

ELANA R. BERNSTEIN, PhD, NCSP

Assistant Professor in School Psychology
Department of Counselor Education and Human Services
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EDUCATION

- May 2010** **PhD in School Psychology**
University of Wisconsin, Madison, WI
Department of Educational Psychology
Dissertation: Transportability of Evidence-Based Anxiety Interventions to a School Setting: Evaluation of a Modularized Approach to Intervention
Advisor: Thomas R. Kratochwill, PhD
Minor: Prevention and Intervention Science
- Aug 2006** **MS in School Psychology**
University of Wisconsin, Madison, WI
Department of Educational Psychology
Thesis: Evaluation of a Training Program to Increase Teachers' Accurate Identification of Anxiety Symptoms in Students
Advisor: Thomas R. Kratochwill, PhD
- April 2003** **BA in Psychology with High Honors**
University of Michigan, Ann Arbor, MI
College of Literature, Science, & Arts
Completed Undergraduate Psychology Honors Program
Thesis: Transgenerational Effects on African American Parents' Academic Expectations
Advisor: Stephanie J. Rowley, PhD

LICENSURE AND CERTIFICATION

- 2013-2022** Nationally Certified School Psychologist (NCSP), #43168
- 2015-2025** Licensed School Psychologist (#OH3114403), Ohio Department of Education (ODE)

COURSES PREPARED AND TAUGHT (*Redesigned)

University of Dayton, Dayton OH. Department of Counselor Education and Human Services

Assistant Professor, 2019 – present

Clinical Faculty, 2011 – 2018

- EDC 514 Academic Assessment for Intervention and EDC 515 Practicum*
- EDC 516 Academic & Behavior Assessment for Intervention
- EDC 613 Assessment for Intervention & Accountability Practicum
- EDC 535 Assessment in Counseling (online)*
- EDC 571 Biological Bases of Behavior (hybrid)
- EDC 510 Consultation in Schools and EDC 511 Consultation Practicum
- EDC 548 Counseling Children & Adolescents*
- EDC 541 Curriculum & Instruction for Diverse Learners (hybrid)*
- EDC 630 Evaluation of Mental & Emotional Disorders (online)
- EDC 710, 711, 712 Internship in School Psychology
- EDC 568 Research & Evaluation in Human Services
- EDC 610 Social-Behavioral Assessment for Intervention and EDC 611 Practicum
- EDC 508 Theories of Learning and Human Development (online)*
- EDC 800 Thesis (hybrid)

HONORS AND AWARDS

- University of Dayton School of Education and Health Sciences (SEHS) Outstanding Scholarship Award for Tenure Track Faculty, 2019-20
- University of Dayton School of Education and Health Sciences (SEHS) Outstanding Teaching Award for Clinical Faculty, 2014-2015
- Wisconsin School Psychologists Association (WSPA) Outstanding Dissertation, April 2010
- Michael Vincent O'Shea Fellowship, Department of Educational Psychology, April 2007
- Phi Beta Kappa, University of Michigan, Ann Arbor, MI, March 2003
- James B. Angell Scholar, University of Michigan, Ann Arbor, MI
- Member of Psi Chi, National Honors Society in Psychology

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologists (NASP)
- Ohio School Psychologists Association (OSPA)
- Southwest Ohio School Psychologists Association (SWOSPA)
- Inter University Council (IUC) of Ohio School Psychology Graduate Programs

COLLABORATIVE RESEARCH

- Fall 2018 – Present** **Evaluation of a Social-Emotional Learning (SEL) English/Language Arts Program in Late Elementary Classrooms**
Collaborators: Amanda Deeter & Jessica Davies, Montgomery County Educational Service Center (MCESC) & Taylor Wohlgamuth & Maddie Gronotte (graduate students)
- 2017-2018** **Social and Emotional Support for Students with Persistent TBI Symptoms**
Collaborators: Dr. Susan C. Davies & Dr. Corinne M. Daprano & Alison Kolber-Jamieson & Rachael Rockwell (graduate students); funded.

