

Lisa N. Aguilar

Citizen of MHA Nation | Lakota | Dakota | Chicanx
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EDUCATION

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

ACADEMIC POSITIONS

- Current Position* **Assistant Professor of School Psychology**
Department of Educational Psychology
University of Minnesota
- 2020 — 2022 **Assistant Professor of School Psychology**
Department of Counseling and Educational Psychology
Indiana University
- 2019 — 2020 **Adjunct Professor**
Department of Educational Studies in Psychology, Research Methodology,
& Counseling
University of Alabama

CERTIFICATION & LICENSURE

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|---|------------------|
| Nationally Certified School Psychologist (Issued 2019) | License #60639 |
| Alaska Provisional C-Services Certificate:
School Psychology Endorsement (2019-2020; Inactive) | License #4106505 |

AWARDS, HONORS, & FELLOWSHIPS

- 2023 Invited Early Career Scholar, *School Psychology Research Collaborative Conference*, Society for the Study of School Psychology
- 2023 2022 Article of the Year Honorable Mention, *School Psychology Review*
- 2022 2021 Outstanding Reviewer, *School Psychology Review*
- 2021 Featured Scholar, *TSP Honoring Diverse Leaders in School Psychology Project*, Trainers of School Psychologists
- 2019 College of Education Graduate Student Diversity Award, *University of Missouri*
- 2013 McNair Scholar, *U.S. Department of Education TRIO Program*

SCHOLARLY PUBLICATIONS

* Indicates graduate student

Peer-reviewed Journals

- *Rowan, J., *Palmer, J., Gómez, R., Davis, C., **Aguilar, L. N.**, & Riley, T. N. (Accepted). Out-of-school time organized by Black, Latinx, and Indigenous youth: Use of youth participatory action research (YPAR). *Children & Schools* special issue.
- Aguilar, L. N.**, *Mojica, K., *Lim, H. S., *Palmer, J. S., *Ruiz, M. D., *Serratos, C. B., & *Soto J. M. (In Press). Surviving and thriving in school psychology through community building and storytelling: A collaborative autoethnography. *School Psychology International*.
<https://doi.org/10.1177/01430343231194733>
- Agger, C. A., *Sam, K., & **Aguilar, L. N.** (2023). Postsecondary aspirations of rural Indigenous adolescents and how schools support these dreams, goals, and plans: A literature review and synthesis. *Peabody Journal of Education*, 98(4), 396-413.
<https://doi.org/10.1080/0161956X.2023.2238509>
- *Golson, M. E., *Benallie, K. J., *Roanhorse, T. T., *Haverkamp, C. R., *Ficklin, E., Brunson McClain, M., & **Aguilar, L. N.** (2023). A systematic review of Indigenous representation in school psychology research. *Canadian Journal of School Psychology*, 38(3), 225-251.
<https://doi.org/10.1177/08295735221143820>
- Preast, J. L., Taylor, C. N., Warmbold-Brann, K. L., **Aguilar, L. N.**, Kilgus, S. P., & Burns, M. K. (2023). Differentiating academic behaviors from academic skills to inform interventions. *Journal of Applied School Psychology*, 39(3), 218-243.
<https://doi.org/10.1080/15377903.2022.2124571>
- Holter, O. G., Goforth, A. N., *Pyke, K. A., **Aguilar, L. N.**, & Belcourt, A. (2023). School-based racial microaggressions and symptoms of depression for Native American young adults. *Psychology in the Schools*, 60(1), 255-274. <https://doi.org/10.1002/pits.22775>

