110.

**R/S** **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2020). The role of school psychologists in the implementation of trauma-informed multi-tiered systems of support in schools. *Journal of Applied School Psychology, 37*(4), 319-351.

**T** Lucariello, J. M., Nastasi, B. K., Anderman, E. M., Dwyer, C., **Ormiston, H**., & Skiba, R. (2016). Science supports education: The behavioral research base for Psychology’s top 20 principles for enhancing teaching and learning. *Mind, Brain, and Education, 10*(1), 55-67.

**T** Skiba, R., **Ormiston, H.**, Martinez, S., & Cummings, J. (2016). Teaching the social curriculum: Classroom management as behavioral instruction. *Theory Into Practice, 55*(2), 120-128.

**R** Perdue, N. H., **Ormiston, H. E.,** Estell, D. B. & Stanley, H. C. (2013). Social context and the academic success of children at risk: Student-teacher relationships and parental involvement in school. *Journal of Educational Research & Policy Studies*, *13*(1), 1-17.

**R/S Edl, H. M.**, Humphreys, L., & Martinez, R. S. (2009). University-school collaboration for the implementation of a tier III reading program for elementary school students. *Journal of Applied School Psychology, 25,* 221-243.

**R** **Edl, H. M**., Jones, M. H. & Estell, D. B.(2008). Ethnicity and English proficiency: Teacher perceptions of interpersonal competence in European-American and Latino students. *School Psychology Review, 37(1)*, 38-45.

***Manuscripts Under Review***

**R/S Ormiston, H. E., \***Nygaard, M. A., & Husmann, P. (under review). School-based mental health practices within a multi-tiered system of support: A mixed methods investigation of the state of the field. *School Mental Health.*

**R Ormiston, H. E.,** & Renshaw, T. L. (under review). Exploring social determinants of adolescents’ self-report screening outcomes. *Journal of Psychoeducational Assessment.*

**R/S \***Nygaard, M. A., **Ormiston, H. E.,** & Husmann, P. (under review). Students with intensive mental health needs: What is the role of schools? *Children & Youth Services Review.*

**R/S \***Nygaard, M. A., **Ormiston, H. E.,** & Husmann, P. (under review). Barriers that interfere with the delivery of intensive school mental health services. *Journal of Rural Mental Health.*

**R** Renshaw, T. L., **Ormiston, H. E.**, & Zakszeski, B. N. (under review). Examining the stability of SAEBRS scores, classifications, and latent profiles. *Journal of School Psychology.*

***Manuscripts in Preparation***

**R/S Ormiston, H. E.,** Husmann, P., Wikel, K., Reisinger, D., & Curtin, M. (in preparation). Toward a better understanding of youth characteristics in an inpatient behavioral health unit.

**R Ormiston, H.E.,** Zakszeski, B., Renshaw, R., \*Komer, J., & \*McPherson, E. (in preparation). Examining informant discrepancies in universal socioemotional screening at the high school level. *School Psychology.*

**R** Renshaw, T., **Ormiston, H. E.,** & Zakszeski, B. (in preparation).Examining the stability of the Social, Academic, and Emotional Behavior Risk Screener-Teacher Report. *Journal of School Psychology.*

**R** Renshaw, T., Zakszeski, B., & **Ormiston, H. E.** (in preparation). Examining the stability of a student socioemotional self-report measure.

**R** Zakszeski, B., Renshaw, T., & **Ormiston, H. E.** (in preparation). Examining informant discrepancies within a secondary sample across an academic year.

***Edited Volume***

**T/S Ormiston, H.E.** (Ed., accepted). *Trauma-informed multi-tiered systems of support: A guide for school practitioners.* Oxford University Press.

***Book Chapters***

**R** Moore, S. A., Zakszeski, B., **Ormiston, H. E.,** Gopaul-Knight, K. (in preparation). Assessment within a dual-factor framework. In J. M. Twyford, K. Eklund, E. Dowdy, C. R. Reynolds, & R. W. Kamphaus (Eds.), *Culturally Informed Approaches to Behavioral and Educational Assessment.*

**T** Shriberg, D., \*Baker, B. A., & **Ormiston, H. E.** (2022). A social justice framework for teachers: Key concepts and applications. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education* (pp. 1625-1630). Springer.

