



## Sandra Brunner Evarrs, PhD

*Clinical Associate Professor*  
*CB #3500 Peabody Hall*  
*University of North Carolina*  
*Chapel Hill, NC 27599*  
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**NC Licensed Psychologist # 103192**

### **EDUCATION**

- |           |   |                                  |
|-----------|---|----------------------------------|
| 1999-2003 | Department of Educational Psychology<br>Specialization: School Psychology<br>Loyola University<br>Chicago, IL<br>Advisors: Dr. Pamela Fenning and Dr. Ronald Morgan<br>Title of Dissertation: <i>A Systematic Expansion of a Meta-analysis on the Differences in Intelligence and Adaptive Behavior of Children Diagnosed with Autism and Asperger's Syndrome</i> | Ph.D.                            |
| 1996-1999 | Department of Educational Psychology<br>Specialization: School Psychology<br>Loyola University<br>Chicago, IL<br>Advisors: Dr. Pamela Fenning and Dr. Rene Lewin<br>Title of Masters Thesis: <i>Autism Spectrum Disorder Interventions in the Preschool Years</i>   | M.Ed.<br><i>Specialist Level</i> |
| 1991-1996 | Department of Education<br>Major: Elementary Education<br>Minor: Psychology<br>Honors: Cum Laude<br>DePaul University<br>Chicago, IL<br>Advisor: Dr. Mary Dugan<br>Title of Honors Thesis: <i>Differentiation for Students Diagnosed with ADHD in the Primary Classroom</i>   | BA                               |

## UNIVERSITY PROFESSIONAL EXPERIENCE

- 2004-2015**      **University of North Carolina at Chapel Hill, NC Clinical Assistant Professor**  
*Affiliated with School Psychology, Elementary Education, Child Development and Early Childhood Programs, Graduate & Undergraduate Research and Policy*
- 2015- Present**      **University of North Carolina at Chapel Hill, NC Clinical Associate Professor**  
*Affiliated with School Psychology, Elementary Education, Child Development and Early Childhood Programs, Masters of Arts in Teaching, Graduate & Undergraduate Research and Policy*

### Graduate Course Instruction:

- EDUC 224      **Externship in School Psychology**  
(Fall 2004, Spring 2005, Fall 2005, Summer 2006)
- EDUC 222      **Behavioral Intervention and Counseling in Psychology**  
(Spring 2005)
- EDUC 221      **Psycho-educational Assessment**  
(Spring 2005, Fall 2005)
- EDUC 321      **School Psychology Doctoral Internship**  
(Fall 2005 & Spring 2006)
- EDUC 226      **Masters Internship in School Psychology**  
(Fall 2005 & Spring 2006)
- EDUC 722      **Masters Internship in School Psychology-I**  
(Fall 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013)
- EDUC 722      **Masters Internship in School Psychology-II**  
(Spring 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014)
- EDUC 722      **Masters Internship in School Psychology-III**  
(Summer I 2012, 2013, 2014 Summer II 2012, 2013, 2014)
- EDUC 721      **Doctoral School Psychology Externship-I**  
(Fall 2006 - Present)
- EDUC 721      **Doctoral School Psychology Externship-II**  
(Spring 2007 to Present)
- EDUC 718      **Psychoeducational Assessment**  
(Fall 2006, 2007, 2008, 2009, 2010)
- EDUC 821      **Doctoral Advanced School Psychology Externship-I**  
(Fall 2006 to Present)
- EDUC 821      **Doctoral Advanced School Psychology Externship-II**  
(Spring 2007 to Present)
- EDUC 821      **Doctoral Advanced School Psychology Externship-III**  
(Summer 2007 to Present)
- EDUC 822      **Doctoral Internship in School Psychology I**  
(Fall 2007 & 2008)
- EDUC 822      **Doctoral Internship in School Psychology II**  
(Spring 2008)
- EDUC 721      **Doctoral Professional Seminar & School Psychology Externship-I**  
(Fall 2012 to Present)