- Pham, A. V., Goforth, A. N., **Aguilar, L. N.**, Burt, I., *Bastian, R., & *Diaków, D. (2022). Dismantling systemic inequities in school psychology: Cultural humility as a foundational approach to social justice. *School Psychology Review*, 51(6), 692-709. <https://doi.org/10.1080/2372966X.2021.1941245>
- *2022 Article of the Year Honorable Mention
- Burns, M. K., **Aguilar, L. N.**, Warmbold-Brann, K., Preast, J. L., & Taylor, C. N. (2021). Effect of acquisition rates on off-task behavior of kindergarten students while learning sight words. *Psychology in the Schools*, 58(1), 5-17. <https://doi.org/10.1002/pits.22429>
- Preast, J. L., Burns, M. K., Brann, K. L., Taylor, C. N., & **Aguilar, L.** (2019). Class-wide partner reading intervention for science comprehension. *School Psychology Forum*, 13(1), 29-40.
- Burns, M.K., **Aguilar, L. N.**, Young, H., Preast, J. L., Taylor, C. N., & Walsh, A. D. (2019). Comparing the effects of incremental rehearsal and traditional drill on retention of mathematics facts and predicting the effects with memory. *School Psychology*, 34(5), 521-530. <https://doi.org/10.1037/spq0000312>
- Taylor, C., **Aguilar, L.**, Burns, M. K., Preast, J. L., & Warmbold-Brann, K. (2018). Reliability and relationship to retention of assessing an acquisition rate for sight words with kindergarten students. *Journal of Psychoeducational Assessment*, 36(8), 798-807. DOI: [10.1177/0734282917707144](https://doi.org/10.1177/0734282917707144)
- Warmbold-Brann, K. L., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2017). Meta-analysis of the effects of academic intervention on student behavior outcomes. *School Psychology Quarterly*, 32(3), 291-305. <http://dx.doi.org/10.1037/spq0000207>
- Burns, M.K., Frederick, A., Helman, L., Pulles, S. M., McComas, J. J., & **Aguilar, L. N.** (2016). Relationship between language proficiency and growth during reading interventions. *Journal of Educational Research*, 110(6), 581-588. <https://doi.org/10.1080/00220671.2016.1158689>

Practitioner Journals

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

Book Chapters

- Goforth, A. N., **Aguilar, L. N.**, *Violante, A., & *Brooke, E. (Under Review). Supporting Indigenous youth. In Malone, C., & Parris, L. (Eds.) *The oxford handbook of social*

justice in school psychology. To be published by Oxford University Press.

- Aguilar, L. N.** (2023). Best practices in addressing needs of Indigenous children and families in schools. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best practices in school psychology foundations* (7th ed., Vol. 3, pp. 113-126). National Association of School Psychologists.
- *Yohannan, J., *Crossing, A., **Aguilar, L.**, Proctor, S. L. (2021). Use of critical race theory to understand exclusion of Indigenous students from gifted education. In S. L. Proctor & D. P. Rivera (Eds.), *Critical theories for school psychology and counseling: A foundation for equity and inclusion in school-based practice* (pp. 101-116). New York, NY: Routledge.
- Burns, M. K., Maki, K. E., & **Aguilar, L.** (2021). Being a mentor in scholarship. In R. G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology* (pp. 401-418). New York, NY: Routledge.
- Burns, M. K., **Aguilar, L.**, & Taylor, C. (2020). Helping teachers use progress monitoring data for intervention decisions. In F. C. Worrell & T. L. Hughes (Eds.) *Cambridge handbook of applied school psychology*. Cambridge, UK: Cambridge University Press.

Manuscripts Under Review

- Henderson Smith, L., **Aguilar, L. N.**, Joshua, K., Pandey, T., *Sox, D., *Hernandez, B., *Wang, Y., *Yang, K., & Bottiani, J.H. (Under Review). A mixed-method systematic review of school-based prevention programs for Indigenous Students. *Journal of School Psychology* special issue.
- Burns, M. K., **Aguilar, L. N.**, Taylor, C. N., Young, H., Preast, J. L., & Walsh, A. D. (Under Review). Pilot study of the effects of exponential incremental rehearsal on retention of mathematics facts and the relationship to attention. Manuscript submitted to *Journal of School Psychology*.

