

CURRICULUM VITAE

FAITH GWYNNETH MILLER, PH.D.

ASSOCIATE PROFESSOR

PEYTON ENDOWED FACULTY FELLOW IN CHILD AND ADOLESCENT WELLBEING

56 EAST RIVER ROAD • MINNEAPOLIS, MN 55455

342 EDUCATION SCIENCES BUILDING

PHONE: 612-625-0615 • EMAIL: FGMILLER@UMN.EDU**CURRENT POSITION**

2019 **Associate Professor (with tenure) of Educational Psychology**
 School Psychology Program (APA & NASP accredited program)
 College of Education & Human Development
 University of Minnesota — Twin Cities

Affiliate Faculty
 The Center for Applied Research and Educational Improvement
 University of Minnesota — Twin Cities

EDUCATION

2011 **Doctor of Philosophy**
 School Psychology, The Pennsylvania State University
 APA & NASP accredited program
 Dissertation: Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis

2008 **Master of Education**
 School Psychology, The Pennsylvania State University

2006 **Bachelor of Arts, Magna Cum Laude**
 Psychology, Western Connecticut State University

AREA OF SPECIALIZATION

Multi-tiered systems of support — social, emotional, and behavioral focus
 Assessment in action: linking assessment and intervention

PROFESSIONAL CREDENTIALS

National Register of Health Service Psychologists #54097
 Licensed Psychologist #5826, State of Minnesota
 Nationally Certified School Psychologist #44166

AWARDS, HONORS, & RECOGNITIONS

2025-2026 Invited Participant, CEHD Leads (College Leadership Development Program)

2025	Journal of School Psychology 2024 Article of the Year: No “top of the triangle” kids: Toward conceptual clarity of students, behaviors, and tiers in MTSS to advance social justice
2024	Invited Member, Society for the Study of School Psychology
2024	Excellence in Academic Advising Award, College of Education and Human Development
2023-present	John W. and Nancy E. Peyton Endowed Faculty Fellow in Child and Adolescent Wellbeing
2023-24	Invited Catalyst Scholar, School Psychology Research Collaboration Conference
2022	Top cited paper, <i>Psychology in the Schools</i> : Examining the effects of the Personal Matrix Activity with diverse students
2021	Honorable Mention, <i>School Psychology</i> Article of the Year: A call to action for school psychology to address COVID-19 health disparities and advance social justice
2021	Invited Expert Reviewer, Institute of Education Sciences
2021	Innovative Practices Award, Minnesota School Psychologists Association
2019	New Career Excellence Award, College of Education and Human Development
2019	Runner Up, <i>Journal of School Psychology</i> 2018 Article of the Year: Methods matter: A multi-trait multi-method analysis of student behavior
2018	Rising Star Faculty Award, Women’s Philanthropic Leadership Committee, College of Education and Human Development
2016-18	Invited Expert Reviewer, Technical Review Committee, National Center for Intensive Intervention
2015-21	Invited Participant, Annual School Mental Health Research Summit
2015	Invited Participant, 2015 School Psychology Research Collaboration Conference
2015	Recipient, Early Career Scholarship, National Register of Health Service Psychologists
2013	Selected Participant, IES Institute on Single-Case Intervention Research Design and Analysis
2009	Recipient, Penn State School Psychology Endowment Award
2006	University Honors Scholar, Western Connecticut State University
2001	Recipient, Paul V. McNamara Memorial Scholarship

PROFESSIONAL EXPERIENCE

2014-19	Assistant Professor School Psychology Program (APA & NASP accredited program) College of Education & Human Development, University of Minnesota – Twin Cities
2013-14	Research Associate The Neag School of Education, University of Connecticut <ul style="list-style-type: none"> Project VIABLE-II: Unified validation of Direct Behavior Ratings in a problem-solving model (IES R324A110017; PI: Sandra Chafouleas)
2011-14	Research Associate The Center for Behavioral Education and Research, University of Connecticut

- Participation and collaboration in CBER research activities
- 2011-13 **Postdoctoral Fellow**
The Neag School of Education, University of Connecticut
- **Project Manager:** Project VIABLE-II: Unified validation of Direct Behavior Ratings in a problem-solving model (IES R324A110017; PI: Sandra Chafouleas)
- 2009-10 **Research Assistant**
The Goodling Institute, Pennsylvania State University
- Project Title: Poor women's involvement in community-based adult education: Consequences for social networks, social support, and mental health (Spencer Foundation; PI: Esther Prins)
- 2007-09 **Research Assistant**
Institute for the Study of Adult Literacy, Pennsylvania State University
- Conducted literature reviews and developed practitioner guides on evidence-based practices

SCHOLARSHIP (* denotes student collaborators)

REFEREED PUBLICATIONS (N=34; 14 first author)

1. *Goerdt, A., **Miller, F. G.**, Dupuis, D., *Li, A., & *Rausch, J. (2025). Technical adequacy of the Social, Academic, and Emotional Behavior Risk Screener - Teacher Rating Scale: A systematic review and meta-analysis. *Journal of School Psychology*. Advance online publication. doi:1016/j.jsp.2025.101449
2. *Li, A., **Miller, F. G.**, & Williams, S. C. (2024). Cultural adaptations to social emotional learning programs: A systematic review. *School Psychology*. Advance online publication. doi:10.1037/spq0000649
3. Sullivan, A. L., Weeks, M., **Miller, F. G.**, Nguyen, T., Kulkarni, T., Williams, S., & Kim, J. (2024). No "top of the triangle kids": Toward conceptual clarity of students, behaviors, and tiers in MTSS to advance social justice. *Journal of School Psychology*, 106, doi: 10.1016/j.jsp.2024.101325 .
4. *Goerdt, A., **Miller, F. G.**, Dupuis, D., & *Olson, M. (2024). Measurement invariance of the Social, Academic, and Emotional Behavior Risk Screener - Teacher Rating Scale. *Journal of Psychoeducational Assessment*, 42(2), 147-165. doi:10.1177/07342829231217771
5. **Miller, F. G.**, *Swenson, N., & *Muldrew, A. (2023). Examining behavior specific praise as an individual behavior management strategy in a high-need educational setting. *Preventing School Failure*, 1-11. doi: 10.1080/1045988X.2023.2269891
6. **Miller, F. G.**, & *Li, A. (2023). Evaluation of the technical adequacy of the Teacher SEL Beliefs Scale. *Assessment for Effective Intervention*, 48(4), 223-228. doi: 10.1177/15345084231189893
7. *Fiat, A. E., Thayer, A. J., **Miller, F. G.**, Thibodeau, E., Cook, C. R. (2023). Is parent mental health related to how children deal with academic stress? *School Mental Health*, 15, 913-926. doi: 10.1007/s12310-023-09595-w