- EDUC 721 **Doctoral Professional Seminar & School Psychology Externship-II**  
(Spring 2013 to Present)
- EDUC 865 **College Teaching Internship**  
(Fall 2011, 2012, 2013)
- EDUC 992 **Master's Project**  
(Fall 2010, Spring 2011, 2012, 2013, 2014)
- EDUC 821 **Advanced Doctoral Professional Seminar & School Psychology Externship-I** (Spring 2013 to Present)
- EDUC 821 **Advanced Doctoral Professional Seminar & School Psychology Externship-II** (Spring 2013 to Present)
- EDUC 681 **Human Development – School Counseling Program**  
(Fall 2012 & Summer 2018)
- EDUC 796A **Doctoral Independent Study: Child Development: Policy Evaluation**  
(Fall 2013)
- EDUC 796B **Masters Independent Study: Child Development: Sensory Processing Integration** (Fall 2013)
- EDUC 696 **Doctoral Independent Study: History & Systems in Psychology**  
(Fall 2010, 2011, 2012)
- EDUC 596 **Masters Independent Study: History & Systems in Psychology**  
(Fall 2010, 2011, 2012)
- EDUC 696 **Doctoral Independent Study: Social Psychology**
- EDUC 696 **Doctoral Independent Study: Affective and Behavioral Psychology**
- EDUC 994 Doctoral Dissertation Research**

#### Undergraduate Course Instruction:

- EDUC 401 **Child Development** (Fall 2011, Fall 2019 to Present)
- EDUC 694 **Honors Thesis in Education** (Fall 2012 to Present)
- EDUC 532 **Child Development Prenatal to Middle Childhood**  
(Fall 2012 to Present)

#### AREAS OF EXPERTISE AND TEACHING COMPETENCIES

- *Human Development*
- *Autism and Related Spectrum Disorders*
- *Abnormal Psychology*
- *Ethics in Psychology & Education*
- *Education Law*
- *Disability & Exceptionalities*
- *Psychoeducational Assessment*
- *Personality Assessment*
- *Group Psychological Counseling*
- *Psychological Report Writing*

- *Crisis Intervention: PREPaRE Model; Crisis Prevention and Preparedness: Comprehensive School Safety Planning*
- *Crisis Intervention: PREPaRE Model; The Roles of School-Based Mental Health Professionals*
- *Individual Counseling, Cognitive Behavioral Therapy*
- *Applied Behavior Analysis, ABA*
- *Functional Behavior Assessment for children with autism*
- *Sensory motor integration interventions*
- *DSM-5 Differential Diagnosis for Children*
- *ADHD Diagnosis and Comorbidity*
- *Teacher & Parent Consultation*
- *Special Education Case Management*
- *School-based prevention and initiatives*
- *Clinical supervision and mentoring*
- *School Psychologist as “Change Agent”*
- *Professional Development Implementation in the School Setting*
- *Crisis Intervention in School Systems*

## SERVICE

### **Faculty Professional Activities, University of North Carolina, Chapel Hill:**

- UNC Q-Connect & OUTreach LGBTIQ Student Club Faculty Sponsor
- Pathway to Practice North Carolina, Special Education Curriculum Development
- School of Education Appeals Committee
- Director of University Masters-Level Teaching Internship
- Presenter, Human Development and Family Studies Mini-Career Conference
- American Psychological Association Site Visit Program Member
- *National Association of School Psychology* Accreditation Co-Coordinator
- *American Psychological Association* Accreditation Annual Report Coordinator
- School of Education Faculty Mentor for Promotion
- Honors Program (Undergraduate) Research Thesis Chair
- Honors Program (Undergraduate) Research Thesis Reader
- Masters Project Research Thesis Chair (MEd)
- Masters Project Research Thesis Reader (MEd)
- Masters Thesis Research Thesis Chair (MA)
- Masters Thesis Research Thesis Reader (MA)
- Master’s Comprehensive Examination Coordinator
- Master’s Research Symposium Coordinator
- School Psychology Program Orientation Coordinator
- School Psychology History & Systems of Psychology Research Symposium Coordinator
- School Psychology Program Externship Advisor
- Master’s Research Project Advisor
- Master’s Research Thesis Advisor
- Co-coordinator of School Psychology Program 40th Anniversary Symposium
- School Psychology Program Evaluation Assistant
- Academic Advisor, School Psychology Program
- North Carolina Trainers of School Psychologists