Manuscripts in Preparation

- Aguilar, L. N.**, Naser, S. C., & Sabnis, S. V. (In Preparation). Unsettling psychological practice in the school setting through *Indigenization* of school psychology.
- Aguilar, L. N.**, *Kinlicheene, B., *Greensky, S., *Peterson, R., *Sam, K., & Houle, L. (In Preparation). The Land that holds us: Supporting Indigenous youth and families amidst discoveries of unmarked graves.
- Aguilar, L. N.**, Holter, O. G., & *Mojica, K. (In Preparation). The effect of a culturally responsive curriculum on Indigenous youth cultural identity.
- Leverett, P., D'Costa, S., Grant, S. & **Aguilar, L. N.** (In Preparation). A content analysis of decolonial practices in school psychology research.

Leverett, P., **Aguilar, L. N.**, Shriberg, D., Song, S., Jones, J., & Vera, E. (In Preparation). Oppressive socialization within school psychology: Social justice approach to applied research training and scholarship.

Aguilar, L. N., Burns, M., Preast, J., Taylor, C., & Warmbold, K. (In Preparation). Retention of sight-words taught to kindergarten students with incremental rehearsal. Manuscript submitted to *Psychology in the Schools*.

GRANT AND CONTRACTS

Under Review

Aguilar, L. N. (2023). Dreaming an Indigenized School Psychology Future: Centering the Voices of Indigenous Youth. University of Michigan, RISE Indigenous Research Grant Program.
Role: PI
Total Award: \$10,000

D'Costa, S., **Aguilar, L. N.**, Leverett, P., & Grant, S. (2023). Anti-Colonial School Psychology Mentorship Training. American Psychological Association, BEA Conferences and Workshops Grant.
Role: Co-PI
Total Award: \$2,000

Funded

Newell, K. & Sullivan, A. (2023-2028). Project AMPS: Advancing Multilingual Practices and Supports. U.S. Department of Education, Office of Special Education Programs (H325R230006).
Role: Indigenous Specialist
Total Award: \$999,999

Miller, F. & Sullivan, A. (2023-2027). Project LIME: Leading Improvements in Mental Health and Equity. US Department of Education.
Role: Equity Specialist
Total Award \$5,351,468

D'Costa, S., Leverett, P., Grant, S., & **Aguilar, L.** (2022, July). Anti-colonial school psychology learning collaborative. American Psychological Association, Division 16, Anti-Racism Action Grant.
Role: Co-PI
Total Award: \$1,500.

Unfunded

Aguilar, L. N., Neri, R., Johnston-Goodstar, K., & Black, L. (2022). Racial equity: Developing Indigenous data storytellers using a TribalCrit approach to youth participatory action research. National Science Foundation, Racial Equity in STEM Education.
Role: PI
Total Award: \$914,881.

PROFESSIONAL CONFERENCE PRESENTATIONS

*Indicates graduate student

Invited Presentations

Aguilar, L. N. (Invited). Indigenizing school psychology research and practice. Invited speaker: University of South Florida. Tampa, FL.

Aguilar, L.N. (2023, November). Research is relationship: Undoing colonialism in school psychology. Invited speaker: Indigenous Students in Psychology Training (InPsyT) program. Bemidji State University. Bemidji, MN.

Aguilar, L. N. (2023, November). Decolonization and *Indigenization*: What do they mean for school psychology? Invited speaker: Institute of Child Development Bag Lunch Colloquium Series. University of Minnesota. Minneapolis, MN.

Aguilar, L. N. (2023, October). Using relational research methods to build community for BIWOC within a school psychology program. Invited speaker: University of Minnesota - Morris. Morris, MN.

Robinson-Zañartu, C., **Aguilar, L. N.**, *Kinlicheene, B., *Greensky, S., & *Peterson, R. (2023, February). *Relationality, responsibility, reciprocity, resistance: Working alongside Indigenous youth and communities*. Documented session: The National Association of School Psychologists Annual Convention. Denver, CO.