GRANTS AND SPONSORED RESEARCH

- School of Education & Health Sciences Summer Research Grant, University of Dayton, Dayton, 2020
Research grant awarded in the amount of \$5,000.
- Davies, S. C., Bernstein, E., & Daprano, C. (2017-18). *Social and emotional support for students with persistent TBI symptoms*. Grant from Ohio Department of Public Safety, EMS Division. Funding: \$38,589.

PEER-REVIEWED PUBLICATIONS

- Prater, A., Bernstein, E.R., Davies, S.C. (under review). The Impact of a Canine-Assisted Reading Intervention on Students' Oral Reading Fluency (ORF) and Attitude toward Reading for publication in *The Journal of Applied School Psychology*. Submitted manuscript Sep 2020 to *Reading Psychology*.
- Davies, S.C., **Bernstein**, E.R., & Daprano, C.M. (2019). A Qualitative inquiry of social and emotional support for students with persistent concussion symptoms. *Journal of Educational & Psychological Consultation*. DOI:
- Daprano, C.M., Davies, S.C., & **Bernstein**, E.R. (2019). Parent perspectives on youth sport concussion management. *Journal of Amateur Sport*, 5(1), 1-20.
- Davies, S.C., Crenshaw, M., & **Bernstein**, E.R. (2019). A Qualitative Examination of College Disability Services for Students with Traumatic Brain Injuries. *The Journal of Postsecondary Education and Disability*, 32(2), 133-146.

- Bernstein**, E.R., & Davies, S.C. (2018). Persistent social–emotional symptoms following a concussion: Recommendations for school psychology practice. *School Psychology Forum: Research in Practice*, 12(4), 106-117.
- Davies, S.C., Lewis, A.A., Anderson, A.E., & **Bernstein**, E.R. (2015). The development of intercultural competency in school psychology graduate students. *School Psychology International*, 36(4), 375-392.
- Aldridge, M. J., **Bernstein**, E. R., & Davies, S. C. (2014). Graduate preparation of school psychologists in serving English language learners. *Trainers' Forum*, 33(2), 42-70.
- Auster**, E.R., Feeney-Kettler, K.A., & Kratochwill, T.R. (2006). Conjoint behavioral consultation: Application to the school-based treatment of anxiety disorders. *Education and Treatment of Children*, 29, 243-256.

INVITED BOOK CHAPTERS

- Christner, R.W., & **Bernstein**, E.R. (2016). Cognitive-Behavioral Group Therapy (CBGT) for Children and Adolescents. In: C. Haen & S. Aronson (Eds.), *The Handbook of Child and Adolescent Group Therapy*. New York: Routledge.
- McGivern, J.E., Ray, C.E., **Bernstein**, E.R. (2014). Best practices in establishing effective relationships to facilitate positive intervention outcomes. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.
- McGivern, J.E., Ray, C.E., **Auster**, E.R. (2008). Best practices in establishing effective relationships to facilitate positive intervention outcomes. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists
- Morris, R.J., Kratochwill, T.R., Schoenfield, G., & **Auster**, E.R. (2007). Childhood fears, phobias, and related anxieties. In: R.J. Morris & T.R. Kratochwill (Eds.), *The practice of child therapy, 4th Edition*. Mahwah, NJ: Lawrence Erlbaum Associates.

