

Curriculum Vitae
Geovanna Rodriguez, Ph.D.

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EDUCATION & TRAINING:

- Ph.D. University of California, Riverside, 2017
Area of study: School Psychology (APA-accredited)
Dissertation: Examining the relations between psychopathology and social skills in children with ASD.
Dissertation chair: Dr. Jan Blacher
- Predocutorial Internship Illinois School Psychology Internship Consortium (ISPIC/APPIC)— Township District 113 (Deerfield/Highland Park), APA-accredited, 2016-2017
- M.A. University of California, Riverside, 2015
Area of study: School Psychology
Thesis: Indices of emotion regulation and their relation to early literacy in children with ASD
Thesis chair: Dr. Jan Blacher.
- B.A. University of California, Los Angeles, 2009
Major(s): Psychology, Latin American Studies

TRAINING:

- Postdoctoral Fellowship NIH T32 Intellectual and Developmental Disabilities (IDD), Waisman Center, UW-Madison, 2017-2019

ACADEMIC AND PROFESSIONAL EXPERIENCE:

- September 2019-present Assistant Professor, School Psychology Program, University of Oregon
- March 2022-present Affiliated Faculty, Ballmer Institute of Children's Behavioral Health, University of Oregon
- August 2021- present Affiliated Scientist, Center on Human Development, University of Oregon
- September 2019- present Research Scientist, Prevention Science Institute, University of Oregon
- August 2017-August 2019 Postdoctoral Research Fellow, Waisman Center, University of Wisconsin-Madison

TEACHING AND RESEARCH INTERESTS:

Predictions of co-occurring mental health difficulties in youth with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD), mental health and autism, contribution of family and school level influences on youth mental health outcomes, adolescent identity development and intersectionality, culturally responsive mental health prevention and school climate, student-teacher relationships, culturally responsive practices in school settings, mental health screening in youth with disabilities to inform school-based interventions.

TEACHING EXPERIENCE:

2019-present	College of Education, University of Oregon
2015	Instructor, College of Education, University of California, Riverside
2015-2016	Teaching Assistant, College of Education, University of California, Riverside

Courses Taught as Graduate Student Instructor: *EDUC 215 Statistical Inference & Hypothesis Testing* (Graduate TA/Lab Instructor); *Introduction to Children with Exceptionalities* (Summer Course Instructor)

RESEARCH AND PUBLICATIONS:

A. Refereed Journal Articles (*indicates student author):

1. *Safer-Lichtenstein, J., McIntyre, L. L., **Rodriguez, G.**, Gomez, D., Puerta, S., & Neece, C. (2023). Feasibility and acceptability of parenting interventions delivered in Spanish to caregivers of children with autism and other developmental delays: A mixed-methods design. *Intellectual and Developmental Disabilities*. Advanced online publication.
2. *Losh, A., Bolourian, Y., **Rodriguez, G.**, Blacher, J., & Eisenhower, A. (2022). Early student-teacher relationships and autism: Student perspectives and teacher concordance. *Journal of Applied Developmental Psychology*, 79, 101394.
3. *Piro-Gambetti, B., **Rodriguez, G.**, Papp, L., Greenlee, J., & Hartley, S. (2021). Bidirectional associations between parent couple conflict and internalizing and externalizing behavior problems in children with autism spectrum disorder. *Development and Psychopathology*. 1-11. doi:10.1017/S0954579421000596
4. McIntyre, L. L., Neece, C. L., Sanner, C., **Rodriguez, G.**, *Safer-Lichtenstein, J. (2021). Telehealth delivery of a behavioral parent training program to Spanish-speaking Latinx parents of young children with developmental delay: Applying an implementation framework approach. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1902749>
5. **Rodriguez, G.**, Monteleone, R., Munandar, V., & Bumble, J. (2021). Blurring the boundaries: Reflection from early career faculty during the COVID-19 era. *Intellectual and Developmental Disabilities*, Advance Online Publication.
<http://aaidd.org/publications/journals/articles-accepted-for-publication>