Aguilar, L. N. (2023, January). *Indigenizing your school-based practice: Part 1*. Invited speaker: Minnesota School Psychology Association Midwinter Conference 2023. Minneapolis, MN.

Aguilar, L. N. (2023, January). *Indigenizing your school-based practice: Part 2*. Invited speaker: Minnesota School Psychology Association Midwinter Conference 2023. Minneapolis, MN.

Aguilar, L.N. (2022, November). Tribal critical race theory: Implications for educational policy. Invited speaker: *Celebrating Native education: The power of Indigenous Peoples*. Sponsored by San Diego State University Native Resource Center and SHPA Native Scholars and Collaborators Project. San Diego, CA.

Aguilar, L. (2022, November). *School psychology & Indigenous communities*. Invited facilitator: Uprooting School Psychology: 2022 School Psychology Anti-Racism UNconference. Virtual.

Aguilar, L.N. (2022, October). *Indigenous youth and schools: A wounded relationship*. Invited speaker: Alaska School Psychologists Association Fall 2022 Conference. Anchorage, AK.

Aguilar, L.N. (2022, October). *Indigenizing and decolonizing school-based practices: Being in right relationship*. Invited speaker: Alaska School Psychologists Association Fall 2022 Conference. Anchorage, AK.

- Nortey, A., *Ho, J., **Aguilar, L. N.**, & *Campbell, S. (2022, May). *Adding value to education: Critical theories*. Invited panelist. Sponsored by NASP Graduate Student Committee (virtual).
- Croom, M., **Aguilar, L.**, Cuenca, A., & Riley, T. (2022, March). *Bans & burnings: A panel discussion examining the attacks on public education*. Invited panelist. Sponsored by Center for Research on Race & Ethnicity in Society (virtual). Bloomington, IN: Indiana University.
- Aguilar, L.** (2021, July). *Indigenizing and decolonizing school psychology*. Invited facilitator: Uprooting School Psychology: 2021 School Psychology Anti-Racism UNconference. Virtual.
- Aguilar, L.** (2021, September). *Blood quantum: So, how much Native are you?* Invited speaker: School of Education Diversity, Equity, & Inclusion Professional Development Series. Bloomington, IN: Indiana University.
- Aguilar, L.** (2020, October). *Sovereignty and Indigeneity in the Big Ten: Telling our stories*. Invited panelist: Sponsored by the Big 10 Native American Alliance (virtual). Champaign, IL: University of Illinois Urbana-Champaign.
- Aguilar, L.** (2017, April). *Comparing incremental rehearsal and drill on retention of multiplication facts, and effect of memory on each*. Invited paper presentation (student representative): School Psychology Symposium: Celebrating Dr. Edward S. Shapiro – A grand slam every time. Bethlehem, PA: Lehigh University.
- Aguilar, L.** (2016, March). *Religion and the environment*. Invited panelist: Sponsored by Warrensburg Church of the Brethren and University of Central Missouri Religious Studies Program. Warrensburg, MO: University of Central Missouri.

Peer-Reviewed Presentations at National Conferences

- Aguilar, L. N.**, *Ruiz, M., & *Palmer, J. (Accepted). Being other in school psychology: A collaborative autoethnography. In T. Corcoran (Chair), *Making evidence more inclusive: Challenging the ethics of dominant methods*. [Symposium]. National Association of School Psychologists Annual Convention. New Orleans, LA.
- Aguilar, L. N.** [Chair]. (Accepted). Embodying the ethics of critical theories in research and practice. [Symposium]. National Association of School Psychologists. New Orleans, LA.
- Henderson Smith, L., **Aguilar, L.N.**, Hernandez, B.E., Pandey, T., Wang, Y., Sox., D., Joshua, K., & Jessika H. Bottiani. (Accepted). A mixed-method systematic review of school-based prevention programs for Indigenous students in North America. [Paper]. National Association of School Psychologists Annual Convention, Denver, CO.
- Grant, S. M. & **Aguilar, L. N.** (2023, August). Co-creating anti-colonial learning spaces: Building communities of resistance. [Critical Conversation]. American Psychological Association. Washington, D. C.