PUBLICATIONS AND CONTRIBUTIONS TO PROFESSIONAL PERIODICALS

- Bernstein**, E.R. (2019). The graduate assistantship program at UD: An overview. *Fall newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.
- Bernstein**, E.R. (2019). Contributed content to article entitled: Keep calm and parent on: Helping your child manage anxiety, worry-free by Wendi Williams, contributor to *Dayton Parent Magazine*.
- Davies, S.C., & **Bernstein**, E.R. (2019). Social and emotional support for students with persistent concussion symptoms. *The Ohio School Psychologist (TOSP)*, 63(2), 17-19.
- Bernstein**, E.R. (May 2013). What to do for anxious kids? Applications of cognitive behavioral therapy (CBT) in schools. *Spring newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.
- Bernstein**, E.R., DeGrazia, N., & Harmon, J. (Sep 2011). Kicking off the school year at September's Ignite SWOSPA event. *Fall Newsletter of the Southwest Ohio School Psychologists Association (SWOSPA)*.
- Feeney-Kettler, K.A., **Auster**, E.R., & Kratochwill, T.R. (2005). School-based assessment and treatment of anxiety: A commentary. *The Child and Adolescent Anxiety Special Interest Group Newsletter*, 4, 26-27.

PEER-REFEREED PRESENTATIONS

- Bernstein, E.R.** (Feb 2020). *Enhancing consultation skills to support students with anxiety in schools*. A practitioner conversation session accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Dalpiaz, A., & **Bernstein, E.R.** (Feb 2020). *The relationship among social media use, media literacy and anxiety*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Dudley, B., & **Bernstein, E.R.** (Feb 2020). *Teachers' perceptions and school discipline: Does race matter?* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Wohlgamuth, T., & **Bernstein, E.R.** (Feb 2020). *Teaching SEL alongside Language Arts: A Qualitative Evaluation of Feasibility*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- Bernstein, E.R.**, & Davies, S.C. (Feb 2019). *Social and emotional support for students with persistent TBI symptoms*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Tipple, C., & **Bernstein, E.R.** (Feb 2019). *Teachers' knowledge of suicide warning signs and risk factors*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Berlin, K., & **Bernstein, E.R.** (Feb 2019). *Examination of the relationship between growth mindset and psychological well-being*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Bernstein, E.R.**, & Christner, R. (Feb 2018). *Case conceptualizations to drive modular CBT interventions in schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ameigh, A., & **Bernstein, E.R.** (Feb 2018). *The Sparkle Effect: Impact on Adolescent Self-Esteem and Social Relationships*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Lazarte, K.O., & **Bernstein, E.R.** (Feb 2018). *Thinking Outside the (Worry) Box for Tier Two Anxiety Interventions*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ferris, C., & **Bernstein, E.R.** (Feb 2017). *Evaluation of an Intervention for Children with ASD and Anxiety*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Jones, B., & **Bernstein, E.R.** (Feb 2017). *Canine Assisted Reading Interventions: Attitudes and Perceptions of Educators*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Kuebel, L.A., & **Bernstein, E.R.** (Feb 2017). *Effectiveness of Social Skills Curricula on Preschoolers' Social-Emotional Functioning*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

- Burdiss, L., Welch, M., & **Bernstein**, E.R. (Feb 2016). *Effectiveness of Anxiety Interventions for Students who are Twice Exceptional*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Stidham, K., & **Bernstein**, E.R. (Apr 2015). *Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder*. A poster accepted for presentation at the biannual meeting of the Ohio School Psychologists Association, Columbus, OH.
- Bernstein**, E.R., & Deacon, S. (Feb 2015). *Training Teachers to Accurately Identify Students with Anxiety*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Stidham, K., & **Bernstein**, E.R. (Feb 2015). *Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Thomas, M.C., & **Bernstein**, E.R. (Feb 2015). *Treating students with selective mutism: Applications for School Psychologists*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Bernstein**, E.R., Fletcher, B., & Gosser, B. (Feb 2014). *Current practices for anxious students: A survey of school psychologists*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Flynn, L.N., & **Bernstein**, E.R. (Feb 2014). *School Psychologists' Use and Awareness of Social-Emotional Learning Programs*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Hubbard, K.N., & **Bernstein**, E.R. (Feb 2014). *Barriers to family involvement in schools: exploring the voice of the urban, high poverty family*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Washington DC.
- Ayers, J., **Bernstein**, E.R., & Davies, S.C. (February 2013). *What factors do parents consider when deciding to enroll or withhold their late-birthday child in kindergarten?* A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Aldridge, M.J., **Bernstein**, E.R., & Davies, S.C. (February 2013). *Preparation of school psychologists to serve English language learning students*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Bernstein**, E.R., Aldridge, M.J., & May, J. (February 2013). *Cognitive behavioral strategies for working with anxious youth in schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Schanding, G.T., **Bernstein**, E.R., & Coffee, G. (February 2013). *Early childhood education: Evidence-based multi-tiered service delivery*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Davies, S.C., **Bernstein**, E.R., Aldridge, M.J., & May, J.M. (April 2012). *The Importance of Cultural Immersion in Advancing Cultural Competency in School Psychology Graduate Students*. A poster accepted for presentation at the biannual meeting of the Ohio School Psychologists Association, Columbus, OH.