- Doctoral Externship Advisor – School Psychology
- School Psychology Program Field Placement Liaison
- Internship, Externship, and Post Doctoral Positions: Letters of Recommendation Writer
- School Psychology Program Externship Placement Director
- Mentor, Doctoral Teaching Assistants
- Member, Human Development and Family Studies Search Committee (2019)
- Dissertation Research Advisor
- Dissertation Research Reader
- Master of Arts in International Education, Capstone Project Evaluator
- School Psychology Program Handbook Creator / Yearly Reviewer
- Coordinator, School Psychology Program Peer Mentor Program
- Member, School Psychology Faculty
- Member, Elementary Education Faculty
- Member, School Counseling Faculty (2012)
- Member, Child Development and Family Studies Faculty
- Member, School of Education Clinical Faculty Committee
- Member, Graduate & Undergraduate Research & Policy
- Member, School Psychology Faculty Search Committee
- Member, Learning Sciences and Psychological Studies
- Member, School Psychology APA Accreditation Self-Study Committee
- Member, NASP Accreditation Review Committee
- Member, NCATE Accreditation Review Committee
- Doctoral Application Review Committee, School Psychology
- Masters Application Review Committee, School Psychology
- School Psychology Website Coordinator

**2001-2003 Education Professor; Adjunct**

Roosevelt University  
Chicago, IL

Lectures included:

- *Section 504 of the Rehabilitation Act*
- *Special Education Services in the School Setting*
- *Special Education Law*
- *Parental Safeguards*
- *Psychological Evaluations*
- *Disabilities in Children*

**2001-2003 Graduate School Psychology & Education Professor; Adjunct**

Loyola University  
Chicago, IL

School Psychology Graduate Program Lectures included:

- *Special Education Policies, Procedures, & Law*
- *Personality Development*
- *Section 504 Plans*
- *Human Development*
- *Psychological Report Writing*
- *Behavioral and Emotional Assessment*

- *Psychological Evaluations*

## **RESEARCH & PUBLICATIONS**

**Evarrs, S.** & Knotek, S.E. (2006). Foreign Language and Special Education. In Hening-Boyton (Ed.), *2005-2015: Realizing Our Vision of Languages for All*, pp. 117-133, Upper Saddle River, NJ: Pearson Hall.

Wasik, B. H., Villagomez, A., Berry, S., & **Evarrs, S.** (2011). *Visual perception programs*. In J.A.C. Hattie & M.M. Anderson (Eds.) *International Handbook on Student Achievement*. NY: Routledge.

### **Book Reviewer**

Assessment of Children: Cognitive Foundations, Sixth Edition, Jerome Sattler (Currently under revision), 2014-2016

### **Dissertation:**

*A Systematic Expansion of a Meta-analysis on the Differences in Intelligence and Adaptive Behavior of Children Diagnosed with Autism and Asperger's Syndrome*, 2003

### **Masters Thesis:**

*Autism Spectrum Disorder Interventions in the Preschool Years*, 1999

### **Honors Thesis:**

*Differentiation for Students Diagnosed with ADHD in the Primary Classroom*, 1996

## **Loyola University Chicago Infant / Child Research Lab Team:**

2000-2003 Areas of Study:

- *Child-parent attachment, inter-affectivity, attunement, and the role of touch in parent-child interaction*
- *Choice co-construction as related to cognitive development and intentional communication*
- *Development of emotional intelligence measures and its relationship to early language development*

## **PRESENTATIONS**

*PREPaRE Curriculum has been developed by the National Association of School Psychologists as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. The presentation and training aims to improve and strengthen school safety and crisis management plans and emergency response.*

- 2019 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2019 ***Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals; Workshop 2***
- 2018 ***Mentoring to improve School and Community Climate***, Summit on Student Safety and Wellbeing
- 2018 ***Responding to School Violence***, UNC School of Education
- 2018 ***Legal and Ethical Issues in School Violence***, UNC School of Education
- 2018 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2018 ***Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals; Workshop 2***
- 2017 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2017 ***Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals; Workshop 2***
- 2016 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2016 ***Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals; Workshop 2***
- 2015 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2015 ***Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals; Workshop 2***
- 2014 ***Crisis Prevention and Preparedness: Comprehensive School Safety Planning I PREPaRE School Crisis Prevention and Intervention Training Curriculum; Workshop 1***
- 2010-11 ***Autism and Related Developmental Disabilities in the Classroom***, University of North Carolina, Chapel Hill, NC Teaching Fellows

- 2006 **ADHD in Young Children: Diagnosis and Intervention**, Cary Park Women's Club, Cary, NC
- 2002-04 **Special Education Law and Compliance**, Wilmette Public Schools, Wilmette, IL
- 2002-04 **Section 504 Plans; Eligibility and Services**; Wilmette Public Schools, Wilmette, IL
- 2001-02 **Section 504 Plans; Eligibility and Services**; School Association for Special Education of Dupage County, IL
- 2001-02 **Special Education Law and Compliance**, School Association for Special Education of Dupage County, IL
- 1999 **Section 504 Plans; Eligibility and Services**; Chicago Public Schools, Chicago, IL

