

Curriculum Vitae

RACHEL T. SANTIAGO, PhD, NCSP

Department of Educational, School & Counseling Psychology

College of Education & Human Development

University of Missouri

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EDUCATION AND TRAINING

Postdoctoral Fellowship	Wisconsin Center for Education Research, University of Wisconsin–Madison, Madison, WI (2020–2022) Supervisors: S. Andrew Garbacz, Ph.D. and Craig Albers, Ph.D.
Predoctoral Internship	North Clackamas School District, Milwaukie, OR (2018–2019)
PhD	University of Oregon, Eugene, OR (2019) Area of Study: School Psychology (APA-accredited & NASP-approved program) Dissertation Title: <i>Examining parent–teacher relationship quality and family involvement for children with autism spectrum disorder</i> Chair: Laura Lee McIntyre, Ph.D., BCBA-D
MS	University of Oregon, Eugene, OR (2017) Area of Study: Special Education
BA	Wesleyan University, Middletown, CT (2012) Major: Psychology

ACADEMIC POSITIONS

2022–Present	Assistant Professor, School Psychology (EdS/PhD; APA-accredited & NASP-approved program) Department of Educational, School, & Counseling Psychology College of Education & Human Development University of Missouri, Columbia, MO
2022–Present	Faculty Affiliate Missouri Prevention Science Institute University of Missouri, Columbia, MO
2022–Present	Affiliated Scientist Wisconsin Center for Education Research University of Wisconsin–Madison, Madison, WI

HONORS AND AWARDS

2023–Present	Cambio Center Faculty Fellow, University of Missouri
2023	Child Intervention, Prevention, & Services Fellowship, National Institute of Mental Health
2023	Early Career Faculty Award, Trainers of School Psychologists
2022	Scholarship Recipient, National Center for Faculty Development & Diversity’s Faculty Success Program, Office of the Provost and the Division of Inclusion, Diversity & Equity, University of Missouri
2022	Invited Participant, First Annual Chippewa Cree Youth Cultural Education Conference, Rocky Boy Reservation, Montana
2022	Selected Participant, Advanced Training Institute on Single-Case Research Methods, Institute for Education Sciences
2022	Invited Expert Panelist, Institute of Education Sciences Consensus Conference, Missouri Prevention Science Institute, University of Missouri
2021–2022	Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2021–2022	Morgridge Fellow in Community Engaged Scholarship, University of Wisconsin–Madison
2021	Invited Participant, School Mental Health Research Summit, National Center for School Mental Health
2021	Early Career Research Award Recipient, Society for the Study of School Psychology
2020	Invited Participant, School Mental Health Research Summit, National Center for School Mental Health
2017	School Psychology Program Travel Grant, University of Oregon
2016	Rose Gross Scholarship, University of Oregon School Psychology Program Travel Grant, University of Oregon School Psychology Program Travel Grant, University of Oregon
2015	Wes Becker Award, University of Oregon College of Education Alumni Scholarship, University of Oregon School Psychology Program Travel Grant, University of Oregon Liz Gullion Scholarship, Oregon School Psychologists Association
2014	Kenneth W. Merrell Legacy Scholarship, University of Oregon School Psychology Program Travel Grant, University of Oregon

PROFESSIONAL EXPERIENCE

2023–Present	Collaborator, The Center for Advancing Racial–Ethnic Equity, Vanderbilt University, Nashville, TN
2023	Social–Emotional Learning Volunteer, Fundación Remar, Quito, Ecuador
2021–2022	Postdoctoral Clinician, School Psychology Training Clinic and Student Assessment Services Clinic, University of Wisconsin–Madison, Madison, WI
2020–2022	Postdoctoral Research Associate, Rural Education Research and Implementation Center, Wisconsin Center on Education Research, University of Wisconsin–Madison, Madison, WI