- *Amor, J., *Mojica, K., *Palmer, J., *Serratos, C. & **Aguilar, L.** (2023, February). Effect of culturally responsive curriculum on Indigenous youth cultural identity. [Paper]. National Association of School Psychologists Annual Convention. Denver, CO.
- Aguilar, L. N.**, Goforth, A. N., & *Sam, W. (2023, February). Research as relationship: Intentional and reciprocal collaborations with Indigenous communities. [Presentation]. 2023 Trainers of School Psychologists Annual Conference. Denver, CO.
- Holter, O.G., Goforth, A. N., **Aguilar, L.N.**, Pyke, K. A., and Belcourt, A., (2022, February). Implications of school-based microaggressions on mental health for Indigenous students. [Paper]. National Association of School Psychologists Annual Convention. Boston, MA.
- Aguilar, L. N.** & D'Costa, S. (2022, January). The Land that holds us: Indigenizing mental health spaces. [Difficult Dialogue]. 2022 National Multicultural Conference and Summit (virtual).
- Leverett, P., D'Costa, S., Grant, S., **Aguilar, L.**, & Brown, A. (2021, August). A content analysis of decolonial practices in school psychology research: 2017-2019. [Poster]. American Psychological Association Annual Convention (virtual).
- Taylor, C.N. & **Aguilar, L.** (2018, February). How much should I teach? Addressing acquisition rate for sight words with kindergarten students. [Paper]. National Association of School Psychologists Annual Convention. Chicago, IL.
- Aguilar, L.** & Warmbold-Brann, K.L. (2016, August). Diagnostic accuracy of national and locally derived criteria for the STAR reading assessment. In M. Burns (Chair), *Rethinking diagnostic accuracy for school-based services*. [Symposium]. American Psychological Association Annual Convention. Denver, CO.
- Aguilar, L.** & Kovack-Lesh, K. (2013). Adolescent's perception of mental health as acceptable or not acceptable among their peers. [Poster]. Society for Research in Child Development, Seattle, WA.

Community Presentations & Workshops

- Aguilar, L.** & Isley, S. (2019). *RTI and Special Education Processes: What's my role as a provider?* Workshop: Breakfast and Learn Series at Ptarmigan Connections, Wasilla, AK.
- Burns, M. K., **Aguilar, L.**, Young, H., & Taylor, C. (2017, April). Making memory meaningful: Translating research into memory interventions that work. In M. Burns (Chair), *Does memory matter? Comparing incremental rehearsal and traditional drill*. Symposium: 9th Annual ESCP Conference. Columbia, MO: University of Missouri.
- Burns, M., **Aguilar, L.** & Young, H. (2017). *Conceptual understanding of mathematics computation: How do I know if my students really understand?* Workshop: 8th Annual MU Student Council for Exceptional Children Conference. Columbia, MO.
- Burns, M. K., Taylor, C. N., Preat, J. L., Warmbold-Brann, K. L., **Aguilar, L. N.**, Walsh, A. D., & Young, H. (2016, November). *The effect of acquisition rates on off-task behavior of*

kindergarten students learning sight words. Poster: Mizzou Ed Research Day, Columbia, MO.

Prest, J. L., Young, H., Taylor, C. N., **Aguilar, L. N.**, Warmbold-Brann, K. L., & Burns, M. K. (2016, November). *Meta-analysis of effects of academic intervention on student behavior outcomes*. Poster: Mizzou Ed Research Day, Columbia, MO.

Burns, M. & **Aguilar, L.** (2016). *CBA-ID: Finding the right intervention for your kid*. Workshop: 8th Annual Research to Practice Conference. Columbia, MO.