6. **Rodriguez, G.**, *Drastal, K., Hartley, S. L. (2020). Cross-lagged model of bullying victimization and mental health problems in children with autism in middle to older childhood. *Autism: International Journal of Research and Practice*. Epub ahead of print. 1-12. doi: 10.1177/1362361320947513
7. *Hickey, E. J., Bolt, D., **Rodriguez, G.**, & Hartley, S. L. (2020). Bidirectional relations between parent warmth and criticism and the symptoms and behavior problems of children with autism. *Journal of Abnormal Child Psychology*, 48, 865-879. <https://doi.org/10.1007/s10802-020-00628>
8. *Goetz, G. L., **Rodriguez, G.**, Hartley, S. L. (2019). Actor-partner examination of daily parenting stress and couple interactions in the context of child autism. *Journal of Family Psychology*, 33(5):554-564. doi: 10.1037/fam0000527.
9. Hartley, S. L., *Hickey, E. J., DaWalt, L. S., & **Rodriguez, G.** (2019). Broader autism phenotype and couple interactions in parents of children with autism. *Autism: International Journal of Research and Practice*, 23(8): 2068-2079. doi: 10.1177/1362361319841312.
10. **Rodriguez, G.**, Hartley, S., & Bolt, D. (2019). Transactional relations between parenting stress and child autism symptoms and behavior problems. *Journal of Autism and Developmental Disorders*, 49(5): 1887-1898. doi: 10.1007/s10803-018-3845-x.
11. Tipton, L. A., **Rodriguez, G.**, Zeedyk, S. M., & Blacher, J. (2018). Stability of bullying and internalizing problems among adolescents with ASD, ID, or typical development. *Research in Developmental Disabilities*, 80, 131-141. <https://doi.org/10.1016/j.ridd.2018.06.004>
12. Zeedyk, S. M., **Rodriguez, G.**, Tipton, L. A., Baker, B., & Blacher, J. (2014). Bullying of youth with ASD, intellectual disability and typical development: Victim and parent perspectives. *Research in Autism Spectrum Disorders*, 8, 1173-1183. <https://doi.org/10.1016/j.rasd.2014.06.001>
13. Wang, C., Couch, L., **Rodriguez, G.**, & Lee, C. (2015). The Bullying Literature Project: Using children's literature to reduce bullying and promote social-emotional outcomes among elementary school students. *Contemporary School Psychology*, 1-10. doi: 10.1007/s40688-015-0064-8

B. Manuscripts Submitted for Publication or Under Review (*indicates student author):

1. **Rodriguez, G.**, Rodriguez, B. J., Begum, G., & *Brower, S. (submitted). Intersectionality and autism across childhood and adolescence: Implications for school consultation practices. *Journal of Educational and Psychological Consultation: Special Issue on Consultation and Collaboration to Support Meaningful and Socially Valid Outcomes for Autistic People/with Autism Spectrum Disorder*.

2. *Hernandez, A., Zalewski, M., **Rodriguez, G.**, Chronister, K. M. (submitted). The impact of Latinx maternal psychopathology on youth functioning: A narrative review. *Hispanic Journal of Behavioral Sciences*.

C. Manuscripts in preparation (*indicate student author):

1. **Rodriguez, G.**, *Onofrietti Magrassi, A., Giuliani, N.R., Cycyk, L. (in preparation). *Impact of racial stress on the association between maternal distress and child self-regulation in Latinx mother-preschool dyads*.
2. *Onofrietti Magrassi, A., Cycyk, L., **Rodriguez, G.**, & Giuliani, N. R. (in preparation). *Negative parenting behaviors mediate the association between maternal distress and child executive functioning in Latinx mother-preschooler dyads*.
3. **Rodriguez, G.**, *Holmberg, D., *Frederick, A. (in preparation). *Suicidal tendencies of autistic youth: Considerations for school mental health professionals*.
4. *Castro, E., Giuliani, N. R., **Rodriguez, G.**, & Budd, E. L. (in preparation). Depressive symptoms and sedentary behavior among Hispanic/Latino adults: Perceived neighborhood crime safety as a moderator.

D. CONFERENCE PRESENTATIONS:

International

1. *Brown, H., Zeedyk, S., Bolourian, Y., **Rodriguez, G.** (2023, May 3-6). *Stakeholder perspectives of a public speaking community for autistic adults*. Poster submitted to the annual meeting of the International Society for Autism Research Annual Meeting, Stockholm, Sweden.