Davies, S.C., **Bernstein**, E.R., & Aldridge, M.J. (February 2012). *A Cultural Immersion Program for School Psychology Graduate Students*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Bernstein, E.R., & Kratochwill, T.R. (March 2010). *The Transportability of an Evidence-Based Anxiety Intervention to Schools*. A paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Auster, E.R., Ball, C.R., Grieve, A., & Mulford, L. (February, 2008). *An Evidence-Based Approach to Treating Selective Mutism in a School Setting*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

McGivern, J.E., **Auster**, E.R., & Gaebler, E.R. (March, 2007). *Responding to Student Needs: Treating Internalizing Disorders in Schools*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, New York, NY.

Auster, E.R. (March 2007). *Evaluation of a Teacher Training Program for Identifying Childhood Anxiety*. A poster accepted for presentation at the annual meeting of the National Association of School Psychologists, New York, NY.

McGivern, J.E., Ray, C.E., & **Auster**, E.R. (March, 2006). *The Therapeutic Relationship in Evidence-based Practice*. A mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

Auster, E., Benson, C., & Rowley, S.J. (April, 2003). *Exploring the roles of socialization, identity, and maternal characteristics in the schooling of African-American youth; Economic mobility, perceptions of discrimination, and educational expectations of African-American mothers*. A poster symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

PROFESSIONAL SERVICE (NATIONAL & STATE)

Apr '20 – present	Future School Psychologists of Ohio (FSPO) Club , University faculty liaison
Apr '19 – present	Inter-University Council (IUC) of School Psychology Training Programs in Ohio President (Elected), 2019-2020 and 2020-2021
Aug 2019 - present	Ohio School Psychologists Association (OSPA) Invited Reviewer on Valorie Wolcott-Mendelson Scholarship Selection Committee
Sep '18 – present	Faculty Advisor to NASP Student Leader
July '18 – present	Invited reviewer for <i>Psychology in the Schools</i>
May – Aug 2018	Ohio Department of Education (ODE) Social-Emotional Learning (SEL) Standards Writing Group , Selected Member
Mar '17 – present	Invited reviewer for <i>School Psychology Review</i>
Oct '14 – present	Trainers in School Psychology (TSP), <i>Trainers' Forum</i> Editorial Review Board, Contributor
May '14 – May '19	Ohio School Psychologists Association (OSPA) Conference Planning Committee, Member

Fall 2012, 2015, 2018 **Inter University Council (IUC) Annual Ohio Intern Conference**
Planning Committee, Member

Jan 2013 **Invited reviewer for *Journal of Applied School Psychology***

UNIVERSITY & SCHOOL (SEHS) SERVICE

Feb 2018 – present **University of Dayton, Graduate School**
Graduate Student Summer Fellowship (GSSF), Faculty Reviewer

Aug '17 – May '20 **University of Dayton, School of Education and Health Sciences (SEHS)**
Faculty Affairs Committee (FAC), Member
Served as Committee Vice Chair, 2019-2020

Aug '14 – May '17 **University of Dayton, School of Education and Health Sciences (SEHS)**
Graduate Academic Affairs Committee (GAAC), Member

DEPARTMENTAL SERVICE

Nov 2019 – present **University of Dayton, Department of Counselor Education & Human Services**
Committee on Student Wellness & Gatekeeping (SWAG), Member

Aug 2019 – present **University of Dayton, School Psychology Program**
Diversity Committee, Member

Jan 2013 – present **University of Dayton, School Psychology Program**
Assessment Materials Coordinator

May 2012 – present **University of Dayton, School Psychology Program**
Assistantship Coordinator

Student directed research listed on the following pages:

MENTORSHIP OF STUDENT RESEARCH PROJECTS

Projects I chaired are bolded.