Warmbold-Brann, K., Burns, M. K., Prest, J. L., Taylor, C. N., & **Aguilar, L. N.** (2016, April). *Meta-analysis of the effects of academic intervention on student behavior outcomes*. Poster: 8th Annual ESCP Conference, Columbia, MO.

Aguilar, L. (2015, April). *The effects of road to the code for kindergarten and first grade readers with poor phonological awareness*. Poster: Missouri Association of School Psychologists Conference, Columbia, MO.

Guest Lectures

Aguilar, L. N. (2023, April). *Research as relationship: An Indigenous perspective on working with community* (virtual). Invited presentation to Advanced Counseling Research Practicum (EPsy 5427) course. Minneapolis, MN: University of Minnesota.

Aguilar, L. N., Izumi, J., & Prest, J. (April, 2023). *How to survive your first year in academia* (virtual). Invited panelist. Columbia, MO: University of Missouri.

Aguilar, L., Brann, K., Owens, S., & Prest, J. (2020, July). *Women in psychology*. Invited panelist to Practicum in School Psychology course (virtual). Hattiesburg, MS: University of Southern Mississippi.

Aguilar, L. (2020, March). *A crash course on special education and RTI*. Invited presentation to Assessment III: Adolescent and Child Assessment course. Anchorage, AK: Alaska Pacific University.

MEDIA COVERAGE

Reiman, B. (Host). (2023, June). *Episode 107: Indigenous school psychology*. [Audio podcast]. The Behaviour Speak Podcast. <https://www.podbean.com/ew/pb-p5vah-14ba4f5>

Florell, D. (Host). (2023, February). *Relationality, responsibility, reciprocity, resistance: Working alongside Indigenous youth and communities*. [Audio podcast]. National Association of School Psychologists.

<https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=351>

Trainers of School Psychologists. (2022). Highlighted Indigenous Leaders in School Psychology. Honoring Diverse Leaders in School Psychology Project. Retrieved from <https://tsp.wildapricot.org/resources/Documents/Indigenous%20Leaders%20Final%201130.pdf>

- Maki, K. (2022, May). Developing research partnerships as an early career scholar. SSSP Early Career Forum. Retrieved from <https://www.sssp-research.org/developing-research-partnerships-as-an-early-career-scholar/>
- School of Education Office of the Executive Associate Dean. (2022, April). First-generation monthly highlight. IU School of Education. Retrieved from <https://view.e.iu.edu/?qs=955561ca362e8b912a00ee14e150ccf6e6583df1472891e7b5712c9e9714ad1ece530ce438ba9032e52b1bbf21115d2fbc9ccf29465e031743f097d3664d5e7be219a55348b6762d610a559b66ca495c>
- Winkler, C. (2022, March). Supporting culturally-responsive curricula for Indigenous students. Indiana University School of Education Latest News. Retrieved from <https://education.indiana.edu/news/2022/jan-jun/research/2022-03-03-supporting-culturally-responsive-curricula-for-Indigenous-students.html>
- Grishby, K. (Host). (2022, February). *Research rundown*. [Video interview]. The Urban School Psychology Network. <https://www.instagram.com/tv/CaSj6loqzL2/?hl=en>
- Trainers of School Psychologists. (2021, November). (Cooper, J. M., Writing Committee Chair). Early & Contemporary Indigenous Leaders in Psychology and School Psychology. Honoring Diverse Leaders in School Psychology Project. Retrieved from https://tsp.wildapricot.org/resources/Documents/Indigenous%20Leaders%20in%20Psychology%20Flyer_Final%20Version.pdf
- Lindsay, J. (2021, January). Indiana experts explain the role of schools in times of political unrest, violence. Indiana Public Broadcasting Stations. Retrieved from <https://www.wfyi.org/news/articles/indiana-experts-explain-the-role-of-schools-in-times-of-political-unrest-violence>

TEACHING

Graduate Courses

University of Minnesota, Department of Educational Psychology

Doctoral Seminar in School Psychology: Research, Training, Practice, Policy Issues, and Action Plans (EPSY 8850)