8. **Miller, F. G.** (2023). Assessment in action: Toward a more complete and justice-oriented approach to understanding the social consequences of educational measures. *School Psychology, 38*(3), 192-198. doi: 10.1037/spq0000551. Invited commentary.
9. Moore, S. A., Long, A. C. J., Coyle, S., Cooper, J. M., Mayworm, A. M., Amirazizi, S., Edyburn, K. L., Pannozzo, P., Choe, D., **Miller, F. G.**, Eklund, K., Bohnenkamp, J., Whitcomb, S., Raines, T. C., & Dowdy, E. (2023). A roadmap to equitable school mental health screening. *Journal of School Psychology, 96*, 57-74. doi: 10.1016/j.jsp.2022.11.001
10. Sullivan, A. L., Harris, B., **Miller, F. G.**, Fallon, L. M., Weeks, M. R., Malone, C. M., Kulkarni, T., Proctor, S. L., Johnson, A. H., Rossen, E., Nguyen, T., & Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities and advance social justice. *School Psychology, 36*(5), 410-421. doi: 10.1037/spq0000463
11. *Muldrew, A., & **Miller, F. G.** (2021). Examining the effects of the Personal Matrix Activity with diverse students. *Psychology in the Schools, 58*(3), 515-533. doi: 10.1002/pits.22461
12. Coddling, R. S., Collier-Meek, M., Jimerson, S., Klingbeil, D. A., Mayer, M. J., & **Miller, F. G.** (2020). School Psychology reflections on COVID-19, antiracism, and gender and racial disparities in publishing [Editorial]. *School Psychology, 35*(4), 227-232. doi: 10.1037/spq0000399
13. *Hourii, A., & **Miller, F. G.** (2020). A systematic review of universal screeners to evaluate social-emotional and behavioral aspects of kindergarten readiness. *Early Education and Development, 31*, 653-675. doi: 10.1080/10409289.2019.1677132
14. Long, A. C. J., **Miller, F. G.**, & Upright, J. (2019). Classroom management for ethnic-racial minority students: A meta-analysis of single-case design studies. *School Psychology, 34*, 1-13. doi: 10.1037/spq0000305
15. **Miller, F. G.**, Chafouleas, S. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2019). Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. *School Psychology, 34*, 43-53. doi: 10.1037/spq0000252
16. *Schardt, A. A., **Miller, F. G.**, & Bedesem, P. (2019). The effects of CellF-Monitoring on students' academic engagement. *Journal of Positive Behavior Interventions, 21*, 42-49. doi: 10.1177/1098300718773462
17. *Fitzgerald Leahy, L., **Miller, F. G.**, & *Schardt, A. A. (2019). The effects of teacher-directed opportunities to respond on student behavioral outcomes: A quantitative synthesis of single-case research. *Journal of Behavioral Education, 28*, 78-106. doi: 0.1007/s10864-018-9307-x
18. **Miller, F. G.**, Johnson, A. H., Yu, H., Chafouleas, S. M., McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2018). Methods matter: A multitrait-multimethod analysis of student behavior. *Journal of School Psychology, 68*, 53-72. doi: 10.1016/j.jsp.2018.01.002
19. **Miller, F. G.**, & Cook, C. R., *Zhang, Y. (2018). Linking assessment to intervention to improve tier 2 outcomes: Initial development and evaluation of the Student Intervention Matching (SIM) Form. *Journal of School Psychology, 66*, 11-24. doi: 10.1016/j.jsp.2017.10.005
20. August, G. J., Piehler, T. F., & **Miller, F. G.** (2018). Getting "SMART" about implementing multi-tiered systems of support to promote school mental health. *Journal of School Psychology, 66*, 85-96. doi: 10.1016/j.jsp.2017.10.001

21. **Miller, F. G.**, *Crovello, N., Chafouleas, S. M. (2017). Progress monitoring the effects of daily report cards across elementary and secondary settings using Direct Behavior Rating – Single Item Scales. *Assessment for Effective Intervention*, 43, 34-47. doi: 10.1177/1534508417691019
22. Cook, C. R., **Miller, F. G.**, *Fiat, A., Renshaw, T., Frye, M. Joseph, G. (2017). Promoting secondary teachers' wellbeing and intentions to implement evidence-based practices: Randomized evaluation of the ACHIEVER Resilience Curriculum. *Psychology in the Schools*, 54, 13-28. doi: 10.1002/pits.21980
23. **Miller, F. G.**, Riley-Tillman, T. C., Chafouleas, S. M., & *Schardt, A. A. (2017). Direct Behavior Rating instrumentation: Evaluating the impact of scale formats. *Assessment for Effective Intervention*, 42, 119-126. doi: 10.1177/1534508416658007
24. **Miller, F. G.**, & Fabiano, G. A. (2017). Direct Behavior Ratings: A feasible and effective progress monitoring approach for social and behavioral interventions [Editorial]. *Assessment for Effective Intervention*, 43, 3-5. doi: 0.1177/1534508417733454
25. **Miller, F. G.**, *Crovello, N., & *Swenson, N. (2017). Bridging the Gap: Direct Behavior Rating – Single Item Scales. *Assessment for Effective Intervention*, 43, 60-63. doi: 10.1177/1534508417738525
26. *Kooker, J. W., Welsh, M. E., McCoach, D. B., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2017). Test order in teacher rated behavior assessments: Is counterbalancing needed? *Psychological Assessment*, 29, 98-109. doi: 10.1037/pas0000314
27. Welsh, M. E., **Miller, F. G.**, *Kooker, J. W., Chafouleas, S. M., & McCoach, D. B. (2016). The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school. *Journal of Research in Childhood Education*, 30, 456-473. doi: 10.1080/02568543.2016.1214935
28. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2016). Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. *Journal of School Psychology*, 54, 39-57. doi: 10.1016/j.jsp.2015.10.001
29. **Miller, F. G.**, *Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., Fabiano, G. A. (2015). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*, 30, 184-196. doi: 10.1037/spq0000085
30. Chafouleas, S. M., Riley-Tillman, T. C., Jaffery, R., **Miller, F. G.**, & Harrison, S. E. (2015). Preliminary investigation of the impact of a web-based module on Direct Behavior Rating accuracy. *School Mental Health*, 7, 92-104. doi: 10.1007/s12310-014-9130-z
31. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A. (2014). Teacher perceptions of the usability of school-based behavior assessments. *Behavioral Disorders*, 39, 201-210.
32. **Miller, F. G.**, Patwa, S., & Chafouleas, S. M. (2014). Using Direct Behavior Rating – Single Item Scales to assess student behavior within multi-tiered systems of support. *Journal of Special Education Leadership*, 27, 77-85.
33. **Miller, F. G.**, & Lee, D. L. (2013). Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis. *Journal of Behavioral Education*, 22, 253-282. doi: 10.1007/s10864-013-9174-4

34. Vostal, B. R., Lee, D. L., **Miller, F. G.** (2013). Effects of environmental stimulation on students demonstrating behaviors related to attention deficit/hyperactivity disorder: A review of the literature. *International Journal of Special Education*, 28, 32-43.

BOOK CHAPTERS (N=5)

1. Sullivan, A. L., & **Miller, F. G.** (2023). Best practices in addressing disproportionality in special education. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best practices in school psychology* (7th ed., pp. 277-290). National Association of School Psychologists.
2. **Miller, F. G.** & *Mulldrew, A. (2021). Self-monitoring. In M. I. Axelrod, M. Coolong-Chaffin, & R. O. Hawkins (Eds.), *School-based behavioral intervention case studies: Effective problem solving for school psychologists* (pp. 161-174). Routledge Press.
3. **Miller, F. G.**, Shervey, S. W., & *Mulldrew, A. (2019). School home notes and daily behavior report cards. In K. Radley & E. Dart (Eds.), *Handbook of behavioral interventions in schools: Multi-tiered system of supports*. (pp. 400-424). Oxford University Press.
4. **Miller, F. G.**, Riley-Tillman, T. C., & Chafouleas, S. M. (2016). Direct Behavior Rating for progress monitoring. In S. M. Chafouleas & T. C. Riley-Tillman (Eds.), *Direct Behavior Rating (DBR): Linking Assessment, communication, and intervention*. (pp. 78-98). New York, NY: Guilford Press.
5. Kilgus, S. P., **Miller, F. G.**, *Johnson, A. H., & Chafouleas, S. M. (2016). Direct Behavior Rating for screening. In S. M. Chafouleas & T. C. Riley-Tillman (Eds.), *Direct Behavior Rating (DBR): Linking Assessment, communication, and intervention* (pp. 99-119). New York, NY: Guilford Press.