2019-2020

Student	Thesis Title	Date of completion
Anthony Dalpiaz	The Relationship Among Social Media Use, Media Literacy and Anxiety (presented at Stander: https://ecommons.udayton.edu/stander_posters/1906/)	6/16/20
Brianna Dudley	Teachers' Perceptions and School Discipline: Does Race Matter?	5/24/20
Alison Kolber-Jamieson* Rachael Rockwell	Social Emotional Support for Siblings of Children with ASD Concussion Knowledge and Attitudes in Youth Athletes and Non-Athletes	11/21/19
Taylor Wohlgamuth*	The Social Emotional Learning Language Arts (Sella) Curriculum: A Qualitative Evaluation of Implementation (presented at Stander: https://ecommons.udayton.edu/stander_posters/1921/)	12/3/19

** Awarded Graduate Student Summer Fellowship in 2019*

2018-2019

Student	Thesis Title	Date of completion
Kelly Berlin*	The Relationship Between a Growth Mindset & Students' Psychological Well-Being	11/1/18
Jenny Bole	Second step: evaluating the effectiveness of a social-Emotional learning program in an urban elementary school	10/17/18
Alexa Irwin	The long-term effects of study abroad on mid-career school psychologists' perceived levels of cultural competence	9/28/18
Juliana Moeller	Evaluation of a small group executive functioning intervention with elementary school students	9/28/18
Caitlyn Tipple	Teachers' knowledge of child and adolescent suicide warning signs and risk factors	6/7/2019

**Awarded the Graduate Student Showcase Award in 2019*

2017-2018

Asia Ameigh	Evaluation of the Sparkle Effect: Its impact on adolescent self-esteem and social relationships	6/21/18
Molly Depew	The relationship between perceived parenting styles and college sophomores' independence	6/15/18
Brian Drake	An examination of the alignment between individualized education program (IEP) goals and IEP progress reports in primary and secondary education	4/27/20
Nikki Guzman	Perceptions of short-term study abroad experiences on intercultural competence in school psychology graduate students	6/15/18
Sara Hiatt	Middle school teachers' knowledge and training regarding anxiety identification	6/21/18
Katrina Lazarte	Evaluation of a School-Based Tier Two Anxiety Intervention: The Worry Box Technique	6/21/18
Sarah Mescher	Experiences of school staff with students who are homeless	4/12/18
Noelia Polanco	Cyberbullying in middle school: perceptions of students in special education and general education	5/8/18

Amanda Prater	The Impact of a Canine-Assisted Reading Intervention on Oral Reading Fluency (ORF) and Attitude toward Reading in Second Grade Students	4/27/18
Megan Stasiak	Teachers' experiences with and perceptions of students exposed to trauma	7/20/18

2016-2017

Lauren Evans	Increasing parental involvement: the effectiveness of a parent education program in one urban charter school	12/15/16
Caitlin Ferris*	School-Based Application of The Brief Coping Cat Program for Children with Autism Spectrum Disorder and Co-Occurring Anxiety	4/19/17
Michaline Flynn	Post-secondary transitions for high-functioning students with disabilities	9/28/17
Allie Hundley	Effectiveness of preschool parent training for TBI prevention and response	6/13/17
Brad Jones	Animal assisted therapies and reading interventions: attitudes and perceptions of educators	7/19/17
Laura Kuebel	Effectiveness of Social Skills Curricula on Preschool Prosocial Behavior and Emotion Recognition	7/19/17
Ryan May	Implementation of a Mindfulness Based Intervention To Reduce Test Related Stress and Anxiety in Third Grade Students	7/19/17
Shantell Pitts	Self-care and school psychologists: a qualitative study examining burnout prevention and career satisfaction	6/15/18
Maria Tedesco	Concussion in school-aged children: identifying the effectiveness of an online concussion training program	7/19/17