2019–2020	Licensed School Psychologist, Lot Whitcomb Elementary School and Ardenwald Elementary School, North Clackamas School District, Milwaukie, OR
2018–2019	Predocctoral School Psychologist Intern, Lot Whitcomb Elementary School and Early Childhood Evaluation Center, North Clackamas School District, Milwaukie, OR
2016–2018	Clinical Supervisor and Instructional Coach, Center on Teaching and Learning Academic Skills Clinic, University of Oregon, Eugene, OR
2016–2017	Project Manager, Oregon Early Autism Project, Prevention Science Institute, University of Oregon, Eugene, OR
2016	Reading Interventionist, Center on Teaching and Learning Academic Skills Clinic, University of Oregon, Eugene, OR
2015–2018	Coordinator, Academic Intervention Research Team, School Psychology Program, University of Oregon, Eugene, OR
2015–2016	First Step to Success Coach, Eugene 4J School District, Eugene, OR
2015–2016	School Psychology Practicum Student, Bethel School District, Eugene, OR
2015–2016	Conjoint Behavioral Consultant, Teachers and Parents as Partners Project, University of Oregon, Eugene, OR
2015	Academic Interventionist, Center on Teaching and Learning Academic Skills Clinic, University of Oregon, Eugene, OR
2014–2018	Graduate Employee, Center on Teaching and Learning, University of Oregon, Eugene, OR
2014–2017	Data Collector, Oregon Early Autism Project, Prevention Science Institute, University of Oregon, Eugene, OR
2014–2015	Data Collector, Teachers and Parents as Partners Project, University of Oregon, Eugene, OR
2013–2014	Data Collector, Autism Conjoint Behavioral Consultation Project, University of Oregon, Eugene, OR
2012–2013	AmeriCorps Member, City Year Boston, Boston, MA

RESEARCH SUPPORT

Funded

2023–2026	Co-Principal Investigator (PI: Tyler E. Smith), The Effects of Family Engagement on STEM Learning and Motivation: A Systematic Review and Meta-Analysis . Award funded by the National Science Foundation (Discovery Research PreK-12). Total amount: \$791,850.
2023–2024	Principal Investigator, Barriers and Facilitators to Family-Engaged, Trauma-Informed School Practices . Award funded by the University of Missouri Research Council. Total amount: \$14,914.

- 2023–2028 Co-Principal Investigator (PI: Wendy Reinke). **The University Missouri’s Mental Health Interdisciplinary Training (MINT) Program.** Award funded by the U.S. Department of Education Office of Elementary and Secondary Education (Mental Health Service Professional Demonstration Grant Program). Total amount: \$5,071,725.
- 2021–2024 Principal Investigator, **Pilot Test and Evaluation of a Trauma-Informed Adaptation of the Classroom Check-Up.** Early Career Research Award funded by the Society for the Study of School Psychology (Co-Mentors: Sandra M. Chafouleas and S. Andrew Garbacz). Total amount: \$20,000.
- 2019–2024 Co-Investigator (PI: Wendy Reinke), **Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns: The National Center for Rural School Mental Health.** Funded by the U.S. Department of Education Institute of Education Sciences, (Research and Development) R305C190014. Total amount: \$9,999,728.

Pending

- Under Review Co-Principal Investigator (PI: David Aguayo). **Youth-Centered Curricular Development to Assist Educators Build Trusting Relationships with Middle and High School Students: The Trusted Adult Curriculum.** Submitted to the U.S. Department of Education Institute of Education Sciences (Development and Innovation). Total amount requested: \$1,999,998.
- Under Review Co-Principal Investigator (PI: Garret J. Hall), **Contextually Relevant Family-School Partnership Practices and Youth Math Outcomes: A University–Math Corps Partnership.** Submitted to the Spencer Foundation (Vision Grants Program). Total amount requested: \$75,000.
- In Preparation Principal Investigator, **Conjoint Behavioral Consultation for Youth With or at Risk for Traumatic Stress.** In preparation for submission to the U.S. Department of Education Institution of Education Sciences.

Selected Unfunded Proposals

- 2023 Co-Principal Investigator (PI: Tierra T. Ellis), **Culturally Affirming Mentorship for Racially/Ethnically Minoritized Early Career Faculty.** Submitted to the Society for the Study of School Psychology (Diversity, Equity and Inclusion Research Award Program). Total amount requested: \$9,869.

