

# Lisa N. Aguilar

Citizen of MHA Nation | Lakota | Dakota | Chicana  
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## EDUCATION

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- 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

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- 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:<br>School Psychology Endorsement (2019-2020; Inactive) | License #4106505 |

## AWARDS, HONORS, & FELLOWSHIPS

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- 2024 Justice, Equity, Diversity, and Inclusion Award, *University of Minnesota - Twin Cities*

- 2024 Presidential Award, Exceptional Service to Children and School Psychology, *National Association of School Psychologists*
- 2024 Editorial Fellow, School Psychology, *American Psychological Association*
- 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*
- 2019 College of Education Graduate Student Diversity Award, *University of Missouri*
- 2013 McNair Scholar, *U.S. Department of Education TRIO Program*

## **SCHOLARLY PUBLICATIONS**

Underline indicates graduate student | \* indicates practitioner or community member

### **Peer-reviewed Journals**

- Aguilar, L. N.**, Henderson Smith, L., & Goforth, A. (In Press). Critical relationality in research: A proposed framework for engaging in research alongside Indigenous communities. *Journal of School Psychology* special issue.
- Henderson Smith, L., **Aguilar, L. N.**, Joshua, K., Pandey, T., Sox, D., Hernandez, B., Wang, Y., Yang, K., & Bottiani, J.H. (In Press). Mixed-method systematic review: Using a cultural validity assessment to evaluate prevention programs for Indigenous students. *Journal of School Psychology* special issue. <https://doi.org/10.1016/j.jsp.2024.101402>
- Aguilar, L. N.**, Mojica, K., Lim, H. S., Palmer, J. S., Ruiz, M. D., Serratos, C. B., & Soto J. M. (2024). Surviving and thriving in school psychology through community building and storytelling: A collaborative autoethnography. *School Psychology International*, 45(3), 280-318. <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. (2020). 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. <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**

Naser, S., Abdou, A., **Aguilar, L. N.**, \*Bird, M., Sabnis, S., Sullivan, A., Santiago, R. T., & \*Tabbah, R. (2024). Critical reflection on “The need for school psychologists to address antisemitism”. *Communiqué*, 52(6), 4.

Palmer, J. S., Rowan, J. N., Gómez, R. F., **Aguilar, L. N.**, & Riley, T. N. (2024). Out-of-school time organized by Black, Latinx, and Indigenous youth: Use of youth participatory action research (YPAR). *Children & Schools*, 46(1), 63-65. <https://doi.org/10.1093/cs/cdado28>

Abdou, A., Harper, E., **Aguilar, L. N.**, \*Needham, M. C., Swami, S., & \*Hackett, L. (2023). Exciting changes for the Multicultural Affairs Committee. *Communiqué*, 52(4), 31-32.

**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**

Naser, S. C., **Aguilar, L. N.**, Sabnis, S. V., Sullivan, A. L., \*Kinlicheene, B., Brown, T., & \*Nashashibi, S. (Under Review). Unsettling and rerooting psychological practice in schools: Part 2 - Decolonization and indigenization of school psychology.

**Aguilar, L. N.**, Naser, S. C., Sabnis, S. V., & Sullivan, A. L. (Under Review). Unsettling and rerooting psychological practice in schools: Part 1 - Overview of colonization and its influence on school psychology.

### **Manuscripts in Preparation**

Standing Eagle Baez, M., Desjarlais, C., **Aguilar, L. N.**, & von Bargen, V. (In Preparation). Weaving cultural mindfulness practices among Indigenous people to promote health and

healing. In Liang, C. T. H., Harrell, S., & Kohler, B. (Eds.) *Radical Mindfulness*. To be published by the American Psychological Association.

**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.

Henderson, L., **Aguilar, L. N.**, Horen, J., Ibrahim, S., Andersen, M., \*Gill, D., \*Red Eagle, J., & Rivers, S. (In Preparation). Adapting and implementing game design studio with Indigenous adolescents to explore their educational experiences. Manuscript submitted to *American Educational Research Journal*.

### ***Books in Preparation***

Robinson-Zañartu, C. & **Aguilar, L. N.** (Under Contract). Working alongside Indigenous youth and families in schools. Oxford University Press.

## **GRANT AND CONTRACTS**

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### ***Funded***

**Aguilar, L. N.** (2025-2026). Dreaming an Indigenized School Psychology Future: Centering the Voices of Indigenous Youth. RISE Indigenous Research Grant Program. Northwestern University.

Role: PI

Total Award: \$9,960

**Aguilar, L. N.** (2024). Indigenizing School-Based Services: A Conversation with Indigenous School Psychologists. Proposal invited by the Associate Dean for Graduate Education and Faculty Development. President's Initiative for Student Mental Health (PRISMH) Cultural Health Mini-Grant. University of Minnesota - Twin Cities.