## **EARLY CHILDHOOD, ELEMENTARY & SECONDARY EDUCATION PROFESSIONAL EXPERIENCE**

- 2002-2004 Special Education Case Manager & School Psychologist**  
Wilmette Public School District #39, Wilmette, IL
- *Administrative case manager for all students receiving special education services*
  - *Led all special education faculty building level meetings*
  - *Coordinated and facilitated special education departmental meetings*
  - *Administered psychological evaluations and provided treatment plans addressing behavioral, emotional, cognitive, academic, and adaptive behavior*
  - *Provided diagnostic psychological counseling services to both individuals and groups*
- 2002-2004 Practicum Supervisor, School-Level**  
National Louis University, Evanston, IL
- *Provided clinical supervision for Masters and Ph.D. school psychology students*
  - *Evaluated clinical performance of graduate level school psychology students*
- 2002-2004 Externship Supervisor, School-Level**  
Loyola University, Chicago, IL
- *Provided clinical supervision for Masters and Ph.D. school psychology students*
  - *Evaluated clinical performance of graduate level school psychology students*
- 2002-2003 School Administration Intern**  
Wilmette Public School District #39, Wilmette, IL  
Highcrest Middle School
- *Conducted a School-wide Crisis Vulnerability Assessment*
  - *Consulted with teachers with identifying evidence-based interventions*
  - *Assisted with behavior management and interpretation of district discipline plan*
  - *Facilitation of parent conferences*



- Conducted practice observations of teaching faculty and provided feedback based upon school-wide expectations
- Contributed to various system-level administrative changes and enhancements. Provided direction and coaching to teaching faculty on selection of appropriate curriculum materials for reading and math instruction in special education classrooms; managed inventory of instructional materials
- Planned and facilitated professional development sessions on Bullying Prevention for general and special education teaching faculty
- Facilitated planning meetings for school level Positive Behavior Intervention Support (PBIS) team
- Provided direction and guidance to school and district administrators on data management, data interpretation and progress monitoring based on universal screening testing results Planned and facilitated professional development sessions on Intervention Strategies for Children with ADHD symptomology for general and special education teaching faculty

**1999-2002**

**School Psychologist**

School Association for Special Education of DuPage County, IL

- *Provided psychological evaluations of behavior, emotional status, adaptive behavior, cognition, and academics for individuals ages two to twenty-one*
- *Provided individualized and group counseling services.*
- *Coordinated and conducted Child Find Pre-School Screenings*
- *Provided specialized psychological services to children diagnosed with autism*
- *Coordinated two-year-old early intervention play groups for the at-risk community*
- *Evaluated and provided supportive services for the severe-profound multi-needs population in DuPage County*
- *Developed and implemented treatment plans for behaviorally and emotionally fragile and challenged children and their families*
- *Consulted with psychiatric hospital personnel, therapeutic day schools and private therapists regarding students presenting significant emotional and behavioral special needs*
- *Evaluated and provided supportive services for early childhood education programs*
- *Facilitated and led daily living and communication groups for a multi-needs population ages eighteen to twenty-one*
- *Led special education meetings, managed caseload and chaired pupil service team meetings*
- *Facilitated and led sexual education and safety counseling groups for young adult girls with significant cognitive deficits*

**1999-2000**

**Contract School Psychologist, Glen Ellyn School District, IL**

- *Assessed emotional, behavioral, cognitive, academic, and adaptive behavior of children ages three to eighteen*
- *Provided psychological services for school district during summer months, after school hours, and holiday breaks*

**1999**

**Elementary Education Teacher**

Chicago Public School District #299

- Taught third grade “Bridge Program” emphasizing inferential reading comprehension and mathematics problem solving techniques
- Completed the “direct teaching” curriculum training and assessment

**1998-1999**

**School Psychologist**

Chicago Public School District #299

- Assessed emotional, behavioral, cognitive, academic, and adaptive behavior of children ages three to twenty-one
- Participated in “School-Based Problem-Solving”
- Provided psychological services and evaluations to students with autism
- Assessed and counseled students at a school specifically designated for new young teen mothers and pregnant students aged 13-18
- Developed and implemented treatment plans for students requiring counseling and individualized behavior plans
- Ongoing Crisis management & preparedness facilitation