BRIEF CONTRIBUTIONS & ENCYCLOPEDIA ENTRIES (N=4)

1. **Miller, F. G.** (2017). On the meaning and measurement of “at-risk”. In R. J. Cohen & M. E. Swerdlik (Eds.), *Psychological Testing and Assessment*. (Invited)
2. **Miller, F. G.**, & Chafouleas, S. M. (2015). Age and classroom management. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 14-18). Thousand Oaks, CA: SAGE Publications.
3. **Miller, F. G.**, & Chafouleas, S. M. (2015). Target behaviors. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 801-803). Thousand Oaks, CA: SAGE Publications.
4. Chafouleas, S. M. & **Miller F. G.** (2015). Respect. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 670-672). Thousand Oaks, CA: SAGE Publications

PERIODICAL ARTICLES (N=2)

1. **Miller, F. G.**, Sullivan, A. L., *McKevett, N., *Mulldrew, A., & Hansen-Burke, A. (November, 2020). Leveraging MTSS to Advance, Not Suppress, COVID-related Equity Issues: Tier 2 and 3 Considerations. *NASP Communique*.
2. Sullivan, A. L., **Miller, F. G.**, *McKevett, N., *Mulldrew, A., Hansen-Burke, A., & Weeks, M. (September, 2020). Leveraging MTSS to Advance, Not Suppress, COVID-related Equity Issues. *NASP Communique*

MANUSCRIPTS IN PREPARATION/UNDER REVIEW (N=5)

1. *Goerdt, A., **Miller, F. G.**, & Abulela, M. (2025). A closer look: Investigating bias of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) at the elementary level. Manuscript under review.
2. **Miller, F. G.**, & Long, A. C. J. (2025). Exploring the role of context in universal social, emotional, and behavioral screening and students' willingness to receive support. Manuscript under review.
3. **Miller, F. G.**, Olson, M., Su, M., Decipeda, A., & Goerdt, A. (2025). Evaluating the Zones of Regulation Digital Curriculum: A mixed-methods study of feasibility and impact. Manuscript under review.
4. Hymel, J., Long, A. C. J., & **Miller, F. G.** (2025). Development and initial validation of the Culturally Responsive and Inclusive School Scale – Student Version. Manuscript under review.
5. *Li, A., **Miller, F. G.**, & Abulela, M. A. A. (2025). Teacher beliefs and equitable social emotional learning: A mixed-methods analysis. Manuscript under review.

ASSESSMENTS (N=1)

1. Chafouleas, S. M., **Miller, F. G.**, Briesch, A. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2012). Usage Rating Profile – Assessment. Storrs, CT: University of Connecticut.

PRACTICE GUIDES (N=2)

1. **Miller, F. G.**, Murphy, E., & Sullivan, A. L. (2022). Equity-oriented social, emotional, and behavioral screening. *Equity by Design*. Midwest and Plains Equity Assistance Center (MAP EAC). Available at <https://greatlakesequity.org/resource/equity-oriented-social-emotional-and-behavioral-screening>
2. Marx, T., & **Miller, F. G.** (2020). *Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals* (pp. 1-12). National Center on Intensive Intervention, American Institutes for Research. Available at https://intensiveintervention.org/sites/default/files/Behavior_IEP_Guide-508.pdf

REPORTS (N=1)

1. **Miller, F. G.**, Casey, A., Gibbons, K., & Marchant-Wood, M. (2017). *Review of Anoka Hennepin Schools Emotional Behavioral Disorder (EBD) Programming* (pp. 1-62). Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota

INVITED PRESENTATIONS (N=8)

1. Stewart, L., & **Miller, F. G.** (2024, January). *Expanding roles and structures for school psychologists to advance school mental health*. Invited presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
2. **Miller, F. G.** (2023, November). *Unlocking the potential of MTSS: Leveraging assessment to optimize social, emotional, and behavioral outcomes*. Invited colloquium for the Prevention and Intervention Network at the University of Florida.
3. **Miller, F. G.** (2022, February). *Assessment in action: Leveraging data-based decision-making to support student outcomes*. Invited presentation at Cooperative Educational Service Agency 11. Turtle Lake, WI.

4. **Miller, F. G.** (2022, January). *Re-examining the practice of school psychology in the wake of COVID-19*. Invited presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
5. **Miller, F. G.** (2022, January). *Equity-Centered MTSS: Ways to move the needle toward better outcomes*. Invited presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
6. Marx, T. A., & **Miller, F. G.** (2020, March). *Strategies for setting data-driven behavioral Individualized Education Program goals*. Invited webinar hosted by the National Center on Intensive Intervention
7. **Miller, F. G.** (2019, April). *Supporting students with social, emotional, and behavioral difficulties – lessons learned*. Invited presentation at the University of Wisconsin – Stout Psi Chi Speaker Series.
8. **Miller, F. G.** (2018, August). *Understanding social, emotional, and behavioral difficulties*. Invited keynote presentation at the Minnesota Department of Education/Minnesota Association of School Administrators Back-To-School Conference. Brooklyn Park, MN.

REFEREED PRESENTATIONS (N=86)

1. **Miller, F. G.,** & Wollersheim Shervey, S. (2025, July). *Enhancing Access to Mental Health Supports: Building Sustainable School Mental Health Systems*. Paper presentation at the 46th annual conference of the International School Psychology Association, Coimbra, Portugal.
2. **Miller, F. G.,** & Wollersheim Shervey, S. (2025, July). *Transforming School Mental Health: Lessons from Two Demonstration Grants in the United States*. Paper presentation at the 46th annual conference of the International School Psychology Association, Coimbra, Portugal.
3. Wollersheim Shervey, S., & **Miller, F. G.** (2025, July). *Scaling Mental Health Supports in Schools: Implementation, Outcomes, and Future Directions*. Paper presentation at the 46th annual conference of the International School Psychology Association, Coimbra, Portugal.
4. *Li, A., & **Miller, F. G.** (2024, February). *Cultural Adaptations to Social Emotional Learning Programs: A Systematic Review*. Paper presentation at the annual meeting of the National Association of School Psychologists Conference, New Orleans, LA.
5. **Miller, F. G.,** *Li, A., *Murphy, E., & *Decipeda, A. (2024, February). *Responder or Non-responder: Examining Responsivity to a School-Based Anxiety Intervention*. Poster presentation at the annual meeting of the National Association of School Psychologists Conference, New Orleans, LA.
6. **Miller, F. G.,** *Li, A., & *Murphy, E. (2024, February). *Initial Development and Validation of Direct Behavior Ratings – Anxiety*. Poster presentation at the annual meeting of the National Association of School Psychologists Conference, New Orleans, LA.
7. *Kos, G., & **Miller, F. G.** (2024, February). *SWPBIS Implementation in High Schools: A Systematic Review*. Poster presentation at the annual meeting of the National Association of School Psychologists Conference, New Orleans, LA.
8. *Murphy, E., *Jeckel, O., *Parnell, L., *Stover, A., *Christopherson, I., & **Miller, F. G.** (2024, February). *Cultivating Culturally Responsive Mental Health Practices with LGBTQ+ Youth*. Paper presentation at the annual meeting of National Association of School Psychologists Conference, New Orleans, LA.