Role: PI

Total Award: \$330

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.**, Leverett, P., D'Costa, S., & Grant, S. (2024-2025). Moving from Theory to Praxis: Leveraging YPAR to Promote Cross-Community Educational Activism. Spencer Foundation.

Role: PI

Total Award: \$75,000

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

**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 PRESENTATIONS**

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Underline indicates graduate student | \* indicates practitioner or community member

### ***Invited Presentations***

**Aguilar, L.** (2024, November). *Climate chaos, environmental racism, & their impacts on marginalized youth*. [Invited Facilitator]. Uprooting School Psychology: 2024 School Psychology Anti-Racism UNconference. Virtual.

**Aguilar, L. N.** (2024, July). TribalCrit: Moving toward decolonization in education. [Invited Speaker]. LEAD 2024 Conference. University of Minnesota. Minneapolis, MN.

**Aguilar, L. N.** (2024, June). Healing the wounds: Understanding the impact of the boarding school era on Indigenous youth. [Invited Speaker]. Walking in Balance: Supporting Native Youth Holistically through Culturally Responsive School Counseling. Saint Paul Public Schools. Saint Paul, MN.

**Aguilar, L. N.** (2024, April). Using Tribal Critical Race Theory to inform an Indigenized school psychological praxis. [Invited Distinguished Speaker]. School Psychology Spring Symposium. University of South Dakota. Vermillion, SD.

**Aguilar, L. N.** (2023, December). 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*. [Invited Documented Session]. The National Association of School Psychologists Annual Convention. Denver, CO.
- 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.** (2023, January). *Indigenizing your school-based practice: Part 1*. [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. Indiana University - Bloomington. Virtual.

- 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. Indiana University. Bloomington, IN:
- Aguilar, L.** (2020, October). *Sovereignty and Indigeneity in the Big Ten: Telling our stories*. [Invited Panelist]. Sponsored by the Big 10 Native American Alliance. University of Illinois Urbana-Champaign. Virtual.
- Aguilar, L.** (2017, April). *Comparing incremental rehearsal and drill on retention of multiplication facts, and effect of memory on each*. [Invited Student Speaker]. School Psychology Symposium: Celebrating Dr. Edward S. Shapiro – A grand slam every time. Bethlehem, PA: Lehigh University.

### ***Invited Trainings***

- D'Costa, S., **Aguilar, L. N.**, Leverett, P., & Grant, S. (2024, January). Advancing anti-colonial conversations in school psychology: ACSPLC X SPRCC. Training provided to Catalyst Scholars for the School Psychology Research Collaborative Conference.

### ***Peer-Reviewed Presentations at National Conferences***

- Aguilar, L.N.**, Goforth, A. N., & von Bargen, V. (Accepted). School psychologists experiences and preparedness for working with Indigenous students. [Paper]. National Association of School Psychologists Annual Convention. Seattle, WA.
- Aguilar, L. N.**, von Bargen, V., & Standing Eagle Baez, M. (2024, June). Indigenous and allied perspectives on the field of school psychology. [Moderated discussion]. 2024 Society of Indian Psychologists Annual Convention. Utah State University. Logan, UT.
- Henderson Smith, L., Horen, J., Ibrahim, S., **Aguilar, L. N.**, Rivers, S., \*Red Eagle, J., & \*Gill, D. (2024, April). Using game design to explore educational equity with Indigenous youth. [Paper]. Society for Research on Adolescence 2024 Annual Meeting. Chicago, IL.
- Aguilar, L. N.**, Ruiz, M., & Palmer, J. (2024, February). 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]. (2024, February). 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. (2024, February). 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.



- Grimmer, K., Alexis, H., Greaves, B., Leverett, P., D'Costa, S., Aguilar, L. N., & Grant, S. (2024, January). Advancing anti-colonial practice in school mental health: A collaborative exploration. [Poster]. 2024 National Multicultural Conference & Summit. Santa Fe, NM.
- 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. N. (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, K. (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.

### ***Local Conferences & Community Presentations***

- Aguilar, L. N.,** Gulamhussein, Q., Lee, R., & O'Dowd, I. (2024, October). *Journeys to, and through, academia*. [Panel]. Diversity in Psychology Virtual Program. University of Minnesota. Minneapolis, MN.