National

1. *Safer-Lichtenstein, J., Umaña, I., Preston, A. (2023, August 3-5). *Transdiagnostic interventions for Spanish-speaking families of neurodivergent children*. In **G. Rodriguez & J. Safer-Lichtenstein** (Chairs). Symposium submitted to the 131st Annual Convention of the American Psychological Association Conference, Washington, D.C.
2. *Gallo, J., **Rodriguez, G.**, McIntosh, K., Biancarosa, G. (2023, March). *School climate before and during the Covid-19 pandemic*. Poster submitted to the annual meeting of the Association for Positive Behavior Supports.
3. *Carpenter, T., *Arias, B., *Romero, A., *Smith, M., *Gallo, J., **Rodriguez, G.** (2022, August). *Enhancing visibility of school mental health professionals for LGBTQ+ youth: Implications for school climate & safety*. Poster presented at the annual meeting of the American Psychological Association. Minneapolis, MN.
4. *Gallo, J., *Bueffel, D., *Whisenhunt, J., *Wild, C., & **Rodriguez, G.** (2022, March). *Positive supports in schools for students who identify as LGBTQ+*. Poster presented at the annual meeting of the Association for Positive Behavior Support Conference, San Diego, CA.

5. *Gallo, J., *St. Joseph, S., **Rodriguez, G.**, *Bueffel, D., *Whisenhunt, J., *Wild, C., *Cox, M. (2022, April). *Relations between school climate and perceived trust among school staff and LGBTQ+ youth*. Paper presented at the Annual Northwest PBIS Conference, Portland, OR.
6. Krantz, M., Greenlee, J., Preston, A., (2021, August). *Predictors of parenting outcomes in families of children with DD and ASD: A strengths-based approach*. In **G. Rodriguez** (Chair). Symposium presented at the annual meeting of the American Psychological Association Conference, Washington, D.C. *Conference cancelled due to COVID and presented via virtual format*
7. *Piro-Gambetti, B., **Rodriguez, G.**, Papp, L., Greenlee, J., & Hartley, S. (2020, August). Bidirectional associations between parent couple conflict and internalizing and externalizing behavior problems in children with autism spectrum disorder. In C. Sanner (Chair), *Influential processes in families with children with DD: The role of stress, parenting, and the marital relationship*. Symposium presented at the annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA. *Conference cancelled due to COVID and presented via virtual format*
8. **Rodriguez, G.**, Begum, G., Mussey, J., Zeedyk, S. (2020, August). Destigmatizing academic experiences of tenure-track faculty in the field of IDD/ASD. Symposium presented at the annual meeting of the American Psychological Association Conference, Washington, D.C. *Conference cancelled due to COVID and presented via virtual format*
9. **Rodriguez, G.**, Hartley, S. (accepted, 2020). A parallel process model of ASD symptom severity and internalizing mental health problems in autistic youth. Poster accepted for presentation at the annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA. *Conference cancelled due to COVID*
10. Losh, A., Bolourian, Y., **Rodriguez, G.**, Blacher, J. (accepted, 2020). *Early student-teacher relationships and ASD: Agreement between student and teacher perspectives*. Poster accepted for presentation at the annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA. *Conference cancelled due to COVID*
11. **Rodriguez, G.**, Hartley, S. (2019, April). *Mental health and behavior indicators of bullying in youth with ASD*. Poster presented at the annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
12. **Rodriguez, G.**, Blacher, J. (August, 2018). Examining relations between internalizing behavior problems and social skills in children with ASD. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
13. **Rodriguez, G.**, Hartley, S. (April, 2018). *Longitudinal associations between mother and father parenting stress and child behavior in children with ASD*. Poster presented at the

annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

14. Llanes, E., Bolourian, Y., **Rodriguez, G.**, & Blacher, J. (April, 2016). *The effects of maternal coping on academic involvement in early transition years for children with ASD*. Poster presented at the annual meeting of the Gatlinburg conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
15. Goldberg, T., Couch, L., **Rodriguez, G.**, Llanes, E., & Wang, C. (2016, February). *Examining a classroom-based bullying intervention for elementary school students*. Paper presented at the National Association for School Psychology Annual Conference, New Orleans, LA.
16. **Rodriguez, G.**, Marquis, W., Baker, B., & Blacher, J. (2015, August). Models of conflict: Examining the role of parent-child conflict and its relation to peer conflict in adolescents with and without developmental disability. In S. Zeedyk (Chair), *Parent and teacher impact: Social and academic outcomes for individuals with and without ID or ASD*. Symposium conducted at the meeting of the American Psychological Association Conference, Toronto, ON.
17. **Rodriguez, G.**, Knight, E., Eisenhower, A., & Blacher, J. (2015, April). Classroom placement: Implications for academic growth and student outcomes in students with ASD. In L. L. McIntyre (Chair), *School daze: Autism, ID, and educational issues*. Symposium presented at the meeting of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.
18. **Rodriguez, G.**, Couch, L., & Wang, C. (2015, October). *Using children's literature to promote prosocial behavior and decrease bullying among elementary school students*. Mini-skills presented at the California Association for School Psychologists Annual Conference, Riverside, CA.
19. Murphy, M., & **Rodriguez, G.** (2015, February). *Effectiveness of reading comprehension interventions for students with ASD: Meta-analysis of single-case studies*. Paper presented at the National Association for School Psychology Annual Conference, Orlando, FL.
20. Wang, C., Couch, L., Atwal, K., & **Rodriguez, G.** (2015, February). *Student and classroom-level predictors for bullying among children at risk*. Paper presented at the National Association for School Psychology Annual Conference, Orlando, FL.
21. **Rodriguez, G.**, Murphy, M., Baker, B., Blacher, J. (2014, August). *Teacher and parent reports of child behavior problems: Implications for child mental health*. Poster presented at the American Psychological Association Conference, Washington, D.C.
22. Knight, E., & **Rodriguez, G.** (2014, February). *Effects of emotion regulation on academic achievement in ASD*. Paper presented at the National Association for School Psychology Annual Conference, Washington, D.C.

23. Eisenhower, A., Blacher, J., & **Rodriguez, G.** (2013, August). *The early student-teacher relationships of children with ASD and the adaptation to school*. Paper presented at the American Psychological Association Conference, Honolulu, HA.
24. **Rodriguez, G.**, Zeedyk, S., Tipton, L., Blacher, J., & Baker, B. (2011, August). Friendship quality, bullying, internalizing behaviors: Comparing adolescents with and without ASD. In J. Blacher (Chair), *To Know Me Is To Love Me: Social challenges of children, youth and adults with ASD*. Symposium conducted at the meeting of the American Psychological Association Conference, Orlando, FL.
25. Orozco, S., **Rodriguez, G.**, Jaramillo, J., Begum, G., & Green, S. (2010, August). *Parenting trajectories across children with and without developmental disorders*. Poster presented at the American Psychological Association Conference, San Diego, CA.

Regional:

26. **Rodriguez, G.**, Sinclair, J., Bromley, K., *Stadelman, S., *Gallo, J. (2023, April). *Integrating school mental health: Lessons learned from a model demonstration project implementation in high school special education settings*. Paper submitted to the annual meeting of the Northwest PBIS Conference, Portland, OR.

Invited Roundtables:

1. *Onofrietti Magrassi, A., **Rodriguez, G.** (October, 2021). *“Del dicho al hecho, hay mucho trecho”*: Moving beyond translations and incorporating Latino values into parent training programs. Roundtable presented at the annual conference of the National Latinx Psychological Association, NLPA. *Virtual Conference*.
2. *Rojas-Araúz, B. O., Combs, D., Kuperman, K., Martinez, S., Kennedy, A. L., Vargas-Forman, R. E., **Rodriguez, G.**, McWhirter, E., & McWhirter, B. (October, 2020). *Formación más allá de la clase: Flexibilidad, abogacía, y conocimiento en entrenamiento bilingüe*. Roundtable presented at the annual conference of the National Latinx Psychological Association, NLPA. *Virtual Conference*.