9. Moore, S. A., Cooper, J. M., **Miller, F. G.**, Whitcomb, S., Long, A. C. J., & Coyle, S. (2023, June). *Using an equity lens to re-envision school-based mental health screening*. Symposium presentation at the Society for Prevention Research Annual Meeting.
10. **Miller, F. G.**, Long, A. C. J., & Clark, K. (2023, February). *Advancing equitable SEB screening practices: A demonstration study*. Paper presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
11. **Miller, F. G.**, *Decipeda, A., & *Li, A. (2023, February). *Access and outcomes: The impact of school mental health services*. Poster presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
12. *Li, A., & **Miller, F. G.** (2023, February). *Teacher beliefs and equitable social emotional learning*. Poster presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
13. *Reinke, P., **Miller, F. G.**, *Holbrook, O., & *Jeckel, O. (2023, February). *Exploring student perceptions of school climate in SWPBIS schools*. Poster presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
14. *Bose, M., *Li, A., *Floyd, A., *Nguyen, T., *Kim, J., & **Miller, F. G.**, (2023, February). *Under-PREPaRED to address racism and bias in crisis training*. Paper presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
15. *Bose, M., *Floyd, A., *Kim, J., & **Miller, F. G.**, (2023, February). *School-based mental health interventions for immigrant and refugee children: A systematic review*. Paper presentation at the National Association of School Psychologists Annual Convention, Denver, CO.
16. Sander, M., & **Miller, F. G.** (2022, April). *Comprehensive school mental health: Updates from the field on research and practice*. Workshop presented at the Minnesota Association for Children's Mental Health Annual Conference.
17. **Miller, F. G.**, *Li, A., *Goerdt, A., *Bose, M., *Kos, G., & *George, K. (2022, February). *Construct validation of the Teacher SEL Beliefs Scale*. Poster presentation at the National Association of School Psychologists Annual Convention, Boston, MA.
18. *Robers, A., *Reinke, P., *Murphy, E., & **Miller, F. G.** (2022, February). *The association between components of PBIS and equitable discipline outcomes*. Paper presentation at the National Association of School Psychologists Annual Convention, Boston, MA.
19. *Goerdt, A., **Miller, F. G.**, *Li, A., *Rausch, J. (2022, February). *Technical adequacy of the SAEBRS*. Poster presentation at the National Association of School Psychologists Annual Convention, Boston, MA.
20. *Goerdt, A., & **Miller, F. G.** (2021, August). *Technical adequacy of the social, academic, and emotional behavior risk screener: A systematic review*. Poster presentation at the American Psychological Association Annual Convention (Virtual).
21. Kember, J. Cooper, J., **Miller, F. G.** Hansen Burke, A. (2021, February). *Cultivating faculty accountability during America's racial reckoning*. Panel presentation for the Trainers of School Psychology Virtual Conference.
22. Marx, T. **Miller, F. G.**, & Riley-Tillman, T. C. R. (2021, February). *Setting and measuring behavioral IEP goals*. Presentation at the Council for Exceptional Children Virtual Convention.
23. **Miller, F. G.**, *Goerdt, A., *Li, A., *Reinke, P., *Bose, M., *Muldrew, A., & *Kos, G. (2021, February). *Evaluating the technical adequacy of the behavior screening checklist*. Poster presentation at the National Association of School Psychologists Annual Convention Virtual Conference.

24. *Muldrew, A., & **Miller, F. G.**, *Bose, M., & *Kos, G. (2021, February). *Promoting positive classroom behavior: Evaluating the effectiveness of the CW-FIT*. Paper presentation at the National Association of School Psychologists Annual Convention, Virtual Conference.
25. *Goerdt, A., & **Miller, F. G.** (2020, February). *Measuring emotion regulation strategies in children and adolescents*. Poster presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
26. *Muldrew, A., & **Miller, F. G.**, *Bose, M. (2020, February). *Culturally responsive PBIS activity improves class-wide behaviors of diverse students*. Paper presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
27. *Hour, A., & **Miller, F. G.** (2020, February). *A validation study of BASC-3 BESS Teacher for Somali students*. Paper presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
28. *Christenson, A., **Miller, F. G.** (2020, January). *Examining the effectiveness of an e-journal writing intervention for adolescents with depressive symptoms*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
29. **Miller, F. G.**, *Muldrew, A., *Christenson, A., *Hour, A., & *Goerdt, A. (2019, February). *Time-out techniques in school settings: A review of empirical studies*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
30. Cooper, J. M., & **Miller, F. G.** (2019, February). *Fostering university-school partnerships to reduce anxiety-related impairment among elementary students*. Paper presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
31. *Erhardt, V., & **Miller, F. G.** (2019, February). *Evaluating a modularized intervention to support students with anxiety*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
32. *Hour, A., & **Miller, F. G.** (2019, February). *Examining screeners for social-emotional and behavioral aspects of kindergarten readiness*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
33. *Schardt, A., & **Miller, F. G.** (2019, February). *Engagement versus motivation: CFA of the Motivation and Engagement Wheel*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
34. **Miller, F. G.** (2019, January). *School mental health: Advancements in social, emotional, and behavioral screening*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
35. Sullivan, A. L., Hansen-Burke, A., Coddling, R. C., **Miller, F. G.**, & Wackerle-Hollman, A. (2019, January). *Mythbusters: Debunking common misunderstandings in school psychology practice*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
36. *Muldrew, A., *Taylor, H., & **Miller, F. G.** (2018, July). *Using stakeholder input to inform the development of a school-based anxiety intervention*. Poster presentation at the International School Psychology Association Conference, Tokyo, Japan.
37. **Miller, F. G.**, *Fiat, A., *Larson, M., *Hour, A., & Cook, C. R. (2018, February). *Project ESCAPES: Evaluation of a tier-II intervention for anxiety*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
38. **Miller, F. G.**, *Muldrew, A., *Fiat, A., *Larson, M., *Hour, A., & Cook, C. R. (2018, February). *Stakeholder perceptions of a novel tier-II anxiety intervention: Lessons learned*.

- Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
39. *Schardt, A. & **Miller, F. G.** (2018, February). *Understanding the relationship between academic engagement and academic motivation*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
 40. Long, A. C. J., **Miller, F. G.**, & *Upright, J. J. (2018, February). *Classroom management including minority students: Meta-analysis of SCD studies*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
 41. *Schardt, A., *Houri, A., *McGinnis, J., *Muldrew, A., & **Miller, F. G.** (2018, February). *The effectiveness of two flashcard methods for improving math subtraction fluency*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
 42. *Gardner, J., *Swenson, N., *Schaefer, S., *Osher, D., *Olsen, A., & **Miller, F. G.** (2018, February). *Research to practice: Implementing MTSS in high-needs schools*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
 43. *Schardt, A. & **Miller, F. G.** (2017, February). *CellF-Monitoring for academic engagement: A technology-based self-monitoring intervention*. Paper presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
 44. *Erhardt, V. & **Miller, F. G.** (2017, February). *CBT-Based interventions for students with anxiety: A systematic review*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
 45. *Lickteig, O., **Miller, F. G.** (2017, February). *Physical activity as a mental health intervention in schools*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
 46. **Miller, F. G.** (2017, February). *Linking assessment to intervention to improve tier 2 outcomes: Initial development and validation of the Student Intervention Matching Form*. Panel presentation at the 2017 Pacific Coast Research Conference, Coronado, CA.
 47. **Miller, F. G.** (2016, November). *Considerations in school-based screening for social, emotional, and behavioral difficulties*. Webinar hosted by the Minnesota Department of Education Tuesday Talk Series.
 48. **Miller, F. G.** (2016, September). *Assessment in action: Progress monitoring in school mental health*. Conference session at the Center for School Mental Health 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
 49. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Using direct behavior rating methods within a behavioral consultation framework*. Symposium at the National Association of School Psychologists Annual Convention, New Orleans, LA.
 50. **Miller, F. G.**, Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Examining the stability of social, emotional, and behavioral screening scores*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
 51. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016, February). *Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening*. Paper presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