***Professional Newsletters***

**S** \*Heck, O. C., \*Komer, J., & **Ormiston, H. E.** (2022). Incorporating student self-report for progress monitoring: Tapping into their expertise. *Communiqué, 51*(3), 1, 30-33.

**S Ormiston, H. E.**, Guttman-Lapin, D., & Shriberg, D. (2021). Social justice as a framework for addressing mental health disparities. *Communiqué, 49*(5), 14-16*.*

***Blog Posts***

**S** Barrett, C. A., **Ormiston, H. E.,** & Maki, K. (2023, October 23). How to illustrate the impact of your research. *Society for the Study of School Psychology Early Career Forum.* https://www.sssp-research.org/how-to-illustrate-the-impact-of-your-research/

**S** Fallon, L., & **Ormiston, H. E.** (2023, November 21). What to know about the external scholarship review process for tenure: Advice from tenured faculty. *Society for the Study of School Psychology Early Career Forum.* <https://www.sssp-research.org/what-to-know-about-> the-external-scholarship-review-process-for-tenure-advice-from-tenured-faculty/

# funded grants

**U.S. Department of Education School-Based Mental Health 2023-2027**

**Grant Program**

*The SMAHRT Initiative: Supporting the Mental Health of RBB Students*

* Collaborative project with Richland-Bean Blossom Community School Corporation to address the shortages of school-based mental health service professionals by providing high-quality training to school counseling students
* Estimated grant budget: $3.4 million over five years
	+ IU subcontract approximately $1.3 million over five years

**U.S. Department of Education Mental Health Professional 2019-2024**

**Demonstration Grant**

*The TIMS Project: A Trauma-Informed Multi-tiered Systems of Support School-Based Mental Health Partnership for School Psychologists in Training*

* Collaborative project with Richland-Bean Blossom Community School Corporation to address the shortages of mental health service professionals by providing high-quality training to graduate students in school psychology
* Estimated grant budget: $2.5 million
	+ IU subcontract approximately $1 million over five years

**Maris M. Proffitt and Mary Higgins Proffitt Endowment Grant 2021-2022**

Indiana University Bloomington

*The Riley School Project: An Exploratory Study Examining Families’ and Educators’ Perspectives of the Reentry to School Following Hospitalization*

Collaborative grant proposal with the Riley School Program and Riley Hospital for Children to examine perspectives of student reentry to school following hospitalization for chronic illness

Grant Budget: $19,000

# grants in preparation

**U.S. Department of Education Office of Special Education Grant Competition: 2024**

**Preparation of Related Services Personnel Serving Children with Disabilities**

**who have High-Intensity Needs**

*SP-LEAD: School Psychology Leadership for Applied Training in Comprehensive Services to Serve Youth with High-Intensity Needs*

* Submission of a personnel preparation grant to address the shortage of school psychologist practitioners to support the training of specialist-level school psychology graduate students
* Grant budget: $1,219,322 over five years

# unfunded grants

**Kempf Trust Grant 2023**

*Subjective Wellbeing as an Indicator of Mental Health: Measurement Validation of the Student Wellbeing Teacher Rating Scale as a Multi-Gate Universal Screening Procedure*

* Gather psychometric evidence for the Student Wellbeing Teacher Rating Scale (SWTRS) while also seeking to validate the measure at the secondary level.
* Secondary purpose to validate use of the SWTRS with the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) as a multi-gate universal screening procedure within an MTSS framework in a local school corporation
* Grant budget: $13,980

**U.S. Department of Education Office of Special Education Grant Competition: 2023**

**Preparation of Related Services Personnel Serving Children with Disabilities**

**who have High-Intensity Needs**

*The SPARCS Initiative: School Psychology Applied Training in Comprehensive Services to Serve Youth with High-Intensity Needs*

* Submission of a personnel preparation grant to address the shortage of school psychologist practitioners to support the training of specialist-level school psychology graduate students
* Grant budget: $770,155 over five years