E. Published Book Chapters:

1. Hartley, S., & **Rodriguez, G.** (2019). Self-care and raising a child with ASD. In B. Turns, J. Ramisch, & J. Whiting (Ed.), *Systematically treating autism: A guide for empowering families* (pgs. 229-237). New York, NY: Taylor & Francis.
2. Zeedyk, S. M., **Rodriguez, G.**, Blacher, J. & Baker, B. L. (2016). Bullying of youth with ASD or ID: Collateral effects. In J. R. Lutzker, K. M. Guastaferrro, & M. L. Graham & (Eds.), *Maltreatment of individuals with intellectual disabilities across the lifespan* (pp. 109-135). Washington, DC: American Association for Intellectual and Developmental Disabilities.

F. External Funding:

Currently Funded:

Project Title: Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grants, AWARE-SEA)
Agency/Amount: Department of Health and Human Services, Substance Abuse and Mental Health Services (SAMHSA) (Subcontract through Illinois Department of Education, \$9,150)
Role: Faculty Consultant
Status: Funded (1/2023-1/2025)

Project Title: SIMPLE: School-wide inclusive mental health promotion for learning and coordinated community engagement.
Agency/Amount: U.S. Dept of Education, Office of Special Education Programs (\$1,600,000)
Role: Co-Principal Investigator (Co-PIs: J. Sinclair & K. Bromley)
Grant Number: ED-GRANTS-052121-002
Assistance and dissemination to improve services and results for children with disabilities—Model demonstration projects to improve services and results for infants, toddlers, and children with disabilities.
Status: Funded (10/2021–6/2026)

Project Title: Unique contributions of school climate, support, and teacher bias in the implementation of positive behavior support practices for LGBTQ+ youth
Agency/Amount: Association for Positive Behavior Supports (\$1,300)
Role: Faculty Advisor (Student PI: J. Gallo, with D. Bueffel & J. Whisenhunt)
Grant Number: Graduate Student Award
Status: Funded (8/2020-7/2021); COVID extension through 7/2022

Project Title: School climate and mental health outcomes in adolescents with autism spectrum disorder (ASD)
Agency/Amount: Office of the Vice President for Research and Innovation, University of Oregon (\$7,000)
Role: Principal Investigator
Grant Number: Faculty Research Award
Status: Funded (2/2019-7/2020); COVID extension through 7/2022

Submitted/Unfunded:

Project Title: Innovation Diversity Equity and Accessibility LDRC:
1) Administrative Core, 2) Engagement Core, 3) Project 2: Early identification and implementation of MTSS to prevent Learning Disabilities in young Dual Language Learners, Project 3, I-CARE.
Agency/Amount: National Institutes of Health (Subaward Contract through Boston University Sponsor: \$1,851,211)
Role: Principal Investigator (Study 3)
Status: Submitted (under review)

Project Title: Strong Advocates
Agency/Amount: U.S. Department of Education IES Special Education Program (\$1,999,253)
Role: Co-Principal Investigator
Grant Number: R32 (GRANT13705356)
Status: Unfunded

Project Title: Bridging Early Autism educators to support emotional Regulation (Project BEAR)
Agency/Amount: U.S. Department of Education
Role: Co-Principal Investigator
Grant Number: H32 (GRANT13598174)
Status: Unfunded (Scored)

Project Title: Examining social functioning and internalizing symptoms in adolescent females with and without ASD: Unique contributions of gender Socialization and social camouflaging
Agency/Amount: National Institutes of Health/NICHD (\$100,000)
Role: Principal Investigator
Grant Number: R03 (GRANT13296437)
Status: Unfunded

Project Title: Mental health help-seeking in youth with autism spectrum disorder (ASD): Impact of mental health literacy, stigma, and barriers to care in schools
Agency/Amount: Society for the Study of School Psychology Early Career Research Awards Program (\$20,000)
Role: Principal Investigator
Grant Number: N/A
Status: Unfunded

G. Newsletters/Op-Eds (non-refereed)

1. **Rodriguez, G.**, Hickey, E. (2021). Training and development of ECPs during COVID-19. *Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder, Summer 2021*, 13-16.
2. **Rodriguez, G.**, Mussey, J., Azad, G., Zeedyk, S. (2020). An ECP guide to navigating your first pandemic: Survival first, then tenure? *Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder, Summer, 2020*, 12-15.
3. Azad, G., **Rodriguez, G.**, Mussey, J., Zeedyk, S. (2019). Destigmatizing academic experiences of tenure-track faculty in the field of IDD/ASD: Lessons learned from junior faculty. *Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder, Winter 2019*, 10-13.