- 2022 Co-Principal Investigator (PI: Wendy Reinke). **The University Missouri's Mental Health Interdisciplinary Training (MINT) Program**. Submitted to the U.S. Department of Education Office of Elementary and Secondary Education (Mental Health Service Professional Demonstration Grant Program). Total amount requested: \$5,067,251.
- 2022 Principal Investigator, **Barriers and Facilitators to Family–School Partnership Practices Within School-Based Trauma-Informed Approaches**. Submitted to the University of Missouri Research Council. Total amount requested: \$14,914.
- 2021 Principal Investigator, **Barriers and Facilitators to Family–School Partnership Practices Within School-Based Trauma-Informed Approaches**. Submitted to the National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program. Total amount requested: \$70,000.

PUBLICATIONS

Note: underline indicates student author, @ indicates community collaborator, † indicates equal contribution across authors.

Peer-Reviewed Journal Articles

8. McIntyre, L. L., **Santiago, R. T.**, Sutherland, M., & Garbacz, S. A. (2023). Parenting stress and autistic children's emotional problems relate to family–school partnerships. *School Psychology, 38*(5), 273–286. <https://doi.org/10.1037/spq0000531>
[Impact Factor = 3.0]
7. Garbacz, S. A., **Santiago, R. T.**, & @Gulbrandson, K. (2022). Examining implementation of positive behavioral interventions and supports in rural schools. *Rural Special Education Quarterly, 41*(2), 95–107. <https://doi.org/10.1177/87568705221097117>
[Impact Factor = 1.5]
6. **Santiago, R. T.**, McIntyre, L. L., & Garbacz, S. A. (2022). Family–school partnerships for autistic children: Context and congruence. *School Psychology, 37*(1), 4–14. <https://doi.org/10.1037/spq0000473>
[Impact Factor = 3.0]
5. Garbacz, S. A., **Santiago, R. T.**, Kosty, D., Zahn, M., Stormshak, E. A., Smolkowski, K., & Seeley, J. (2021). Examining congruence in parent–teacher perceptions of middle school supports for students and families. *Psychology in the Schools, 58*(6), 1169–1184. <https://doi.org/10.1002/pits.22495>
[Impact Factor = 2.0]
4. **Santiago, R. T.**, Nelson, N. J., & Whalen, A. (2020). Academic skills clinic practicum model: Implications for school psychology training. *Trainers' Forum, 37*(1), 1–14.
[Impact Factor = not available]

3. **Santiago, R. T.**, Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent–teacher relationships in elementary school: An examination of parent–teacher trust. *Psychology in the Schools*, 53(10), 1003–1017. <https://doi.org/10.1002/pits.21971> [Impact Factor = 2.0]
2. Garbacz, S. A., McIntyre, L. L., & **Santiago, R. T.** (2016). Family involvement and parent–teacher relationships for students with autism spectrum disorders. *School Psychology Quarterly*, 31(4), 478–490. <https://doi.org/10.1037/spq0000157> [Impact Factor = 3.0]
1. Slusser, E. B., **Santiago, R. T.**, & Barth, H. C. (2013). Developmental change in numerical estimation. *Journal of Experimental Psychology: General*, 142, 193–208. <https://doi.org/10.1037/a0028560> [Impact Factor = 4.1]

Journal Articles Under Peer Review

2. **Santiago, R. T.**, Román, D. X., & **Rogers, K.** (under review). Family–school partnerships for rural Latine English Learners: A systematic review.
1. **Santiago, R. T.**, Hall, G. J., Garbacz, S. A., @Gulbrandson, K., & Albers, C. A. (under review). Examining an integrated factor structure of schoolwide MTSS implementation measures.