Academic Prevention and Intervention (EPSY 8816)

Indiana University, Department of Counseling and Educational Psychology

Prevention, Assessment, & Intervention in School Psychology I (P650)

Educational and Historical Foundations of Psychology (P601)

Prevention, Assessment, & Intervention in School Psychology II (P650)

Practicum in School Psychology (P656)

Therapeutic Interventions (P692)

Cognitive Behavioral Therapy for Children and Adolescents (G580)

University of Alabama, Department of Educational Studies in Psychology, Research Methodology, & Counseling

Cognitive and Academic Assessment and Data-Based Decision Making (BSP 515)

Social-Behavioral Assessment and Data-Based Decision Making (BSP 516)

University of Missouri, Department of Educational, School, & Counseling Psychology
 Psychological Interventions Child and Adolescent: Educational Instruction (ESCP 8160)
 Teaching Assistant, Supervisor: Matthew Burns, Ph.D.
 School Psychology Practicum – Introduction to Schools (ESCP 8250)
 Teaching Assistant, Supervisor: Cheryl Offutt, Ph.D.

CLINICAL EXPERIENCE

School Psychologist (8/2019 – 6/2020)

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

School Psychology Doctoral Intern (7/2018 – 5/2019)

Palmer Junior Middle School (primary placement), Valley Pathways School, Ya Ne Dah Ah School (Tribal); Ptarmigan Connections: Behavioral and Developmental Pediatric Services (clinical rotation)
Mat-Su Psychology Internship Consortium
 Wasilla, AK

Mental Health Professional (8/2016 – 5/2017)

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

Advanced Practicum Student (8/2015 – 5/2016)

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

PROFESSIONAL SERVICE

Editorial Experience

2023 – Current	Editorial Board (invited), School Psychology International
2023 – Current	Contributing Editor , Communiqué
2020 – Current	Editorial Advisory Board , School Psychology Review
3/2022	Ad Hoc Reviewer , School Psychology Training and Pedagogy
7/2020 – 2023	Conference Proposal Reviewer , National Association of School Psychologists Annual Convention

Service to the Field of School Psychology

2023 – Current	Executive Board Member , Minnesota School Psychology Association
7/2022 – Current	Co-Chair , Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists
2/2022 – Current	Member , Multicultural Affairs Committee, National Association of School Psychologists
2/2022 – 6/2022	Interim Co-Chair , Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists
11/2020	Advisory Panel Member , TSP Honoring Diverse Leaders in School Psychology Project, Social Justice Committee, Trainers of School Psychology
2020 – 2022	Member , Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists

Service to the University

2023 – Current	PDRC Representative , Anti Racist Action Council, University of Minnesota
2022 – Current	Member , Faculty and P&A Professional Develop & Recognition Committee (PDRC), University of Minnesota
2021 – 2022	Nominated Member , Long Range Planning Committee, School of Education, Indiana University
2020 – present	Member , Recruitment and Retention Affinity Group, Department of Counseling and Educational Psychology Diversity, Equity, and Inclusion, Indiana University
2020 – present	Invited Member , OVPDEMA Scholarship Committee, Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University

CURRENT PROFESSIONAL MEMBERSHIPS

Minnesota School psychology Association (2023 - Present)

American Psychological Association – Division 45 (2020 – Present)

American Indigenous Research Association (2019 – Present)

Society of Indian Psychologists (2016 – Present)

National Association of School Psychologists (2013 – Present)

American Psychological Association – Division 16 (2013 – Present)

Indiana Association of School Psychologists (2020 – 2022)

Alaska School Psychologists Association (2019-2020)

Four Directions: Indigenous Peoples and Allies (2015 – 2017)

Vice President (2016 – 2017)

University of Missouri

Student Association of School Psychology (2013 – 2016)

Communications Liaison (2014 – 2016)

University of Missouri