4. **Rodriguez, G.** (2018). Promoting diversity and inclusivity: Enhancing capacity and cultural competency. *Psychology in Intellectual and Developmental Disabilities/Autism Spectrum Disorder*, Winter 2018, 9-10.

INSTRUCTIONAL AND ADVISING ACTIVITIES:

A. List of Courses Taught

Courses Taught at UO:

SPED 415/515 *Diversity in Special Education* (Winter 2023)
CPSY 626 *Psychological Services for Latinxs* (Fall 2019, Fall 2020, Fall 2021, Fall 2022)
SPSY 690 *Topics in Adolescent Risk and Resilience* (Quarterly beginning Fall 2019)
SPSY 672 *Intellectual Assessment* (Spring 2020, Spring 2021, Spring 2022, Spring 2023)
SPSY 410/510 *School-Based Mental Health Promotion and Prevention* (Fall 2021, Fall 2022)

Guest Lectures at UO:

SPED 686 Early Intervention (*Autism & Mental Health*, March, 13, 2022)
SPSY 698 Practicum (*School Climate Promotion and Safe Schools*, November 22, 2022)
Teacher Engagement Program (*Neurodiversity & Equity*, May 18, 2022)
PSY 610 Intervention Science (*Cultural Adaptations to Evidence Based Treatments*, January 27, 2021)
SPED Doctoral Seminar (*Research in Autism and Neurodiverse Populations*, November 18, 2021)
SPSY 698 Field Based Practicum (*Social-Emotional Assessment*, November 9, 2021)

Guest Lectures Outside UO:

Links Between Bullying and Mental Health Outcomes, California State University, Los Angeles (Fall 2020)
School-Based Anxiety Treatments, University of Wisconsin, Madison (Spring 2017, Spring 2019)
Consultation and Collaboration: Working with Diverse Populations, California State University, Los Angeles (Fall 2016)

B. List of Service on Graduate Student Committees

Committees at the University of Oregon

Dissertations Chaired

2023 John Gallo Student perception of school climate before and during the COVID-19 Pandemic (Co-Chair)

Member of Graduate Student Thesis, Dissertation, and Comprehensive Exam Committees

2023 Maggie Cox, Dissertation Committee Member (School Psychology)
Cayla Lussier, Dissertation Committee Member (School Psychology)
Jordan Matulis, Dissertation Committee Member (Counseling Psychology)

- Sarah Spafford, Dissertation Committee Member (Prevention Science)
 Maureen Fleming, Dissertation Committee Member (Counseling Psychology)
 Jaclyn Bogner, Dissertation Committee Member (Counseling Psychology)
- 2022 Jazz Garcia, Comprehensive Exam Committee/Case Presentation (School Psychology)
 Jazz Garcia, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Madison Cook, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Alejandra García Isaza, Dissertation Committee Member (Prevention Science)
 Ashley L. Miller, Dissertation Committee Member (Cognitive Psychology)
 Taylor Lesner, Dissertation Committee Member (School Psychology)
- 2021 Stephanie St. Joseph, Dissertation Committee Member (Special Education)
 Stephanie Fisher, Dissertation Committee Member (School Psychology)
 Kaitlyn Roy, Dissertation Committee Member (School Psychology)
 Antonella Onofrietti, Dissertation Committee Member (School Psychology)
 Jonathan Safer-Lichtenstein, Dissertation Committee Member (School Psychology)
 Abiola Taiwo, Dissertation Committee Member (School Psychology)
 Jackie O'Brien, Dissertation Committee Member (Clinical Psychology)
 Ana Hernandez, Preliminary Exam Committee (Clinical Psychology)
 Emily Pompan, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Maggie Cox, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Cayla Lussier, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Stephanie Fisher, Comprehensive Exam Committee/Research Proposal (School Psychology)
 John Gallo, Comprehensive Exam Committee/Case Presentation (School Psychology)
 John Gallo, Comprehensive Exam Committee/Research Proposal (School Psychology)
- 2020 Abiola Taiwo, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Elizabeth Glenn, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Antonella Onofrietti, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Jonathan Safer-Lichtenstein, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Kaitlyn Roy, Comprehensive Exam Committee/Research Proposal (School Psychology)
 Chris Ives, Comprehensive Exam Committee/Case Presentation (School Psychology)
 Antonella Onofrietti, Comprehensive Exam Committee/Case Presentation (School Psychology)
 Kaitlyn Roy, Comprehensive Exam Committee/Case Presentation (School Psychology)
 David Fainstein, Comprehensive Exam Committee/Case Presentation (School Psychology)
- 2019 Brianna Piro-Gambetti, Master's Thesis Committee (UW-Madison, Human Development and Family Services)