Journal Articles in Preparation

6. **Santiago, R. T.**, Raines, T. C., @DuBois, A., **Ramirez-Miranda, J.**, & **Speiss, M.** (in preparation). Cultural immersion to reduce mental health stigma among psychologists.
5. **Santiago, R., T.**, Garbacz, S. A., & Chafouleas, S. M. (in preparation). Pilot test and evaluation of a trauma-informed adaptation of the Classroom Check-Up.
4. **Glenn-Perez, G. L.**, & **Santiago, R. T.** (in preparation). Understanding mental health help-seeking behavior and service utilization in Latine youth and families: A qualitative study.
3. Holmes, S. R., **Santiago, R. T.**, **Liu, A.**, **Salowa Salam, S.**, & **Weland, J. B.** (in preparation). Understanding adaptations to school-based mental health interventions.
2. **Santiago, R. T.**, Smith, T. E., Holmes, S. R., **Kim, H.**, & **Weland, J. B.** (in preparation). Toward a family-engaged framework of trauma-informed school practice implementation.
1. †**Santiago, R. T.**, †D’Costa, S., †Ellis, T. T., †Phelps, C., & †Jones, J. M. (in preparation). Culturally affirming mentorship for racially and ethnically minoritized early career faculty.

Invited Book Chapters in Preparation

2. **Santiago, R. T.**, & Goforth, A. N. (in preparation). Engaging in family–school partnerships to support emergent bilingual students. In D. Vega & J. N. Wolf (Eds.), *Culturally responsive intervention and assessment practices with emergent bilingual youth* (1st ed.).
1. Garbacz, S. A., **Ash, T.**, & **Santiago, R. T.** (in preparation). The role of school–family partnership programs to promote student SEL. In J. A. Durlak, C. E. Domitrovich, & J. L. Mahoney (Eds.), *Handbook of social and emotional learning* (2nd ed.).

Newsletter Articles

1. Mahon, J., Yim, H., Sutherland, M., **Santiago, R.**, McWhirter, A., Ramirez Ojeda, L. (2017, February). Supporting young children following the election. *Oregon School Psychology Association Bulletin*, 39(2), pp. 5–13. Retrieved from <http://www.oregonschoolpsychologists.com>.

Brief Reports

1. Baker, S. K., **Santiago, R. T.**, Masser, J., Nelson, N. J., & Turtura, J. (2018). Moving from phonological awareness to reading words: The critical role of the alphabetic principle. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. <http://improvingliteracy.org>.

PRESENTATIONS

Note: underline indicates student author, @ indicates community collaborator, † indicates equal contribution across authors.

Peer-Reviewed Conference Presentations

28. **Santiago, R. T.**, Holmes, S. R., & Garbacz, S. A. (accepted). *Barriers and facilitators to family engaged, trauma informed school practices*. Paper accepted for presentation at the 2024 annual meeting of the National Association of School Psychologists, New Orleans, LA.
27. Glenn-Perez, G. L., & **Santiago, R. T.** (accepted). *Understanding mental health help-seeking behavior and service utilization in Latine youth and families: A qualitative study*. Poster accepted for presentation the 2023 annual meeting of the National Latinx Psychological Association, Chicago, IL.
26. Chen, F., Rottinghaus, P. J., Castro, T. J., Owens, S. A., & **Santiago, R. T.** (2023, August). *Second-generation Chinese-American academic and career exploration: An intergenerational perspective*. Poster presented at the 2023 annual meeting of the American Psychological Association, Washington, DC.
25. **Santiago, R. T.** (2023, April). Family–school partnerships for rural Latine English Learners: A systematic review. In J. Seelig (chair/discussant), *Critical perspectives and conceptualizations of rurality and demographic change: Serving minoritized populations in rural school-communities*. Symposium presented at the 2023 annual meeting of the American Educational Research Association, Chicago, IL.
24. Bednarek, G., Garbacz, S. A., Godfrey, E., **Santiago, R. T.**, & @Gulbrandson, K. (2023, March). *Implementation of positive behavioral interventions and supports in rural schools*. Oral presentation at the 20th International Conference on Positive Behavior Support, Jacksonville, FL
23. Godfrey, E., Bednarek, G., Garbacz, S. A., & **Santiago, R. T.** (2023, March). *Building and implementing school-wide systems to promote family–school collaboration within PBIS*. Oral presentation at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.