**1998-1999**

**Autism Shadow Teacher**

Catherine Cook School, Chicago, IL

- “Shadowed” a student with autism in an inclusionary environment
- Adapted the curriculum to meet the needs of the student
- Individualized a behavior plan to coordinate with the school’s behavioral support system

**1997-1998**

**Counseling and Psychology Masters-Level Practicum Student**

Glenview Public School District #34, Glenview, IL

- Developed counseling, assessment, diagnostic, and consultation skills under the supervision of a licensed clinical psychologist
- Co-lead social-skills, study skills, conflict resolution, and anxiety strategies counseling groups

**1996-1999**

**Behavioral Modification Therapist**

Behavioral Consultation Inc., Dr. Anne Maxwell Chicago, IL

- Gained extensive Applied Behavior Analysis training from Dr. Anne Maxwell (Former Doctoral Student of Dr. Ivar Lovaas of UCLA)
- Contributed to treatment, planning, and implementation as a member of a behavior modification team with autistic youth

**1996-1998**

**Elementary Education Teacher**

Providence St. Mel School, Chicago, IL

- Taught first grade class of students that were at high-risk for school failure
- Facilitated the teaching components of the Lloyd A. Fry Foundation Pilot Education Project
- Developed, conducted, and evaluated gifted mathematics curriculum
- Created and implemented a team-teaching model
- Developed advanced first grade writing curriculum
- Taught a combined first and second grade summer school

1995-2001

**Private Tutor**

- *Developed individualized tutorial programs for students struggling with language arts and mathematics*
- *Consulted with parents regarding in-home enrichment and reinforcement math and language arts strategies*

**CERTIFICATIONS**

North Carolina Board of Psychology License:

Licensed Psychologist # 103192

National:

NCSP Nationally Certified School Psychologist

PREPaRE Nationally Certified School Crisis Prevention and Intervention Trainer  
Workshop I: *Crisis Prevention and Preparedness: Comprehensive School Safety Planning*

PREPaRE Nationally Certified School Crisis Prevention and Intervention Trainer  
Workshop II: *Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals*

North Carolina Department of Public Instruction Certificates:

025 *Elementary Education (K-6)*

026 *School Psychology*

88099 *Exceptional Children Administrator*

012 *School Administration*

Illinois Board of Education Certificates:

03 Teaching Certification K-9; {Psychology Endorsement}

73 School Service Personnel Certification, Psychology

75 General Administrative Certification (Principal & Assistant Principal)

University of North Carolina:

Safe Zone Ally I LGBTQ Certification to support people of all sexual orientations, gender identities and gender expressions on campus

Safe Zone Ally II Gender Identity & Gender Expression

Green Zone Certification to support military affiliated students and families

Other Training Certifications:

PECS Picture Exchange Communication System for Individuals with Autism

Exner Scoring for the Rorschach Inkblot Test

**PROFESSIONAL AFFILIATIONS & MEMBERSHIPS**

American Psychological Association, APA Division 16 School Psychology

National Association of School Psychologists, NASP

Autism Society of America, ASA

North Carolina School Psychology Association, NCSPA

North Carolina Trainers of School Psychologists, NCTSP

Trainers of School Psychologists Association, TSP  
Safe Zone Ally, University of North Carolina, Chapel Hill LGBTQ Center  
Safe Zone Gender Identity & Gender Expression Ally, University of North Carolina, Chapel Hill  
LGBTQ Center

**Funding:**

*Beyond the Classroom: Health & Disability Across the Lifespan*, 2019 School of Education Strategic Seed Funding Competition

*Special Olympics and School of Education Collaboration Project*, 2019 School of Education Strategic Seed Funding Competition

**HONORS & AWARDS**

UNC “Star Heel Award” Peer Faculty Nominated Award  
Who’s Who in Curriculum & Education Academia  
Masters with Distinction, Loyola University  
Dean’s List, Loyola University  
Outstanding Academic Achievement Award, DePaul University  
Cum Laude, DePaul University  
Dean’s List, DePaul University  
Cecil T. Small Student Teaching Scholarship  
Illinois Girls State, American Legion Scholarship  
Illinois Lions Club Merit Scholarship  
Golden Key National Honor Society  
Kappa Delta Pi Honor Society, Iota Psi Chapter