52. Long, A. C. J., & **Miller, F. G.**, *Schardt, A. A., Fletcher, S. (2016, February). *Teacher classroom management practices: A meta-analysis of what works*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA
53. **Miller, F. G.**, & Chafouleas, S. M (2015, November). *Assessment in action: Screening considerations in school mental health*. Conference session at the Center for School Mental Health 20th Annual Conference on Advancing School Mental Health, New Orleans, LA
54. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2015, August). *Factors influencing teacher behavioral assessment preferences*. Poster presentation at the American Psychological Association Annual Convention, Toronto, Canada.
55. *Kooker, J., McCoach, D. B., Chafouleas, S. M., **Miller, F. G.**, Welsh, M. E., Riley-Tillman, T. C., & Card, N. (2015, May). *Exploring non-invariance in classroom behavior trajectories using growth mixture modeling*. Presentation at the Modern Modeling Methods (M3) conference, Storrs, CT.
56. Chafouleas, S. M., **Miller, F. G.** (2015, February). *Direct Behavior Rating: Use in targeted screening of student behavior*. Mini-skills presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
57. Long, A. C. J., & **Miller, F. G.**, Fletcher, S. (2015, February). *The effectiveness of classroom management interventions and practices: A synthesis*. Poster presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
58. *Lupas, K., Fabiano, G., **Miller, F.**, Chafouleas, S., Riley-Tillman, C., Welsh, M. (2014, November). *Assessing ADHD Risk in Children Using a Brief Teacher Rating Scale*. Association for Behavioral and Cognitive Therapies, Philadelphia, PA
59. **Miller, F. G.**, Chafouleas, S. M., & Briesch, A. M. (2014, September). *Toward sustainable evidence-based practice: Considering social validity in the context of school mental health*. Conference session at the Center for School Mental Health 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
60. Chafouleas, S. M., **Miller, F. G.**, & Briesch, A. M. (2014, September). *Direct Behavior Rating: Use in targeted screening and progress monitoring of core school-based behavioral competencies*. Advanced Practice Skills Workshop at the Center for School Mental Health 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
61. Chafouleas, S. M., & **Miller, F. G.** (2014, September). *Direct Behavior Rating: Research updates regarding use in targeted screening and progress monitoring of core school-based behavioral competencies*. Invited presentation at the School Mental Health Research Summit, Pittsburgh, PA.
62. *Kooker, J. W., **Miller, F. G.**, Welsh, M. E., McCoach, D. B., Fabiano, G. A., Riley-Tillman, T. C., & Chafouleas, S. M. (2014, May). *Two-part semi-continuous models: Application to Direct Behavior Rating data*. Poster presentation at the Modern Modeling Method Conference, University of Connecticut, Storrs, CT.
63. Chafouleas, S. M., & **Miller, F. G.** (2014, April). *Direct Behavior Rating: Use in assessing student behavior within RTI frameworks*. Presentation at the annual convention of the Council for Exceptional Children, Philadelphia, PA.
64. Welsh, M. E., *Kooker, J. W., **Miller, F. G.**, *Rosen, R., Chafouleas, S. M., Fabiano, G. A., & Riley-Tillman, T. C. (2014, April). *Examining bias on a single item scale with think alouds*. Paper presentation at the National Council on Measurement in Education, Philadelphia, PA.

65. **Miller, F. G.**, *Cohen, D., *Sims, W., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2014, February). *Construct validation of DBR-SIS: A multi-trait multi-method analysis*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
66. *Rosen, R., *Crovello, N., Welsh, M. E., Chafouleas, S. M., **Miller, F. G.**, Riley-Tillman, T. C., Fabiano, G. A. (2014, February). *Exploring Direct Behavior Ratings in a middle school population*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
67. **Miller, F. G.**, Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., & Riley-Tillman, T. C. (2013, August). *Examining innovation usage: Construct validation of the Usage Rating Profile – Assessment*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
68. **Miller, F. G.**, *Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, August). *An evaluation of universal screening methods to identify behavioral risk*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
69. **Miller, F. G.**, *Cohen, D., Chafouleas, S. M., Briesch, A. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2013, August). *Examining changes in usability ratings of evidence based assessment over time*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
70. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2013, August). *Using composite scores to determine behavioral risk with Direct Behavior Rating*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
71. *Kooker, J. W., **Miller, F. G.**, Welsh, M. E., & Chafouleas, S.M. (2013, August). *Classroom behavior over time: Do student trajectories vary?* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
72. *Kooker, J. W., Welsh, M. E., **Miller, F. G.**, Riley-Tillman, T.C., Chafouleas, S.M., & (2013, August). *The effect of test order when administering multiple rating scales to a single rater*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
73. Welsh, M. E., Chafouleas, S.M., Fabiano, G., Riley-Tillman, T.C., & **Miller, F. G.** (2013, August). *Evaluating rater bias with only one rater per target*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
74. Welsh, M. E., **Miller, F. G.**, *Kooker, J. W., & Chafouleas, S. M. (2013, April). *The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
75. **Miller, F. G.**, & Lee, D. L. (2013, February). *Evaluating function-based and non-function-based behavioral interventions for students with ADHD*. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
76. Long, A. C. J., & **Miller, F. G.** (2013, February). *Integrity of intervention implementation and cultural adaptation: Complementary or competing*. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
77. **Miller, F. G.**, *Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Comparing biannual and triannual behavioral screenings using*

- DBR-SIS. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
78. *Johnson, A. H., **Miller, F. G.**, Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Using ROC curves to determine risk with Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
 79. Fabiano, G. A., Norton, R. L., Welsh, M. E., **Miller, F. G.**, Parham, B. R., Chafouleas, S. M., & Riley-Tillman, T. C. (2012, November). *Effective screening approaches for social/behavioral challenges: Seasonal influences*. Poster presentation at the Association for Behavioral and Cognitive Therapies Annual Convention, National Harbor, MD.
 80. **Miller, F. G.**, Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2012, August). *Teacher perceptions of behavior screening assessments*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
 81. Chafouleas, S. M., & **Miller, F. G.** (2012, May). *Using data for decision making for academic and social behavior*. Presentation at the Northeast PBIS Leadership Forum, Cromwell, CT.
 82. **Miller, F. G.**, *Kookan, J. W., Welsh, M. E., Chafouleas, S. M., & McCoach, D. B. (2012, May). *A preliminary investigation of behavioral adaptation during kindergarten: Trajectories of academic engagement*. Poster presentation at the annual Center for Behavioral Education and Research Symposium, Storrs, CT.
 83. **Miller, F. G.** (2010, August). *Woodcock Johnson Tests of Cognitive Abilities training*. Staff training for Academy District 20 school psychologists, Colorado Springs, CO.
 84. **Miller, F. G.** (2010, April). *Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis*. Paper presentation at the Behavior Analysis Research Colloquium, University Park, PA.
 85. **Miller, F. G.**, & Watkins, M. W. (2009, February). *Factor index profile analysis for postsecondary students with learning disabilities*. Poster presentation at the annual convention of the National Association of School Psychologists, Boston, MA.
 86. **Hunt, F. G.** (2006, April). *The impact of labeling and social desirability on perceived success of a learning disabled student*. Poster presentation at Western Connecticut State University Research Day, Danbury, CT

GRANTS

Funded (Total: 14.13 million)

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|-----------|---|
| 2024-2027 | Examining School Mental Health in Minnesota: Community Partnership for Actionable Policy and Systems Change. Sauer Family Foundation. PI: Annie Goerdts.
Amount: \$354,307.00 |
| | <ul style="list-style-type: none"> • Co-Investigator |
| 2023-2027 | Project LIME: Leading Improvements in Mental-health and Equity. U.S. Department of Education Mental Health Service Professional Demonstration (MHSP) Grant Program.
Amount: \$5,351,468.00 |
| | <ul style="list-style-type: none"> • Project Director/Principal Investigator |