22. Holmes, S. R., & **Santiago, R. T.** (2023, March). *Using implementation science to improve the delivery of evidence-based behavioral interventions in schools*. Presented at the 2023 meeting of the Missouri Council of Administrators of Special Education (Law & 7th Annual Collaboration Conference), Columbia, MO.
21. **Santiago, R. T.**, D'Costa, D., Ellis, T. T., Phelps, C. M., & Jones, J. M. (2023, February). *Culturally affirming mentorship for racially, ethnically minoritized early career faculty*. Practitioner conversation session presented at the 2023 annual meeting of the National Association of School Psychologists, Denver, CO.
20. **Santiago, R. T.**, †Boddie, D., †Venkat, S., †Welland, J., Garbacz, S. A., Smith, T. E., & Chafouleas, S. M. (2023, February). *Toward a family-engaged framework of trauma-informed school practice implementation*. Paper presented at the 2023 annual meeting of the National Association of School Psychologists, Denver, CO.
19. Garbacz, S. A., Bednarek, G., Godfrey, E., **Santiago, R. T.**, Aiello-Kimberlain, M., Chleborad, S., & Bowen, A. (2023, February). *Building and implementing school-wide systems to promote family-school collaboration*. Mini-skills session presented at the 2023 annual meeting of the National Association of School Psychologists, Denver, CO.
18. Bednarek, G., Garbacz, S. A., Godfrey, E., **Santiago, R. T.**, & @Gulbrandson, K. (2023, February). *Implementation of positive behavioral interventions and supports in rural schools*. Paper presented at the 2023 annual meeting of the National Association of School Psychologists, Denver, CO.
17. **Santiago, R. T.**, Hall, G. J., Garbacz, S. A., @Gulbrandson, K., & Albers, C. (2022, February). *Examining an integrated factor structure of schoolwide MTSS implementation measures*. Paper presented at the 2022 annual meeting of the National Association of School Psychologists, Boston, MA.
16. **Santiago, R. T.**, Garbacz, S. A., & Chafouleas, S. M. (2022, February). *Toward a family-engaged framework of trauma-informed school practice implementation* [paper presentation cancelled]. Paper accepted for presentation at the 2022 annual meeting of the National Association of School Psychologists, Boston, MA.
15. **Santiago, R. T.**, & Garbacz, S. A. (2021, October). *Examining implementation of positive behavioral interventions and supports in rural schools*. Paper presented at the annual meeting of the Wisconsin Rural Schools Alliance, Wisconsin Dells, WI.
14. Zahn, M., Garbacz, S. A., **Santiago, R. T.**, & Kosty, D. (2019, August). *Parent-teacher congruent perceptions of school support for middle school students and their families*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
13. Harman, M. A., Roy, K. M., Furjanic, D. J., Pilger Suhr, M., **Santiago, R. T.**, Hinkle, H. M., & Fien, H. (2019, March). *Technical assistance centers: An opportunity for school psychology graduate students*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
12. Ives, C., Masser, J., Furjanic, D. J., Pilger Suhr, M., Roy, K. M., **Santiago, R. T.**, & Fien, H. (2019, February). *Examining curricula and phonemic awareness outcomes following federal reading reform*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