**Substance Abuse and Mental Health Services Administration 2023**

**Mental Health Awareness Training Grant**

*Project Mental Health Training*

* Grant submission aimed at providing mental health awareness training for youth and educators in the Richland-Bean Blossom Community School Corporation
* Project will train educators, support services personnel, and caregivers in Youth Mental Health First Aid (Y-MHFA) and youth in grades 10-12 in teen Mental Health First Aid (tMHFA)
* Grant budget: $558,670 over three years

**U.S. Department of Education Mental Health Professional 2022**

**Demonstration Grant**

*The SPARCS Initiative: School Psychology Applied Training in Comprehensive Services to Increase School-Based Mental Health Practitioners*

* Submission of a school-based mental health grant to support the training of specialist-level school psychology graduate students in collaboration with four local school corporations (Co-Project Director with Dr. Maryellen McClain)
* Estimated grant budget: $5.3 million over five years

**U.S. Department of Education Personnel Development to Improve Services 2022**

**and Results for Children with Disabilities: Preparation of Special Education,**

**Early Intervention, and Related Services Leadership Personnel**

*Project FAST-SP: Future Applied Scholars and Trainers in School Psychology*

* Submission of a personnel preparation grant to address the shortage of school psychology doctoral students entering academia post-degree (Co-Project Director with Dr. David Shriberg, Dr. Maryellen McClain, and Dr. Tyler Renshaw)
* Estimated grant budget: $2 million

**Spencer Foundation Research-Practice Partnership Grant 2021**

*The Riley Trauma Project: Examining Prevalence, Treatment, and Academic, Mental Health, and Resilient Outcomes for Youth with Pediatric Medical Traumatic Stress*

* Collaborative grant proposal with the Riley School Program at Riley Hospital for Children
* Estimated grant budget: $400,000

**U.S. Department of Education Personnel Development to Improve Services**

**and Results for Children with Disabilities: Preparation of Special Education,**

**Early Intervention, and Related Services Leadership Personnel 2021**

*Addressing the Shortage: An Innovative and Supportive Training Model for Preparing Indiana University School Psychology Doctoral Students to Enter Academia*

* Submission of a personnel preparation grant to address the shortage of school psychology doctoral students entering academia post-degree (Co-Project Director with Dr. David Shriberg)
* Estimated grant budget: $1.5 million

**Spencer Foundation Research-Practice Partnership Grant 2020**

*The Teacher-Student Mental Health Interaction Model and Corresponding Two-Part Teacher-Student Mental Health Training*

* Grant proposal to train teachers in self-care and student mental health to ameliorate the effects of teacher burnout and compassion fatigue while also improving student mental health outcomes.
* Estimated grant budget: $400,000

**SEL in Action Grant 2020**

*Trust-Based Relational Intervention as a Universal Socioemotional Curriculum*

* Collaborative grant proposal with proposal with Richland-Bean Blossom Community School Corporation to train all students, staff, and administrators in Trust-Based Relational Intervention (TBRI) to serve as a universal level support focusing on supporting students with significant trauma histories.
* Estimated grant budget: $25,000