- 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]. 9<sup>th</sup> Annual ESCP Conference. University of Missouri. Columbia, MO.
- Burns, M., **Aguilar, L.** & Young, H. (2017). *Conceptual understanding of mathematics computation: How do I know if my students really understand?* [Workshop]. 8<sup>th</sup> Annual MU Student Council for Exceptional Children Conference. University of Missouri - Columbia. Columbia, MO.
- Burns, M. K., Taylor, C. N., Preast, J. L., Warmbold-Brann, K. L., **Aguilar, L. N.**, Walsh, A. D., & Young, H. (2016, November). *The effect of acquisition rates on off-task behavior of kindergarten students learning sight words*. [Poster]. Mizzou Ed Research Day. University of Missouri - Columbia. Columbia, MO.
- Preast, J. L., Young, H., Taylor, C. N., **Aguilar, L. N.**, Warmbold-Brann, K. L., & Burns, M. K. (2016, November). *Meta-analysis of effects of academic intervention on student behavior outcomes*. [Poster]. Mizzou Ed Research Day. University of Missouri - Columbia. Columbia, MO.
- Burns, M. & **Aguilar, L.** (2016). *CBA-ID: Finding the right intervention for your kid*. [Workshop]. 8th Annual Research to Practice Conference. University of Missouri - Columbia. Columbia, MO.
- Warmbold-Brann, K., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2016, April). *Meta-analysis of the effects of academic intervention on student behavior outcomes*. [Poster]. 8th Annual ESCP Conference. University of Missouri - Columbia. 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. University of Missouri - Columbia. Columbia, MO.

### **Guest Lectures**

- Aguilar, L. N.** (2024, October). *Indigenizing mental health spaces*. Invited guest lecture to Pre-doctoral Supervised Internship I (PY 77100). Alaska Pacific University. Virtual.
- Aguilar, L. N.** (2024, April). *Special topics expert panel*. Invited panelist to graduate level school psychology course. University of Missouri - St. Louis. Virtual.
- Aguilar, L. N.** (2023, December). *Decolonization and indigenization of school psychology: Emergent/future directions*. Invited guest lecture to Issues in School Psychology (EPsy 8821) course. University of Minnesota. Minneapolis, MN.
- Aguilar, L. N.** (2023, November). *Collaborative auto-ethnography research and IRB considerations*. Invited presentation to Introduction to Research in Educational

Psychology and Human Development (EPsy 5216) course. University of Minnesota. Minneapolis, MN.

**Aguilar, L. N.** (2023, November). *Addressing personality disorders in school-age youth*. Invited presentation to Abnormal Psychology (PSY 2217) course. Bemidji State University. Bemidji, MN.

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

**Aguilar, L. N.,** Izumi, J., & Preast, J. (April, 2023). *How to survive your first year in academia*. Invited panelist to graduate-level school psychology course. University of Missouri - Columbia. Virtual.

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

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

### ***Learning Collaboratives***

\*Names listed alphabetically to indicate equitable contribution

**Aguilar, L. N.** (2024-2025). BIPOC Learning Collaborative. University of Minnesota Twin Cities.

Role: Creator

Purpose: To create an affinity space for BIPOC school psychology graduate students to receive targeted mentorship and learn from school psychology leaders about various topics that impact marginalized school psychology researchers and practitioners.

**Aguilar, L. N.\*,** D'Costa, S., Grant, S., & Leverett, P. (2022 - Current). Anti-colonial school psychology learning collaborative.

Role: Co-Creator

Purpose: To critically examine the ways school psychology has replicated oppression for marginalized communities in a co-constructed and decolonial virtual space.

### **MEDIA COVERAGE**

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Ponce, C., Robers, B., & Shatila, A. (Hosts). (2025, January 8). *Amplifying Indigenous school psychologist voices*. [Audio podcast]. The School Collective Podcast.

Trainers of School Psychologists. (2023). Indigenous Leaders in School Psychology. Honoring Diverse Leaders in School Psychology Project. Retrieved from <https://tsp.wildapricot.org/resources/Documents/2023%20TSP%20Indigenous%20Leaders%20in%20School%20Psychology.pdf>

- Simmons, Z. (2023, November). U of M professor visits BSU to discuss research on decolonizing school psychology. Lakeland PBS. Retrieved from <https://lptv.org/u-of-m-professor-visits-bsu-to-discuss-decolonizing-school-psychology/>
- 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>
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## 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)  
 Engaging Diverse Students and Families (EPSY 5851)

Pacifica Graduate Institute, Community, Liberation, Indigenous, and Ecopsychologies Program

Community Building and Empowerment (DCP 720)  
 Community/Ecological Fieldwork (DCP 883)

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.