- 2023-2027 Project AWARE: Advancing Well-being And Reifying Equity. U.S. Department of Education Mental Health Service Professional Demonstration (MHSP) Grant Program.
Amount: \$5,977,960.00
- Project Director/Principal Investigator
- 2023-2025 A Pilot Study of The Zones of Regulation for Educational Settings. CEHD Research Acceleration “Jump Start” Grant. University of Minnesota – Twin Cities. PI: Annie Goerdts. Amount: \$50,000.00
- Consultant
- 2019-2021 Improving Measurement and Evaluation of School Mental Health. Center for Urban and Regional Affairs (CURA) 2019 Faculty Interactive Research Program. University of Minnesota – Twin Cities.
Amount: \$46,033.00.
- Project Director/Principal Investigator
- 2019-2021 Initial Development and Validation of Direct Behavior Ratings for Anxiety. Office of the Vice President for Research (OVPR) Spring 2019 Grant-In-Aid Competition. University of Minnesota – Twin Cities. Amount: \$36,554.35.
- Project Director/Principal Investigator
- 2017-2022 Project TEAM: Teams Engaged in Advancing Meaningful (TEAM) Outcomes for Students with Severe Behavior Disorders. Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K). PI: Jennifer McComas.
Amount: \$1,230,023.00.
- Co-Investigator
- 2015-2021 Project PRIDES: School Psychologists Responding in Diverse Educational Settings. Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K) – Focus Area C (Related Services). PI: Amanda Sullivan. Amount: \$1,064,072.00.
- Co-Investigator
- 2016-2017 Project ESCAPES - Evidence-based System for Children with Anxiety Problems in Educational Settings. Institute for Translational Research in Children’s Mental Health 2016 Collaborative Seed Grant. \$19,800.00.
- Principal Investigator
- 2015-2016 Jacqueline Ann Morris Memorial Grant. American Psychological Association. Submitted on behalf of Palmer Lake Elementary School, Brooklyn Park, MN.
Amount: \$4,500.00
- Author

Unfunded

- 2024 Project SMART: Supporting Mental-health and Abating Racial Trauma. U.S. Department of Education Mental Health Service Professional Demonstration (MHSP) Grant Program.
Amount: \$5,064,546.00
- Project Director/Principal Investigator
- 2023 Project ESCAPES: Evaluating Scales for Children with Anxiety Problems in Educational Settings. Institute for Education Sciences – Measurement. National Center for Special Education Research. If funded: \$1,967,757.00
- Project Director/Principal Investigator
- 2023 Leveraging a Teen Mental Health Learning Lab to Develop and Disseminate New School-Based Interventions to Support Adolescent Mental Health: SAMHSA Project AWARE Grant Competition
If funded: \$8,995,098
- Co-Principal Investigator
- 2022 Project ESCAPES: Evaluating Scales for Children with Anxiety Problems in Educational Settings. Institute for Education Sciences – Measurement. National Center for Special Education Research. If funded: \$1,983,568.00
- Project Director/Principal Investigator
- 2022 Project ISTEPS Toward Equity: Interdisciplinary School Teams Enhancing Positive Supports (ISTEPS). Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325D). Co PI: Amanda Sullivan. If funded: \$1,249,953.00
- Project Director/Principal Investigator
- 2022 Project SCALE: Supporting Children and Adolescents through Leadership in Equity (SCALE). Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K). PI: Amanda Sullivan. If funded: \$1,249,962.00
- Co-Investigator
- 2020 Project ISTEPS Toward Equity: Interdisciplinary School Teams Enhancing Positive Supports (ISTEPS). Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K). Co PI: Amanda Sullivan. If funded: \$1,249,542.00
- Co-Principal Investigator
- 2016 Development, Validation, and Technology Integration of the Student Intervention Matching System (SIMS) to Inform the Selection of Tier 2 Evidence-based Practices. Institute for Education Sciences – Goal 5. If funded: \$1,599,999.00
- Co-Principal Investigator

- 2015 Project ASPECT: Advancing School Psychologists' Early Childhood Training. Office of Special Education Programs, U.S. Department of Education, Preparation of Leadership Personnel (CFDA 84.325D), Type A. PI: Amanda Sullivan. If funded: \$1,180,865.00
- Co-Investigator, Project Coordinator
- 2015 A Component Analysis of Classroom Management Procedures within the Context of School-Wide Positive Behavior Interventions and Supports. Society for the Study of School Psychology, Early Career Research Award. If funded: \$16,751.00
- Co-Investigator, Project Coordinator

TEACHING

COURSES

- EPSY 8819: Emotion & Childhood Psychopathology
- EPSY 8815: Behavioral and Social Emotional Prevention and Intervention
- EPSY 8813: Introductory Practicum in School Psychology
- EPSY 8817: Problem Analysis and Consultation
- EPSY 8818: Intermediate Practicum in School Psychology
- EPSY 8831: Comprehensive Practicum in School Psychology
- EPSY 8832: Advanced Practicum in School Psychology

OTHER TEACHING EXPERIENCE

- 2014-2016 Guest Lecturer, The University of Minnesota, School Psychology Program
- 2014-2015 Guest Lecturer, The University of Minnesota, Future Faculty Student Group
- 2012-2014 Guest Lecturer, The University of Connecticut, School Psychology Program
- 2013-2014 Guest Lecturer, Graduate Assistant Workshops, The Center for Behavioral Education and Research
- 2013 Trainer, The National Center on Intensive Intervention
- 2006 Teaching Assistant, Western Connecticut State University, Psychology

PROFESSIONAL DEVELOPMENT PARTICIPATION

- 2022 Anti-Racist Mentoring Workshop: OED Workshop
- 2022 Addressing Microaggressions and Microbehaviors: OED Workshop
- 2022 Navigating Challenging Conversations: OED Workshop
- 2021 Addressing Implicit Bias and Microaggressions: OED Workshop
- 2020 My Role in Equity and Diversity Work: OED Workshop
- 2016 Participant, Treks Mix - Flipped, CEHD, University of Minnesota
- 2014-2015 Participant, Early Career Teaching Program, Center for Teaching and Learning

ADVISING & MENTORING: DOCTORAL STUDENTS (CURRENT N =10)

2025-present	Advisor: Sydney Anderson, University of Minnesota
2024-present	Advisor: Jessica Wilson, University of Minnesota
2024-present	Advisor: Ella Buboltz, University of Minnesota
2024-present	Advisor: Mahika Mohan, University of Minnesota
2024-present	Co-advisor (Kirsten Newell): Jessica Shearin, University of Minnesota
2023-present	Co-advisor (Kirsten Newell): Natalia Castillo, University of Minnesota
2023-present	Co-advisor (Kirsten Newell): Wendy Lyman-Butler, University of Minnesota
2022-present	Advisor: Abigail Decipeda, University of Minnesota <ul style="list-style-type: none"> • Master's thesis: Exploring the intersections of universal screening and student-teacher relationships in supporting student mental health
2022-2025	Co-advisor (Amanda Sullivan): Meg Olson, University of Minnesota
2021-present	Advisor: Emma Murphy, University of Minnesota <ul style="list-style-type: none"> • Master's thesis: Culturally responsive LGBTQ+ mental health practices • Prelim: The association between school climate and LGBTQ+ mental health: A systematic review
2020-2025	Advisor: Anna Li, University of Minnesota <ul style="list-style-type: none"> • Master's thesis: Teacher beliefs and equitable social emotional learning (SEL): A mixed-methods analysis • Prelim: Cultural adaptations to social emotional learning (SEL) programs: A systematic review • Dissertation: Analyses of social emotional learning outcomes in the age of diversifying populations and locally developed programs
2020-present	Advisor: Peter Reinke, University of Minnesota <ul style="list-style-type: none"> • Master's thesis: SWPBIS and school climate as the student sees it: A systematic review • Prelim: Advancing equity in SWPBIS through the measurement of student perceptions of school climate • Dissertation: Exploring issues of equity in school climate: Relationships between school climate measurement and SWPBIS fidelity
2019-2025	Advisor: Mahasweta Bose, University of Minnesota <ul style="list-style-type: none"> • Master's thesis: School-based mental health interventions for immigrant and refugee children: A systematic review • Prelim: Integrating trauma-informed practices in behavior and discipline decision making • Dissertation: Student behavior supports: Applying an equity focused and trauma informed lens
2019-2025	Advisor: Greta Kos, University of Minnesota