**National Association of School Psychologists Strategic Goal Grant 2019**

*Project BESST: BEhavioral and Socioemotional Support for Students and Teachers*

* Estimated grant budget: $1,500

# Professional Presentations

* **Ormiston, H. E., \***Heck, O. C., & \*Nygaard, M. A. (2023, March). *An Examination of Socioemotional Risk for Students in Special Education.* Poster presentation at the Council for Exceptional Children annual conference, Louisville, KY.
* \*Ruark, C., **Ormiston, H. E., \***Heck, O. C., & \*Nygaard, M. A. (2023, March). *Supporting Teachers and Students: Shifting from Self-Contained to General Education.* Poster presentation at the Council for Exceptional Children annual conference, Louisville, KY.
* Gopaul-Knights, K., & **Ormiston, H. E.** (2023, February). *Using Mental Health Screening Data to Provide Evidence-Based Interventions.* Practitioner conversation at the National Association of School Psychologists annual convention, Denver, CO.
* **Ormiston, H. E.,** Renshaw, T., & \*Carlock, K. (2023, February). *An Examination of Teacher-Rated Socioemotional Risk by Student Characteristics.* Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
* \*Apgar, S., \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *A Systematic Review of Secondary Traumatic Stress in Teachers.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* \*Asomani-Adem, A. A., & **Ormiston, H. E.** (2022, February). *Improving Oral Reading Fluency Using the Newscaster Reading Intervention.* Poster presentation at the National Association of School Psychologists annual convention, Boston, MA.
* \*Carlock, K., **Ormiston, H. E.,** \*Heck, O. C., & \*Nygaard, M.(2022, February). *Understanding Principals Perceptions of School-Based Mental Health Implementation.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* Harris, B., Eklund, K., Hendricker, E., Aspiranti, K., Kaiser, L., **Ormiston, H. E.,** & Jenkins, L. (2022, February). *Alternate Pathways to Academia: Practitioner to Trainer.* Symposium at the National Association of School Psychologists annual convention, Boston, MA.
* \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *Examining Student Functioning Across School Transitions: Implications for Coordinating Care.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *Promoting Teaching Involvement in the Bounce Back Trauma Intervention*. Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2022, February). *School Psychologists' Knowledge, Attitudes, and Practices of Trauma-Informed MTSS.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2022, February). *The Teacher-Student Mental Health Interaction Model: Supporting Students and Teachers.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
* **Ormiston, H. E.,** & \*Ruark, C. (2022, January). *Examining Families’ and Educators’ Perspectives of the Reentry to School Following Hospitalization.* Paper presentation at the Council for Exceptional Children annual conference, Orlando, FL.
* **Ormiston, H. E.**, & \*Asomani-Adem, A. A. (2020, February). *The TIMS Project: University-school collaboration to implement MTSS.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
* \*Nygaard, M. A., **Ormiston, H. E.**, & Drapeau, C. W. (2021, February). *A Systematic Review of School Transitions' Impact on Suicidal Ideation.* On-Demand Session Paper Presentation at the National Association of School Psychologists 2021 Convention.
* \*Nygaard, M. A., **Ormiston, H. E.**, & \*Heck, O. C. (2021, February). *Implementing Trauma-Informed Multi-Tiered Systems of Support: Our Role*. On-Demand Session Paper Presentation at the National Association of School Psychologists 2021 Convention.
* **Ormiston, H. E.,** \*Dixon, A. B., & \*Barnett, A. J. (2020, February). *A survey of school psychology supervisors’ perceptions of students’ training.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
* \*Asomani-Adem, A. A., **Ormiston, H. E.**, & \*Burgess, B. M. (2020, February). *Evidence-based intrinsic motivation interventions for reading: A review.* Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.
* \*Barnett, A. J., & **Ormiston, H. E.** (2020, February). *Compliance in the classroom: Utilizing evidence-based antecedent and consequence strategies.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
* **Ormiston, H. E.**, & \*Lowery, K. (2019, February). *A facilitated discussion of peer-to-peer supervision at the pre-internship level.* Presented at the National Association of School Psychologists annual convention, Atlanta, GA.
* \*McRoberts, S., **Ormiston, H. E**., Farris, C., & \*Welch, A. (2019, February). *Bounce Back: Ameliorating the effects of trauma on elementary students.* Presented at the National Association of School Psychologists annual convention, Atlanta, GA.
* **Edl Ormiston, H.** (2017, April). *Children with behavioral challenges: An introduction to Collaborative Problem Solving.* Presented at the PBIS Indiana Coaches Forum, Indianapolis, IN.
* **Edl Ormiston, H.,** \*Middelberg, L. V., & \*Haut, J. (2013, March). *An elementary case study of a site implementing culturally responsive PBIS.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, San Diego, CA.
* \*Middelberg, L. V., & **Edl Ormiston, H.** (2013, March). *Student perceptions of culturally responsive positive behavior interventions and supports.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, San Diego, CA
* **Edl Ormiston, H.**, & \*Otero, T. L. (2013, February). *Skill deficits at setting events in the FBA process.* Poster presented at the National Association of School Psychologists annual convention, Seattle, WA.
* Pérez, B., Azziz, R., & **Ormiston, H. E.** (2012, February). *Developing culturally responsive practices within a PBIS framework.* Paper presented at the National Association of School Psychologists annual convention, Philadelphia, PA.