Supervised College Teaching Mentees

- 2023 Maggie Cox, Intellectual Assessment (SPSY 672), University of Oregon
 2022 Emily Pompan, Intellectual Assessment (SPSY 672), University of Oregon

- 2021 Abiola Taiwo, Intellectual Assessment (SPSY 672), University of Oregon
Liz Glenn, Intellectual Assessment (SPSY 672), University of Oregon
2021 John Gallo, School-Mental Health Promotion (SPSY410/510), University of Oregon
2020 Hannah Barton, Intellectual Assessment (SPSY 672), University of Oregon
Jonathan Safer-Lichtenstein, Intellectual Assessment (SPSY 672) University of Oregon

Graduate Student Awards for Mentees

- 2023 Jasmine Ramirez, UO Graduate Division Professional Development Award
2023 Haley Brown, UO Graduate Division Professional Development Award
2022-2023 Brianna Arias, American Psychological Association (APA) STAY Minority Fellowship
2022-2023 Alex Newson, Association for Positive Behavior Supports Graduate Student Research Award
2022 Trey Carpenter, Alexis Romero, Briana Arias, Maria Smith, and John Gallo, Student Poster Award Winner, School Psychology, Division 16, American Psychological Association Annual Conference
2022 John Gallo, Derek Bueffel, James Whisenhunt, and Caitlin Wild, Student Poster Award Winner, Association for Positive Behavior Supports Annual Conference
2021-2022 Canella Ontiveros, American Psychological Association (APA) STAY Minority Fellowship
2021-2022 Spencer Brower, First Year Fellow Award, Graduate School, UO
2020-2021 John Gallo, Association for Positive Behavior Supports Graduate Student Research Award

C. List of Advisees

PhD Student Advisees

- 2023 Cassidy Dillard
2022 Haley Brown, School Psychology
2021 Spencer Brower, School Psychology
2020 John Gallo, School Psychology
Kaitlyn Roy, School Psychology
Melissa Harman, School Psychology

MS Student Advisees

- 2023 Amanda Mercier, School Psychology
2023 Claire Carrera, School Psychology
2021 Dania Holmberg, School Psychology
Hannah Lockwood, School Psychology
Manda Nambiar, School Psychology
2020 Brianna Arias, School Psychology
Maria Smith, School Psychology
Alexis Romero, School Psychology
Caitlin Wild, School Psychology
Rene Cabrera, School Psychology

Secondary Advisees

- 2023 Claire Ridgeway, School Psychology MS program
2023 Jacqueline Luna, School Psychology MS program
2021 Trey Carpenter, School Psychology MS program
James Whisenhunt, School Psychology MS program
Canella Ontiveros, School Psychology MS program
Kelli O'Donell, School Psychology MS program
2020 Derek Bueffel, School Psychology MS program
Antonella Onofrietti, School Psychology PhD program
2019 Michael McColley, Couples and Family Therapy MS program
Abiola Taiwo, School Psychology PhD program
Maggie Cox, School Psychology PhD program
Stephanie Fisher, School Psychology PhD program

Undergraduate Advisees

- 2022-2023 Nicole Langpap, UO Honors College, Thesis Advisor

PROFESSIONAL AFFILIATION & SERVICE ACTIVITIES:

Ad Hoc Reviewer

- 2021-present *Journal of Child and Family Studies*
2019-present *Journal of Mental Health Research in Intellectual Disabilities*
2019-present *Research in Autism Spectrum Disorders*
2018-present *Journal of Policy and Practice in Intellectual Disabilities*
2017-present *Journal on Applied Research in Intellectual Disabilities*
2017-present *American Journal on Intellectual and Developmental Disabilities*
2017-present *Research in Developmental Disabilities*
2016-present *Journal of Intellectual Disability Research*
2016-present *Journal of Intellectual Disability Research*
2016-present *International Journal of Developmental Disabilities*