- Master's thesis: SWPBIS implementation in high schools: Implications of fidelity
 - Prelim: SWPBIS Tier 1 implementation: High school context
 - Dissertation: Context is key: Evaluating SWPBIS Tier 1 implementation in high schools
- 2020-2023 Co-advisor (Clay Cook): Margaret Sullivan, University of Minnesota
- Prelim: Review of the use of social network analysis to support implementation of school-based mental health services
- 2018-2023 Advisor: Annie Goerdt, University of Minnesota
- Master's thesis: Construct validity of the Emotion Regulation Questionnaire – Child and Adolescent
 - Prelim: Examining the technical adequacy of the SAEBRS
 - Dissertation: Technical adequacy and measurement invariance of the SAEBRS
- 2017-2023 Advisor: Alexandria (Muldrew) Robers, University of Minnesota
- Master's thesis: Effects of a culturally responsive PBIS activity on student behavior
 - Prelim: Promoting positive behavioral outcomes in the classroom: A systematic review of the CW-FIT
 - Dissertation: Evaluating the role of classroom behavior management in promoting equitable discipline outcomes
- 2020-2022 Co-advisor (Clay Cook): Madeline Larson, University of Minnesota
- Dissertation: Advancing tailored implementation of evidence-based practice in school mental health
- 2016-2020 Advisor: Alaa Hour, University of Minnesota
- Prelim: A systematic review of universal screeners used to evaluate social-emotional and behavioral aspects of kindergarten readiness
 - Dissertation: Validation of BASC-3 BESS Teacher for Somali students
- 2015-2019 Co-advisor: Victoria Erhardt (Amanda Sullivan), University of Minnesota
- Master's thesis: Examining the impact of pre-K and K experience on self-regulation
 - Prelim: School-based anxiety interventions: A systematic review of randomized controlled trials
 - Dissertation: Effectiveness and key components of school-based anxiety interventions
- 2014-2019 Co-advisor: Alyssa Schardt (Amanda Sullivan), University of Minnesota
- Master's thesis: The effects of CellF-Monitoring on students' academic engagement
 - Prelim: Understanding the relationship between academic engagement and academic motivation: A synthesis of correlational research

	<ul style="list-style-type: none"> Dissertation: Engagement versus motivation: A confirmatory factor analysis of the Motivation and Engagement Wheel
2020	Reviewer, Dissertation of Mollie Weeks, University of Minnesota
2019	Reviewer, Oral prelim paper of Mollie Weeks, University of Minnesota
2019	Reviewer, Oral prelim paper of Tara Kulkarni, University of Minnesota
2019	Reviewer, Dissertation of Aria Fiat, University of Minnesota
2018	Reviewer, Dissertation of Julia Baker, University of Minnesota
2018	Reviewer, Master's thesis of Aria Fiat, University of Minnesota
2017	Reviewer, Dissertation prospectus of Julia Baker, University of Minnesota
2017	Reviewer, Master's thesis of Aria Fiat, University of Minnesota
2016	Reviewer, Dissertation prospectus of Julia Baker, University of Minnesota
2016	Reviewer, Oral prelim paper of Julia Baker, University of Minnesota
2015	Reviewer, Master's thesis of Allyson Kiss, University of Minnesota
2015	Reviewer, Master's thesis of Elyse Farnsworth, University of Minnesota
2014	Reviewer, Master's thesis of Gregory Simonson, University of Minnesota
2014-2015	Associate Advisor, Doctoral committee of Janice W. Kookan, University of Connecticut

ADVISING & MENTORING: SPECIALIST STUDENTS

2021-2024	Advisor: Kathleen George, University of Minnesota <ul style="list-style-type: none"> Master's thesis: Self-monitoring to support student behavior
2017-2020	Advisor: Annie Christenson, University of Minnesota <ul style="list-style-type: none"> Master's thesis: E-Journaling to improve adolescents' depressive symptoms
2016-2018	Advisor: Alexandra Olson, University of Minnesota <ul style="list-style-type: none"> Master's thesis: Screening for trauma in children and adolescents: A systematic review of validation studies
2016-2018	Advisor: Abbey Weiers, University of Minnesota <ul style="list-style-type: none"> Master's thesis: Intervening to improve student-teacher relationships: Components of effective interventions
2016-2018	Advisor: Olivia Lickteig, University of Minnesota <ul style="list-style-type: none"> Master's thesis: A Quantitative synthesis of school-based physical activity interventions for internalizing mental health outcomes
2015-2018	Advisor: Nicole Swenson, University of Minnesota <ul style="list-style-type: none"> Master's thesis: Behavior specific praise: An individual behavior management strategy
2014-2017	Advisor: Lauren Fitzgerald, University of Minnesota <ul style="list-style-type: none"> Master's thesis: Effects of teacher-directed OTRs on student behavioral outcomes

OTHER ADVISING & MENTORING

2025-2026	Postdoctoral Supervisor (LP), Dr. Anna Li, University of Minnesota
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2023-2024	Postdoctoral Supervisor (LP), Dr. Annie Goerdt, CAREI
2022-2023	Internship Co-Supervisor (LP), Annie Goerdt, CAREI
2022	Research Practicum EPSY 5400, Anita Eckrose & Auna Nelson
2022-2023	LP Supervisor, Dr. Kirsten Newell, University of Minnesota
2021-2023	LP Supervisor, Dr. Mollie Weeks, South St. Paul Public Schools
2021-2022	Internship Co-Supervisor (LP), Madeline Larson, CAREI
2020-2021	Advisor (Educational Psychology Graduate Minor): Shana Tang, Maternal and Child Health MPH
2020-2021	Internship Co-Supervisor (LP), Nicole McKeve, CAREI

CLINICAL/APPLIED EXPERIENCE

2014- 19	University Practicum Supervisor, School Psychology Program, University of Minnesota <ul style="list-style-type: none"> Supervised second and fourth year students in school and clinical practicum
2016-17	Consultant, Center for Applied Research and Educational Improvement, University of Minnesota <ul style="list-style-type: none"> Audited EBD programming in a large urban district
2011-14	Behavioral Consultant, Educational Psychology Department, The University of Connecticut <ul style="list-style-type: none"> Provided consultative behavioral support to school-based teams
2011-14	Clinical Research Supervisor, Educational Psychology Department, The University of Connecticut <ul style="list-style-type: none"> Supervised graduate students in behavioral consultation
2010-11	Pre-doctoral School Psychologist Intern, Academy School District 20, Colorado Springs, CO <ul style="list-style-type: none"> Formal internship experience meeting NASP and CDSPP guidelines
2009-10	CEDAR Clinic Student Supervisor, Center for Educational Diagnosis and Remediation, The Pennsylvania State University <ul style="list-style-type: none"> Supervised student clinicians in completing comprehensive psychoeducational evaluations
2009	Lead Student Clinician, Center for Educational Diagnosis and Remediation, The Pennsylvania State University <ul style="list-style-type: none"> Completed independent and comprehensive psychoeducational evaluations
2008-09	Field Practicum, State College Area School District, State College, PA <ul style="list-style-type: none"> School-based assessment, intervention, and consultation services in elementary and middle school settings
2007-08	Student Clinician, Center for Educational Diagnosis and Remediation, The Pennsylvania State University <ul style="list-style-type: none"> Completed comprehensive psychoeducational evaluations as part of a student clinician team
2006-07	Graduate Assistant, University Learning Centers, The Pennsylvania State University