# Invited Presentations

* National Association of School Psychologists. (2022, April). *Federal grant opportunities to address shortages.* Invited panelist.
* National Association of School Psychologists. (2022, February). *GPR Special Session: Innovative Strategies to Address Shortages.* Invited panelist.
* **Ormiston, H. E.** (2019, September). *Toward an understanding of trauma informed practices for educators*. Presented at Lunenburg Public Schools Professional Development Day, Lunenburg, MA.
* **Ormiston, H. E.** (2012, August). *PBIS Indiana: Examining and addressing disproportionality in suspension and expulsion.* Presented at the NAACP Statewide Education Summit, Fort Wayne, IN.
* Pérez, B., & **Ormiston, H. E.** (2012, July). *Developing culturally responsive practices within a PBIS framework.* Presented at the Brown University Leadership Cadre Summer Institute, Evansville, IN.
* Brentano, M., **Ormiston, H.E.**, & Shure, L.A. (2012, March). *Enhancing culturally responsive family engagement through PBIS implementation.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, Atlanta, GA.

# Webinars

* **Ormiston, H. E.,** & Jenkins, L. (2022, October). *Pathways Into Academia: Perspectives from Those Who Have Navigated Nontraditional Career Paths.* NASP Online Learning Center.

# Teaching Experience

**Graduate Level**

* P697: Advanced Practicum in School Psychology, Fall 2017 – Spring 2023
* P696: Practicum in Therapeutic Interventions (second year), Spring 2016, Spring 2018-Spring 2022
* P596: Ed.S. Internship in School Psychology, Fall 2017-Spring 2022
* P656: School Psychology Practicum (first year), Fall 2017-Spring 2020
* P692: Seminar in Therapeutic Interventions, Spring 2015, 2018, 2019, 2023, Summer 2020, Fall 2023
* F500: Child and Adolescent Trauma in Applied Settings, Fall 2019
	+ Newly developed course, cross listed undergraduate/graduate
* P566/G656: Social Bases of Behavior, Spring 2019
* G505: Individual Appraisal: Principles and Processes, Fall 2018

**Undergraduate Level**

* Child and Adolescent Mental Health track developed within Counseling and Student Services major (Fall 2023)
* Developed Undergraduate Minor in Child and Adolescent Mental Health
	+ Unanimously approved at IUB campus level, December 2020
	+ Developed new portal course, F203/P225: Introduction to Child and Adolescent Mental Health in Applied Settings (launched Spring 2021)
	+ Incorporates P403: Child and Adolescent Trauma in Applied Settings (launched Fall 2019)
* School of Education Undergraduate Concentration in Child and Adolescent Mental Health (approved Spring 2021)
* P225, Honors: Introduction to Child and Adolescent Mental Health in Applied Settings, Fall 2022
* P403: Child and Adolescent Trauma in Applied Settings, Fall 2019

# Professional Affiliations

* National Association of School Psychologists, 2007-present
* American Psychological Association, 2020-present
	+ Division 16 School Psychology
	+ Division 56 Trauma Psychology

# Honors and Awards

**F2F Network Mentoring Program** (mentee)present

*Indiana University School of Education and Office of the Vice President for*

*Diversity, Equity, and Multicultural Affairs*

**Faculty Success Program** (participant) 2023

*National Center for Faculty Development and Diversity*

**School of Education Award for Excellence in Mentoring** (nominee) 2023

*Indiana University Bloomington*

**Trustees Teaching Award** (recipient) 2022

*Indiana University Bloomington*

**School Psychology Research Collaboration Conference Early Career Scholar**

(participant) 2022

*Society for the Study of School Psychology*

# Professional Service

**National**

* Member, Society for the Study of School Psychology Early Career Faculty Committee, September 2023-present
* Member, National Association of School Psychologists’ Graduate Education Committee, February 2020-present
* Faculty Recruitment and Retention Subcommittee, January 2021-present
* Social Justice and Equity Subcommittee, January 2021-May 2023
* Reviewer, *Psychology in the Schools*, 2011-present
* Editorial Board member, January 2019-present
* Reviewer, *Journal of Emotional and Behavioral Disorders*, 2012-present
* Reviewer, NASP Annual Convention conference proposals, 2018-present