**VOLUNTEER WORK AND RELEVANT EXPERIENCE**

North Carolina ASPCA Volunteer, Raleigh, NC  
North Carolina Wake County Animal Shelter Volunteer, Raleigh, NC  
Pets are Worth Saving, Medical Assistant Staff Volunteer  
United Way Homeless Shelter for Mentally Ill Adults Program, Staff Volunteer, Chicago IL  
“In-Touch” Chicago Crisis Intervention Hot-Line, Crisis Intervention Counselor, Chicago, IL  
Chicago Metro Achievement Center, Tutor, Chicago, IL  
Casimir Pulaski Academy, Volunteer Student Mentor, Chicago, IL  
Special Olympics Illinois Summer Games, Certified Track and Field Coach, Regional Team  
Special Olympics Illinois Summer Games, Certified Swim Coach, Regional Team  
Special Olympics Illinois Summer Games, Certified Track and Field Coach, State Team –  
St. Joseph Hospital, Staff Volunteer, Belvidere, IL  
Ojibiwe Indian Reservation, Visiting Student, Minoqua, WI  
Lutheran Outdoor Ministry, Camp Counselor, Peoria, IL  
Salvation Army, Tutor, Belvidere, IL  
Salvation Army, Tutor, Chicago, IL

## RESEARCH ADVISEMENT

### DISSERTATIONS IN PROGRESS (Chair)

Courtney Kwan

*"Investigating intrusive parenting as a predictor of early childhood anxiety and whether the relationship differs by gender of the parent and/or of the child"*

Leelyn Pinion Biggers

*Influence Of Symptoms Of Attention-Deficit/Hyperactivity Disorder And Oppositional Defiant Disorder On Social Problem-Solving Skills In Early Elementary Students*

Katy Miller

*Multidimensional Factors of Caregiver Burden in Parents of Children with Autism Spectrum Disorder in High School*

Heather Dyer

*Currently in the conceptual stage*

Sara Brame

*Currently in the conceptual stage*

### DISSERTATIONS IN PROGRESS (Advisement)

Mary Dooley

*The Silence at the Intersection: The School-to-Prison Pipeline and Black Girls*

Alexis Davis

*Classification of Functioning, Disability and Health, Children & Youth Version (ICF-CY) using the Delphi technique*

Jessica Hayden

*Adolescent Perceptions of Parent's Failure and Intelligence Mindsets*

Salma Baig

*Barriers To Obtaining Mental Health Services Within The Muslim Immigrant Community*

- Wakako Sogo  
*Linking the Behavior Assessment System for Children to the ICF-CY*
- Carmen Caruthers  
*Factors Influencing School Selection Decisions of African American Parents of Children with Autism in the Era of School Choice*
- Clare Kordyback  
*The ABC's Of School Re-Entry: A Feasibility Study Of An Innovative Intervention Which Targets The Pscyho-Social And Emotional Needs Of Childhood Fighters And Survivors Of Cancer*
- Velchik, Alison  
*Project Grow: A reading fluency intervention*
- Letanya Love  
*Examining The Treatment Feasibility, Acceptability And Initial Outcomes Of Steps (Student Training For Educational And Personal Success): A Social-Emotional Learning Program For Black Males*
- Ashley Currin  
*Currently in the conceptual stage*
- Seungeeun Lee  
*Currently in the conceptual stage*
- Erin Jones  
*Currently in the conceptual stage*
- Sharon Levine  
*Currently in the conceptual stage*
- Carrie Moore  
*Currently in the conceptual stage*
- Paige Landau  
*Currently in the conceptual stage*
- Yumeng Fang  
*Currently in the conceptual stage*
- Andrew Chin  
*Currently in the conceptual stage*
- Danbi Choe  
*Currently in the conceptual stage*