- Learning Skills Coordinator: Trained undergraduate consultants in evidence-based tutoring strategies and facilitated study-skills workshops

SERVICE TO THE PROFESSION

2024-present Member, Membership Committee, Society for the Study of School Psychology
 2024-present Advisory Board Member, IES Funded Efficacy Grant of the Second Step Curriculum and Bullying Prevention Unit (IES R324A240131; PI: Chad Rose)
 2020-present Co-Founder of Anti-Racist School Psychology Faculty Accountability Group

EDITORIAL BOARD & LEADERSHIP POSITIONS

2020-present Associate Editor, *School Psychology*
 2019-present Editorial Board Member, *School Mental Health*
 2018-2020 Associate Editor, *Assessment for Effective Intervention*
 2017-present Editorial Board Member, *Canadian Journal of School Psychology*
 2015-present Editorial Board Member, *Journal of School Psychology*
 2015-2020 Editorial Advisory Board Member, *School Psychology Review*
 2014-2019 Editorial Board Member, *School Psychology Quarterly*
 2014-2022 Review Board Member, *Journal of Special Education Leadership*
 2016-2018 Editorial Board Member, *Assessment for Effective Intervention*
 2016 Associate Editor (Special Issue), *Assessment for Effective Intervention*

AD-HOC REVIEWS

2022-present Ad-hoc Reviewer, *Journal of Psychological Assessment*
 2019-present Ad-hoc Reviewer, *School Psychology Review*
 2018-present Ad-hoc Reviewer, *Behavioral Disorders*
 2016-present Ad-hoc Reviewer, *Journal of Applied Developmental Psychology*
 2015-present Ad-hoc Reviewer, *Psychology in the Schools*
 2013-present Ad-hoc Reviewer, *Journal of Positive Behavior Interventions*
 2015-2018 Ad-hoc Reviewer, *School Mental Health*
 2013-2016 Ad-hoc Reviewer, *Assessment for Effective Intervention*

CONFERENCE REVIEWS

2013-present APA Division 16
 2013-present NASP

PROMOTION AND TENURE REVIEWS

2024 Miami University
 2025 University of Missouri- St. Louis
 2025 Louisiana State University

DEPARTMENT & UNIVERSITY SERVICE

2025-present	Member-At-Large, Steering Committee, Department of Educational Psychology
2025	Member, RMCC Postdoctoral Search Committee, University of Minnesota
2024-2025	Member, CAT-IDEA Committee, Department of Educational Psychology
2024-2025	Member, Chair, Department of Educational Psychology Promotion Review Committee: Assistant Teaching Professor Jessie Kember
2024-2025	Chair, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Lisa Aguilar
2024	Reviewer, Applicants for the Diversity in Psychology Program, University of Minnesota
2024	Reviewer, Research Infrastructure Investment Grants, University of Minnesota
2023-2024	Member, Prevention Science Minor Steering Committee
2023-2024	Member, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Laura Allen
2023-2024	Member, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Caitlin Mills
2022-2024	Chair, Department of Educational Psychology Anti-Racist Action Council
2022-2024	Member, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Lisa Aguilar
2022-2024	Member, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Kirsten Newell
2023	Member, Community Fund Drive Planning Committee
2022	Search Committee Member, Chair of Department of Educational Psychology, University of Minnesota
2022	Ambassador 2022 Graduate and Professional Advising Series, Office of Graduate Education and Faculty Development
2022	Reviewer, Doctoral Dissertation Fellowship (DDF), Graduate School Fellowship Office, University of Minnesota
2021-2022	Chair, Department of Educational Psychology Faculty Search (School Psychology): Data-based Decision Making
2021-2022	Member, Department of Educational Psychology Graduate Advisory Committee
2020-2021	Chair, Department of Educational Psychology Anti-Racist Action Council
2020-2021	College Book Read Facilitator: <i>Just Medicine</i>
2020	Contributor: Creating Inclusive Cohorts Training Grant (Funded)
2020-2021	Member, Department of Educational Psychology Graduate Advisor Committee
2020-2021	Member, Department of Educational Psychology Synopsis Review Committee: Assistant Professor Seungwon Chung
2020	Applied Licensure Program (APL) Task Force, Department of Educational Psychology
2019	Search Committee Member, School Psychology, Department of Educational Psychology (Chair: Amanda Sullivan)

2019	Contributor: First Generation Institute Microgrant (Funded)
2018-2019	Member, Department of Educational Psychology Graduate Advisory Committee
2018	Member, Department of Educational Psychology Chair Search Advisory Committee
2017	Invited Faculty Member, Dean's Advisory Board Meeting
2016-2017	Member, Department of Educational Psychology Department Values Task Force
2016-2017	Member, Department of Educational Psychology Awards Committee
2014-2016	Member, Department of Educational Psychology Graduate Advisory Committee
2016	Reviewer, 2016 Seed Grants, Institute for Translational Research in Children's Mental Health
2015	Reviewer, 2015 Seed Grants, Institute for Translational Research in Children's Mental Health
2014	Search Committee Member, School Psychology, Department of Educational Psychology, CEHD (Chair: Ted Christ)
2014	Search Committee Member, School Psychology, Department of Educational Psychology, CEHD (Chair: Amanda Sullivan)

COMMUNITY ENGAGEMENT

2025	Panel Participant, Policy Breakfast on Children's Mental Health, College of Education and Human Development
2024	Participant, Wilder Foundation Faculty Field Trip, College of Education and Human Development
2022	Participant, MPS Roundtable: School Climate, College of Education and Human Development
2020-2022	Elected Representative for Minnesota Collective for Educational Equity Minnesota Department of Education Equity Centered MTSS Task Force
2020-2022	Member, Minnesota Collective for Educational Equity
2020-2021	Consultant, Robbinsdale Area School District
2020	National Center for Intensive Intervention – Webinar on Setting Behavioral IEP Goals
2019	Consultant, Partnership: Fairview Range Medical Center and Eveleth-Gilbert High School
2016-2017	Consultant, CAREI, Audit of District Special Education Programming for EBD
2016-2017	Research Partnership, St. Paul Public School District
2016	Minnesota Department of Education – Webinar on Behavioral Screening
2015-2016	Partnership – Palmer Lake Elementary School
2016	Professional Development Workshop - Beyond Reading: Innovations in Evidence-based Practice
2015	CEHD Vision 2020 Blog: Understanding Social, Emotional, and Behavioral Difficulties

MEDIA

2025, May	What is SEL and why has it become a political flashpoint? Star Tribune https://www.startribune.com/social-emotional-learning-anoka-hennepin/601350402
2024, November	Innovating mental health support in schools. Connect Magazine https://connect.cehd.umn.edu/innovating-mental-health-support-schools
2021, December	Are snow days over? Mpls St Paul Magazine https://mspmag.com/arts-and-culture/snow-days-mn/
2022, September	Is the traditional “snow day” a thing of the past? CBS Minnesota https://mspmag.com/arts-and-culture/snow-days-mn/

PROFESSIONAL AFFILIATIONS

Member, National Association of School Psychologists
 Member, American Psychological Association
 Member, Division 16, American Psychological Association