National Service

- 2021-2022 Chair, Diversity and Inclusivity Committee, Division 33, American Psychological Association
2020-present Member, Anti-Racism Accountability Group for Trainers in School Psychology
2019-2021 Chair, Early Career Psychologist Committee, Division 33, American Psychological Association
2017-present Member, Early Career Psychologists Committee, Division 33, American Psychological Association
2014-present Member, Executive Committee, Division 33, American Psychological Association
2014-present Conference Abstract Reviewer, Division 33, American Psychological Association Conference Program

Regional Service

- 2022-present Oregon Collaborative for SEL in Educator Preparation (OCSEP)

2022-present Social Emotional Learning Alliance for Oregon (SEL4OR) Network

University Service

2022-present UO Ballmer Institute Tenure Track Search Committee Member

2022-present UO Teacher Engagement Program Neurodiversity Consultant

2019-present Member, UO DREAMERS Committee, University of Oregon

College Service

2022-present UO Latinx Family Engagement Working Group

2021-present The Collaborative on Interdisciplinary Disability, Education, & Equity Research (CIDEER), College of Education, University of Oregon

Department Service

2022-2023 Chair, Admissions Committee, School Psychology Program, University of Oregon

2021 Presenter, Professional Development for School Psychology Program, University of Oregon

2020-present Co-Chair, Inclusivity Community Committee, School Psychology Program, University of Oregon

2019-2020 Member, Admissions Committee, School Psychology Program, University of Oregon

AWARDS AND PROFESSIONAL ACTIVITIES:

2019-2020 Faculty Research Award, Office of the Vice President for Research and Innovation

2018 Professorial Advancement Initiative Travel Award

2018 Theodore Tjossem Postdoctoral Travel Award, Gatlinburg Conference

2016-2017 Graduate Research Mentorship Award

2015 Dean's Fellowship, Graduate School of Education, University of California, Riverside

2012-2015 Graduate Student Travel Award, University of California, Riverside

2012-2014 Graduate Student Fellowship, University of California, Riverside

Professional Organizations and Activities

2020-present National Latinx Psychological Association

2020-present Trainers of School Psychologists

2020-present Association for Positive Behavior Supports

2019-2020 National Faculty Development Program

2018-2019 National Postdoctoral Association

2017-2019 Professorial Advancement Initiative

2017-2019 UW-Madison Postdoc Association, Member and Social Chair

2012-present Division 33 (Intellectual and Developmental Disabilities/Autism Spectrum Disorders), American Psychological Association

2012-present Division 16 (School Psychology), American Psychological Association

2012-present National Association of School Psychologists (NASP)

Professional Development and Training

- 2021 Special Topics in the Differential Diagnosis of Autism Spectrum Disorder, University of California San Francisco, School of Medicine
- 2019-2020 Faculty Success Program, University of Oregon
Office of the Provost: Year-long workshop trainings on evidence-based techniques to support new faculty development
- 2018 Co-Facilitator, Transition Program for Adults with Autism Spectrum Disorder (ASD), Waisman Center, University of Wisconsin, Madison
- 2017-2019 Postdoctoral Research Trainee, Family Outcomes in Autism Study, Waisman Center, University of Wisconsin, Madison
- 2017-2019 Postdoctoral Research Trainee, Working Together: Cultural Adaptation, Waisman Center, University of Wisconsin, Madison
- 2012-2016 Graduate Student Researcher, Smooth Sailing Study, University of California, Riverside
- 2012-2016 Graduate Student Researcher, The Collaborative Family Study, University of California, Riverside, University of California, Los Angeles
- 2013-2015 Graduate Student Researcher, The Bullying Literature Project, University of California, Riverside
- 2012-2014 Graduate Student Researcher and Parent Education Group Facilitator, Project for Promoting Academic and Social-Emotional Success from Home for Migrant Youth and Families
- 2012 Research reliability on the Autism Diagnostic Observation Schedule (ADOS-2)