**Awarded the Graduate Student Showcase Award in 2017*

2015-2016

Lesley Burdiss	Twice exceptionality: examining intervention outcomes for students who are gifted and experience anxiety in a school setting	5/26/16
Mike Crenshaw	Services for college students with traumatic brain injuries	2/18/16
Lindsey Feltz	Teacher, parent, and self-perceptions of social functioning in youth with traumatic brain injury	8/24/16
Melodie Metze	Teachers' experiences with students who are homeless	2/18/16
Melissa Welch	School-based application of a cognitive-behavioral intervention for students with anxiety and co-occurring academic skill deficits	6/10/16

2014-2015

Natalie Anderson	Psychosocial Intervention for Students with Traumatic Brain Injuries and Executive Functioning Difficulties	10/30/14
Sharon Deacon	Evaluation of a Training Program to Increase Teachers' Accurate Identification of Anxiety Symptoms in Students	5/27/15
Sarah Drought	Reflections of K-12 School Climate by Individuals Identifying as Sexual Minorities	5/27/15
Heather Fehring	Evaluation of a Psychosocial Intervention for Students with Traumatic Brain Injuries and Executive Functioning Difficulties	2/2015
Michaela Kramer	The Postsecondary Transition Experience for Young Adults with Traumatic Brain Injuries	7/14/15
Abby Lewis	Evaluating the Effectiveness of a Short-term Study Abroad Program for School Psychology Graduate Students	3/25/15

Polly Long	Diminishing the Discipline Gap: Restorative Justice as a Promising Alternative in one Urban School	2/5/15
Lisa Lopez	Training College Staff to Recognize and Respond to Concussions	May 2015
Kelley Stidham	General Education Teachers' Perceptions of Educating Students with an Autism Spectrum Disorder in an Inclusive Classroom	4/8/15
Myra Thomas	Evaluation of a Packaged Intervention for Treating Selective Mutism: Application in a School Setting	4/2015

2013-2014

Bird, Brenna	Motivations for underreporting concussions in collegiate athletics	5/14/14
Kunert, Rachel	Number sense: A comparison of a packaged program and a research-based strategy	11/19/13
Fletcher, Bradford	Current school-based assessment methods for identifying students with anxiety: A survey of school psychologists	6/24/14
Flynn, Lauren	School psychologists use and awareness of social emotional learning programs	5/22/14
Fritz, Amanda	Efficacy of targeted recruitment strategies on students' knowledge of and interest in school psychology	6/2013
Gosser, Brooke	Anxiety interventions in schools: A survey of school psychologists	7/16/13
Hendricks, Emily	The impact of school psychology awareness week activities on graduate program recruitment	6/2013
Peltz, Lindsay	At-risk students' participation in after school programs: Impact on academic achievement	4/3/14
Chris Powers	School Psychology Training in Traumatic Brain Injury Assessment: Current Practices in Graduate Programs	8/20/15
Stevens, Keilah	Teachers' experiences working with students in foster care	6/23/14

2012-2013

Jim Ayers	Should he stay or should he go? How parents decide to enroll or withhold a late-birthdate child from kindergarten	May 2013
Nick DeGrazia	Measuring and estimating reading growth using dynamic indicators of basic early literacy skills	4/23/13
Morgan Aldridge	English language learners: The amount of instruction school psychology graduate students are receiving and the knowledge of current school psychology interns	5/15/13
Jenna Sandlund	School-based training and consultation to improve concussion awareness	4/25/13
Ryan Sheets	General education teachers' knowledge of response to intervention	5/15/13

2011-2012

Gillespie, Debbie	Exploring internal consistency for DIBELS ORF passages for educational decision making	2012
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