## **DOCTORAL DISSERTATION ADVISEMENT**

- 2019 Montine Chen  
*The implications of ICF-CY in Taiwan*
- 2019 Lauren Bangert  
*Examining the Relationship Between Trait Anxiety and Executive Functioning in Adolescents*
- 2019 Dorina Mohite  
*A Meta-analysis Examining the Gender Differences in Social and Emotional Interventions of School-aged Children Diagnosed with Autism.*
- 2019 Erica Pollock  
*Contributions from the School that Influence Student Achievement: Differences in Teachers' Perceptions*
- 2018 Jackie Lawrence  
*Self-Injurious Behavior and Co-morbidities in Children with Autism Spectrum Disorder*
- 2018 Sevgi Aslan  
*An Examination of Administrators', Teachers', and School Psychologists' Concerns About and Perceptions of the Implementation of Multi-Tiered System of Supports Across North Carolina*
- 2018 Eda Fikriye Karacul  
*Implementing the Biopsychosocial Approach of the ICF-CY to Predict Secondary Conditions and Quality of Life in Individuals with Spina Bifida*
- 2018 Latasha Woods  
*The Design of a Systems-Level Assessment Tool That Will Measure the Fidelity of Multi-Tiered Systems of Supports Implementation in North Carolina Schools*
- 2018 Loren Wright  
*Association Among Stereotype Vulnerability, Sense of Belonging and Campus Climate for African American College Students at a Predominately White Institution*
- 2018 Cherish Williams  
*Racial Identity Development, Racial Discrimination, and Other Psychosocial Outcomes of African American Students in Rural, Racially Segregated High Schools in the 21st Century*
- 2018 Clark Wright  
*Challenge of Community College Student Academic Motivation: The Go for Growth! Intervention*
- 2017 Connor O'Neill  
*Are Schools Prepared for Suicide Contagion Effects? An Analysis of Schools Psychologists' Perceived Competency in Suicide Postvention Response.*
- 2017 Alice Verstrat

*Student, School and Community Predictors of Work-Based Learning Experience for High School Students with Autism Spectrum Disorder*

- 2017 Matthew Mier  
*PBIS Implementation in Wake County, North Carolina*
- 2016 Erica Fornaris  
*Efficacy of a Social-emotional Learning Intervention for Hispanic Undergraduate Students*
- 2016 Brendan Hendrick  
*Examining Longitudinal Change in Student Speech in Small Group Literature Discussions*
- 2016 Julie Anne Anderson  
*Academic Identity in Children and Adolescents*
- 2016 Ashley Costner  
*Assessing Students with Intellectual Disabilities in the School Setting: Common Practices and School Psychologists' Self-Efficacy*
- 2016 Melissa Cox Parnell  
*Response to Intervention: Impact on Special Education Referral and Identification Rates*
- 2016 Marisa Enrico  
*Educators' Perceptions of SEL Program Effectiveness and Barriers to Implementation*
- 2016 Allison Weinstein  
*Involvement in Community Youth Programming and Social Emotional Development of Adolescent Girls in Kibera, Kenya*
- 2016 Jesse Keroack  
*Exploring the Relationship Between Coaching Behavior and Developmental Outcomes Among Adolescent Female Athletes in Competitive Sport*
- 2015 Genna Durante  
*Family-Centered Care as a Predictor of Early Intervention Outcomes for Ethnically Diverse Families*
- 2015 Melanie McCabe  
*Sickle Cell Disease, Education and Later Life Outcomes*
- 2015 Adrienne Villagomez  
*Decisional Capacity in Adolescents and Adults with Fragile X Syndrome; Self-Determination and Parent Perceptions*

2015 Anna Stagg



*Effects of Early Physical Abuse on Adolescent Outcomes: Relationships Between Attachment, Behavior and Social Competence*

- 2015 Megan McVea  
*The Relationship Between Community Stressors and Social Emotional Development in At-Risk Elementary School Students: An Exploratory Analysis of the Impact of SEL Sports Programming on the Development of Social Emotional Competencies*
- 2015 Megan Kovac  
Affect-Modulated Postauricular Reflexes Of Children With Autism Spectrum Disorder
- 2014 Cathleen Carolyn Reynolds  
*Multidimensional Literacy Development: Examining Child Engagement and Teacher Instruction*
- 2014 Megan Millen  
*Association Between Teacher Liking and Student Characteristics and the Influence of Job Satisfaction and Peer Social Preference*
- 2014 Kristen Bell Hughes  
*Long-Term Outcomes of African American Graduates of Three High School Environments*
- 2014 Lee Marie Ayers  
*Validity of a Local Norms Approach for Universal Screening in Early Childhood Responses to Intervention*
- 2013 Chaka Monique Coleman  
*Standards-Based Testing Outcomes in Instructional Consultation Team Classrooms: An Analysis of Growth in Reading*
- 2013 Shannon M. Lewis  
*A Comparative Study of School-Based Interventions for Students with Emotional Disabilities, Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder*
- 2013 Kristina Ten Haagen  
*Relationship between Housing Quality, Food Insecurity, Social Service Needs, Domestic Violence and Mental Health*
- 2013 Felicia Gibson  
*An Analysis of Parenting Constructs in the National Classroom Literacy Intervention and Outcomes (CLIO) Study*