11. **Santiago, R. T.**, Nelson, N. J., & Whalen, A. (2018, February). *Academic skills clinic practicum model: Implications for school psychology trainees*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
10. Sutherland, M., **Santiago, R. T.**, Garbacz, A., & McIntyre, L. L. (2017, March). *Predictors of parent involvement and parent–teacher relationships in families of children with autism spectrum disorder*. Poster presented at the 50th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
9. **Santiago, R. T.**, Beattie, T., Hinkle, H. M., Pilger, M., Cohenour, J., & Fien, H. (2017, February). *Development of the Place Value Assessment and Intervention Toolkit*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
8. **Santiago, R. T.**, & Whalen, A. (2016, June). *First Step Next: Use of an evidence-based program to address attention-maintained problem behavior*. Poster presented at the annual University of Oregon School Psychology Program Showcase, Eugene, OR.
7. **Santiago, R. T.**, Fien, H., & Shanley, L. (2016, February). *The Learning Arcade platform: Tiered instruction and data-based feedback*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
6. Masser, J. M., **Santiago, R. T.**, Beattie, T., McWilliams, A., Annalora, D., Hupp-Dukes, R., & Garbacz, S. A. (2016, February). *Family trust of schools: The impact of resources and support*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
5. **Santiago, R. T.**, Gearin, B. M., & Moore, C. L. (2015, October). *There’s an app for that: Tiered instruction and data-based feedback using an educational app suite*. Poster presented at the annual fall conference of the Oregon School Psychologists Association, Eugene, OR.
4. Moore, C. L., **Santiago, R. T.**, & Gearin, B. M. (2015, October). *It’s easy being green: Digitizing curriculum to scale up evidence-based practices*. Poster presented at the annual fall conference of the Oregon School Psychologists Association, Eugene, OR.
3. Gearin, B. M., **Santiago, R. T.**, & Moore, C. L. (2015, February). *TrackTown USA: Improving cognition and academic achievement through physical fitness*. Poster presented at the annual University of Oregon Graduate Student Research Forum, Eugene, OR.
2. **Santiago, R. T.**, Beattie, T., Moore, C., Suarez-Pedraza, S., Rich, L., Brandel, D., Kammer, K., & Garbacz, S. A. (2015, February). *Parent–teacher relationships in elementary school: An examination of parent–teacher trust*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
1. Garbacz, S. A., **Santiago, R. T.**, Kammer, J. S., Rush, K., Suarez-Pedraza, S., Moore, C., Yamashita, M., Beattie, T., & McIntyre, L. L. (2014, August). *Conjoint behavioral consultation to enhance outcomes for students with autism spectrum disorder*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Peer-Reviewed Conference Presentations Under Peer Review or In Preparation

1. **Santiago, R. T.**, Holmes, S. R., & Welland, J. B. (under review). *Understanding adaptations to school-based mental health interventions*. Poster submitted for presentation at the 2024 Annual Pacific Coast Research Conference, Coronado, CA.

Webinars

1. Garbacz, S. A., Bednarek, G., **Santiago, R. T.**, Im, S., Duffy, M., & the Rural Education Research and Implementation Center (2022, March). *Strengthening family-school partnerships within rural schools*. Webinar conducted for the Wisconsin-Minnesota Comprehensive Center.

TEACHING AND MENTORING

Note: F = Fall term, Sp = Spring term.

University of Missouri

Courses

Ethical and Legal Issues in Psychological Practice (F23)

Parent Counseling and Consultation (Sp23)

Professional Issues in School Psychology I: History, Trends, and Ethical Practices (F22, F23)

Guest Lectures

Psychological Consultation I (F23)

Invited Panelist, New Faculty Orientation, College of Education & Human Development (F23)

Missouri Prevention Science Institute Seminar (Sp23)

Intermediate School Psychology Practicum (F22)

Doctoral Advisees

Audrey Glenn-Perez (School Psychology; 2022–Present)

Master's Theses Chaired

In Progress Audrey Glenn-Perez (School Psychology), *Understanding mental health help-seeking behavior and service utilization in Latine youth and families: A qualitative study*

Member of Doctoral Dissertation and Master's Thesis Committees

Doctoral Dissertations

In Progress Felice Chen (Counseling Psychology), *Second-generation Asian-American academic and career exploration: An intergenerational perspective*

2023 Krista Edwards (School Psychology), *Emotion centered racial coping and child development*

2023 Alexis Rhames (Counseling Psychology), *A qualitative exploration of the discrimination experiences, navigational strategies, and identity development of Black females attending predominantly white institutions*

Master's Theses

- In Progress Sawyer Harmon (School Psychology), *A case study of functional language classes in school-based consultation*
- In Progress Destinee Boddie (School Psychology)
- In Progress Sindhu Venkat (School Psychology), *Teacher affection as a protective factor for depressive symptoms*

Mentored Students' Research Funding

- 2023–2024 Student Investigator: Audrey Glenn-Perez, *Understanding mental health help-seeking behavior and service utilization in Latine youth and families: A qualitative study*. Research Development Award funded by the Graduate Professional Council of the University of Missouri. Total amount: \$600.