**School of Education**

* Holmes Scholar Mentor, November 2023-present
* Member, Indiana University School of Education Policy Council, May 2022-present
* Member, School of Education Learning and Technology in Teaching Committee, September 2019-May 2022
* Member, School of Education Vision Task Force, May 2021
* Search Committee Member
* Office of Research and Development Contract and Grants Specialist, Fall 2023
* Early Childhood Education Program Faculty, Winter/Spring 2022

**Department of Counseling and Educational Psychology**

* Director, School-Based Mental Health Research and Training Initiative, Fall 2021-present
* Director, Undergraduate Minor in Child and Adolescent Mental Health, Fall 2021-present
* School Psychology Practicum and EdS Internship Coordinator, Fall 2017 – Spring 2023
* Chair, Department of Counseling and Educational Psychology Student Awards Committee, Spring 2019-present
* Director, Indiana University’s Center for Human Growth Child Assessment and Intervention Clinic, Fall 2018-Spring 2022
* Member, Counseling and Educational Psychology’s Diversity, Equity, and Inclusion Committee
* Curriculum and Pedagogy Subcommittee, Fall 2020-Spring 2021
* Search Committee Member
	+ School Psychology Associate Faculty, January-March 2020
	+ School Psychology Advanced Assistant/Associate Faculty, December 2021-January 2022
* School Psychology Graduate Student Advising and Committee Membership
	+ Doctoral Advising and Dissertation Committee Involvement
		- Dissertation Director
			* Akua Asomani-Adem, October 2021 – August 2023
				+ Defended April 2023
			* Kane Carlock, May 2022 – present
				+ Defended May 2023
			* Olivia Heck, May 2022 – present
			* Malena Nygaard, May 2022 – present
		- Dissertation Committee Member
			* Jordan Amor, September 2023 – present
			* Blair Baker, October 2019 – July 2021
			* Laura Gumbiner, October 2019 – June 2021
			* Daniele Hernandez, August 2019 – June 2021
			* Kassandra Lowery, October 2017 – December 2018
			* Mallory Maze, January 2022 – June 2023
			* Natalie (Bengert) Peters, October 2020 – December 2021
			* Kelsey Quest, October 2018 – August 2020
			* Nicole Rodriguez, September 2020 – February 2022
			* Chelsey Ruark, December 2021 – August 2023
			* Maureen Wood, May 2022 – November 2023
		- Doctoral Advisor
			* Hallie Enderle, August 2021 – present
			* Jack Komer, August 2021 – present
			* Austin Matthews, August 2023 – December 2023
			* Elizabeth McPherson, August 2023 – present
			* Malena Nygaard, August 2019 – May 2022
			* Ja’Toria Palmer, August 2021 – August 2023
		- Doctoral Program of Studies member
			* Olivia Heck, August 2019 – May 2022
			* Liz Melfi, August 2020 – December 2023
			* Karina Mojica, August 2021 – present
			* Carissa Serratos, August 2021 – present
			* Rabbiya Shahid, September 2023 – present
			* Alexandria Thielmeyer, August 2019 – May 2022
			* Maureen Wood, August 2019 – May 2022
	+ Specialist-Level Program of Studies Involvement
		- Advisor
			* Mackenzie Griepenstroh, August 2021 – present
			* Rachel Johnson, August 2020 – present
			* GeNe’ Mitchell, August 2022 – present
	+ Specialist-Level Program of Studies member
		- Julia Kreiser, August 2022 – present
	+ Specialist-Level Graduates
		- Program of Studies Advisor
			* Sophia Apgar, August 2020 – June 2023
			* Anna Brahm, August 2019 – June 2022
			* Karisa Cole, August 2019 – June 2022
			* Abigail Hart, August 2019 – June 2022
			* Keelyn Ingmire, August 2020 – June 2023
			* Leanne Mordan, August 2019 – June 2022
		- Member
			* Dillon Ang, April 2019 – June 2020
			* Amanda Barnett, August 2017 – June 2020
			* Shannon Brunton, August 2017 – July 2021
			* Breanna Burgess, August 2018 – June 2021
			* Brittany Burris, August 2017 – June 2020
			* Man Ting (Violet) Choi, August 2017 – June 2020
			* Abigail Dixon, August 2017 – June 2020
			* Daniela Escobar, August 2019 – June 2022
			* Katie Hormann, August 2017 – June 2020
			* MaryClare Loughery, August 2017 – June 2020
			* Sarah McRoberts, August 2017 – June 2020
			* Julia Quinlan, August 2017 – June 2020
			* Emma Sedlacek, August 2017 – June 2020
			* Ya Ting Yu, August 2017 – June 2020
	+ Instructional Systems Technology Dissertation Committee Member
		- Andrew Claassen, July 2022 – present