**ADVISING & MENTORING**

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**Doctoral Student Advisees**

2024 - Current	Mara Lund, Co-advisor (Amanda Sullivan), University of Minnesota
2024 - Current	Valerie von Bargen, Co-advisor (Amanda Sullivan), University of Minnesota  Master's thesis: <i>Cultural validity of autism intervention: A systematic review centering Indigeneity</i>
2024 - Current	Thuy Nguyen, Co-Advisor (Amanda Sullivan), University of Minnesota  Prelim Project: <i>Navigating Education: A Systematic Review of Southeast Asian High School Experiences in the U.S., School Support Systems, and Immigration Generational Impact</i>
2021 - 2022	Karina Mojica, Advisor, Indiana University

### Specialist Student Advisees

- 2021 - 2022            Carissa Serratos, Advisor, Indiana University
- 2021 - 2022            Abigail Noel, Advisor, Indiana University
- 2021 - 2022            Jaylin Soto, Advisor, Indiana University

### Doctoral Theses/Dissertations Advised

Shaver, E. (2025). *Parental incarceration and school psychology in the United States: A scoping review of publications and survey of graduate students* (Doctoral thesis). University of Minnesota. (Co-advised with Amanda Sullivan)

### Doctoral Theses/Dissertations Committees

- Bose, M. (2024). *Student behavior supports: Applying an equity focused and trauma informed lens* (Doctoral thesis). University of Minnesota. (Chair/Reviewer)
- Kos, G. (2024). *Context is key: Evaluating SWPBIS tier 1 implementation in high schools* (Doctoral thesis). University of Minnesota. (Chair/Reviewer)
- Williams, S. (2024). *An examination of the effect of social contexts on autistic adolescents' mental health* (Doctoral thesis). University of Minnesota. (Reviewer).
- Li, A. (2024). *Analyses of social emotional learning outcomes in the age of diversifying populations and locally developed programs* (Doctoral thesis). University of Minnesota. (Chair/Reviewer).
- Kim, J. (2024). *School involvement in systems of care and wraparound initiatives for youth with mental and behavioral disorders* (Oral preliminary paper). University of Minnesota. (Reviewer).
- Li, A. (2023). *Cultural adaptations to social emotional learning programs: A systematic review* (Oral preliminary paper). University of Minnesota. (Reviewer).

### Master's Theses Committees

- Woodruff-Sims, N. (2024). *Teacher-student racial match and school belongingness* (Master's Thesis). University of Minnesota. (Reviewer).
- Rea, M. (2023). *Implementation support strategies associated with increased check-in check-out fidelity: A systematic review* (Master's Thesis). University of Minnesota. (Reviewer).
- Holub, V. (2023). *Investigating self-regulated strategy development for secondary math intervention: A systematic review* (Master's Thesis). University of Minnesota. (Reviewer).

Hodge, D. (2022). *Systematic review of connecting evidence-based interventions from school to childcare: Implications for academic achievement* (Master's Thesis). University of Minnesota. (Reviewer).

## **CLINICAL EXPERIENCE**

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### **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*  
 Palmer, AK

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

Palmer Junior Middle School, Valley Pathways School, & Ya Ne Dah Ah School (Tribal);  
 Ptarmigan Connections: Behavioral and Developmental Pediatric Services  
*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**

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### ***Editorial Service***

2024 – 2025	<b>Editorial Fellow</b> , School Psychology
2023 – <i>Current</i>	<b>Associate Editor</b> (Invited), School Psychology International
2023 – <i>Current</i>	<b>Contributing Editor</b> , Communiqué
2020 – <i>Current</i>	<b>Editorial Advisory Board</b> , School Psychology Review

### ***Ad Hoc Review Service***

Journal of School Psychology (11/2024)

American Psychologist (8/2024)

Exceptional Children (7/2024)

International Journal of Applied Positive Psychology (1/2024)

School Psychology Training and Pedagogy (3/2022)

***Ad Hoc Conference Proposal Reviewer***

Native American and Indigenous Studies Association's Fourteenth Annual Conference (2024)

National Association of School Psychologists Annual Convention (2020-2023)

***National Leadership & Service***

2024-2025            **Mentor**, *Native-to-Native Mentoring Program*, Society of Indian Psychologists

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

***Regional & State Service***

2024 – Current     **Chair**, Equity, Ethics, & Professional Practices Committee, Minnesota School Psychology Association

2023 – 2024        **Member**, Equity, Ethics, & Professional Practices Committee, Minnesota School Psychology Association

2023 – Current     **Executive Board Member**, Minnesota School Psychology Association

***Institutional Service - University of Minnesota***

2024 – 2025        **PDRC Representative**, Critical Action Toward Inclusion, Diversity, Equity, and Antiracism (CAT-IDEA) Committee, University of Minnesota

2022 – Current     **Member**, Faculty and P&A Professional Develop & Recognition Committee (PDRC), University of Minnesota



2024                    **Member**, Contract Teaching Faculty Search Committee, School Psychology

2023 – 2024            **PDRC Representative**, Anti Racist Action Council, University of Minnesota

***Institutional Service - Indiana University***

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

**PROFESSIONAL MEMBERSHIPS**

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**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