University of Wisconsin–Madison

Guest Lectures

- School Psychology Clinic Practicum (F21)
- Systems of Consultation in School Psychology (F21)
- Prevention Science (F20)

University of Oregon

Teaching Assistantships

- Academic and Behavioral Interventions (Sp18)
- Intellectual Assessment (Sp17)

Guest Lectures

- Academic and Behavioral Interventions (Sp18)
- Intellectual Assessment (Sp17)
- School Psychology Practicum Supervision (F16, F17)
- Invited Panelist, Graduate School Prep Workshop Course (F14, Sp15)

Florida State University

Guest Lectures via Video Conference

- Special Topics in Counseling Psychology (F22)
- Affective and Cognitive Aspects of Behavior (F21)

SERVICE AND PROFESSIONAL LEADERSHIP

Professional Service

Editorial

- Editorial Board Journal of School Psychology (2020–Present)
- Reviewer Mental Measurements Yearbook, Buros Center for Testing (2022–Present)
- Ad Hoc Reviewer Journal of School Psychology (2020)
- Journal of Educational & Psychological Consultation (2020)
- Research in Autism Spectrum Disorders (2017)
- American Journal on Intellectual and Developmental Disabilities (2015)

National/State

2021–2022	State Management Team Member, Wisconsin PROSPER Partnership
2020	Website Consultant, Oregon School Psychologists Association
2019–2020	Webmaster, Oregon School Psychologists Association
2019–2020	Conference Committee Member, Oregon School Psychologists Association
2019–2020	Membership Engagement Committee Member, Oregon School Psychologists Association
2018–2019	Membership Engagement Committee Co-Chair, Oregon School Psychologists Association
2018–2020	Director-at-Large, Oregon School Psychologists Association
2014–2015	Student Co-Liaison, School, Family, and Community Partnering Interest Group, National Association of School Psychologists

Institutional Service

University of Missouri

2023–Present	Awards Committee Member, Department of Educational, School & Counseling Psychology
2023–Present	Community Committee Co-Chair, School Psychology Program
2023–Present	Twitter Manager, School Psychology Program

University of Oregon

2015–2016	School Psychology Program Cohort Representative, University of Oregon
2014–2015	Student Affiliates in School Psychology (APA) Chapter Representative, University of Oregon

PROFESSIONAL MEMBERSHIPS

Current	American Educational Research Association American Educational Research Association: Division G (Social Context of Education) American Psychological Association American Psychological Association: Division 16 (School Psychology) National Association of School Psychologists National Latinx Psychological Association Trainers of School Psychologists
Previous	Council for Exceptional Children Oregon School Psychologists Association

SPECIALIZED TRAINING

2023	Ecuador Professional Preparation Program, Quito, Ecuador
2023	Child Intervention, Prevention, & Services Fellowship, National Institute of Mental Health
2023	Faculty Success Program, National Center for Faculty Development & Diversity
2021	Motivational Interviewing in Educational Applications, University of Wisconsin–Madison

2021	Youth Mental Health First Aid, University of Wisconsin Division of Extension
2019	Applied Suicide Intervention Skills Training, Multnomah County Division of Behavioral Health, Portland, OR
2015	First Step to Success, University of Oregon
2015	Conjoint Behavioral Consultation, University of Oregon

PROFESSIONAL CERTIFICATION AND LICENSURE

Current

2022–Present	Missouri School Psychologist License, K-12, Educator ID #781384
2019–Present	Nationally Certified School Psychologist, Certification #60507

Past

2020–2023	Wisconsin Pupil Services–Provisional License, School Psychologist, PK-12, License #3001023906
2019–2023	Oregon Preliminary School Psychologist License, PP-12, License #508239

LANGUAGE PROFICIENCY

English (fluent)
Spanish (intermediate)