**Community Engagement**

* Member, Health Advisory Committee, South Central Community Action Program, 2017-present
* Supervisor for Licensure Hours
* Supervision for Dr. Heather Rimstidt to obtain her Clinical License (HSPP)
	+ 69 total hours of supervision
	+ August 2020-May 2021
* Supervision for Ms. Rachel Fender to obtain her Independent Practice Endorsement (IPE)
	+ 30 total hours of supervision
	+ September 2020-May 2021

# Licenses and Certification

* Health Service Provider in Psychology, 2013-present
	+ License Number 20042741A
* Nationally Certified School Psychologist, 2007-present
	+ License Number 930488
* Indiana Professional Educator’s License: School Psychologist, 2010-2021, 2023-presemt
	+ License Number 1080883
* Licensed Trainer, International Institute of Restorative Practices, September 2017-present
	+ *Introduction to Restorative Practices* and *Using Circles Effectively*
* Certified in Trauma-Focused Cognitive Behavioral Therapy from the Medical College of South Carolina, January 2021

# Press Coverage

* Moore, N. (2023, October 17). Depression, suicide continue to have alarming numbers among Indiana’s youth [Noon Edition radio show on WFIU Bloomington]. Retrieved from https://indianapublicmedia.org/noonedition/depression-suicide-continue-to-have-alarming-numbers-among-indianas-youth.php
* Tran, K. (2023, February 27). IU School of Education, Edgewood Schools awarded $3.4 million grant. *Indiana Daily Student.* Retrieved from <https://www.idsnews.com/article/2023/02/iu-school-education-edgewood-schools-awarded-3-4-million-grant>
* Winkler, C. (2023, January 27). *Grant to fund project to help expand mental health services in schools.* Retrieved from https://education.indiana.edu/news/2023/jan-jun/2023-01-27-grant-to-expand-school-mental-health-services.html?utm\_campaign=iu-bloomington-today&utm\_medium=email&utm\_source=newsletter&utm\_content=iub%7Cxx%7Cot%7Cemail%7Cemnws%7Cown%7Cxx%7Ckpv%7Cstem%7Cstema%7Cxx%7Cxx%7Cxx%7Cxx%7Cglob%7Cxx%7Ccrm%7Cxx%7Cxx%7C2023-02-20-02%7C901.
* National Center of Safe and Supportive Learning Environments. (2022, September 29). *Partnering strategically and effectively with Dr. Heather Ormiston and Greg Hickey.* Retrieved from <https://safesupportivelearning.ed.gov/podcasts/in-session/partnering-strategically-and-effectively-dr-heather-ormiston-and-greg-hickey>
* Winkler, C. (2021, October 14). *New minor, concentration to address student mental health.* Retrieved from <https://education.indiana.edu/news/2021/jul-dec/2021-10-14-new-minor-concentration-to-address-student-mental-health.html>
* April Toler, Indiana University Office of the Vice President for Research. (2021, March 8). *Teachers, and artificial intelligence.* Retrieved from [‎Indiana University News: Teachers, and artificial intelligence on Apple Podcasts](https://podcasts.apple.com/us/podcast/teachers-and-artificial-intelligence/id1520266289?i=1000512062865)
* Jeanie Lindsay, Indiana Public Media. (2021, March 2). *School staff have limited support as mental health concerns mount from pandemic stress.* Retrieved from [School Staff Have Limited Support As Mental Health Concerns Mount From Pandemic Stress (wfyi.org)](https://www.wfyi.org/news/articles/school-staff-have-limited-support-as-mental-health-concerns-mount-from-pandemic-stress)
* Emily Cox, The Herald-Times. (2020, December 13) *R-BB Boosts mental health.* Retrieved from <https://www.heraldtimesonline.com/story/news/local/2020/12/13/r-bb-expands-mental-health-supports-for-students/116000684/>