- 2013 Kylee Miller  
*Weighing in on the Relationship Between Macronutrient Intake, Weight Status, Cognitive Functioning and Academic Performance in School-Aged Children*
- 2013 Megan Kovac  
*Cognitive and Developmental Features of Children with Dysgenesis of the Corpus Callosum*
- 2012 Hannah Harwood  
*The Relationship between Attention Problems, Internalizing Symptoms and Quality of Life in Youth Receiving Outpatient Services*
- 2011 Julie Hammer  
*Attention and Behavioral Inhibition in Young Males with Fragile X Syndrome and/or Attention Deficit Hyperactivity Disorder*
- 2010 Holly Colon  
*Child Maltreatment Among Younger and Older Adolescent Parents: Understanding Child Maltreatment from a Wholistic, Person-Centered Perspective*
- 2010 Anita Hawkins  
*Perceived Causes of Ethnic Disproportionality in Special Education: Consideration of Factors for the Purpose of Professional Development*
- 2010 JooYeon Chon  
*Coping as a Mediator of the Relation Between Teacher Perceived Stress and Teacher-Student Relationships*
- 2009 Waverly Harrell  
*A Functional Neuroimaging Study of Working Memory in Children with Chronic Kidney Disease*
- 2009 Jaclyn Starritt  
*Use of Parent Report in Detecting Developmental Delays in Preterm Infants*
- 2008 Jennifer Wojciechowski  
*Exposure to Community Violence and Preschool Children's Behavioral and Social Functioning: The Mediating Role of Parental Depression and Children's Social Cognition*
- 2007 Crista Wetherington  
*Parent Ratings of Social-Behavioral Functioning After Traumatic Brain Injury in Very Young Children*
- 2007 Signe Boucher  
*Joint Attention, Imitation and Repetitive Behaviors as Predictors of Autism and Expressive Language Ability in Early Childhood*

2006. Kristin Keagy Hodgson  
*Relationships Between Two Forms of Social Position and Peer Affiliations:  
Patterns Across the Transition from Elementary to Middle School*

## **MASTERS PROJECT RESEARCH ADVISOR & READER**

- 2013 Genna Durante  
*Parent Interactive Behaviors and Language Development in Children with Autism Spectrum Disorder, Fragile X Syndrome, and No Disability*
- 2013 Caitlin Farren  
*Disproportionality in Gifted Education: The Underrepresentation of Culturally and Economically Diverse Students*
- 2012 Erin Kephart  
*Positive Behavior Support and Tier Two Response to Intervention*
- 2012 Jennifer Harber  
*Long-Term Outcome of Parental Involvement with English Language Learners in the School Setting*
- 2012 Kathryn Morris  
*Issues in School-Based Assessment and Intervention for Students with Attention Deficit Hyperactivity Disorder*
- 2012 Laura Stevens  
*Home School Collaboration and Academic Outcomes*
- 2011 Janelle Mitchell  
*Social Skills Interventions for Adolescents with High Functioning Autism Asperger's Syndrome*
- 2011 Christine Kahlke  
*The Effectiveness of Picture Exchange Communication System and Video Modeling on Children with Autism Spectrum Disorder and Their Ability to Generalize and Maintain these Learned Social Communication Skills*
- 2011 Kristin Cooley  
*Prevention and Early Intervention Strategies to Address School Violence and Aggression*
- 2011 Margaret Clayton  
*Treating Anxiety in Schools: A Review of School-Based Interventions*
- 2011 Julia Haywood

*Intervening with Low Income Populations: Early Childhood Programs and the Promise of Response to Intervention*

- 2011 Ho Yan Tsuen  
*Oral Reading Fluency Interventions for English Language Learners*
- 2011 Lily Stutman  
*Academic Achievement as a Function of Single-Parenthood*
- 2011 Annie Halpin  
*Preschool Social Skills Interventions*
- 2011 Kathryn Otterbein  
*Manualized School-Based Intervention Programs for Depression*
- 2011 Morgan Bruss  
*Are Children with Autism Spectrum Disorders Characterized by Elevated Levels of Anxiety?*
- 2011 Ashley Bass  
*Research Based Interventions for Autism Commonly Implemented in North Carolina*
- 2010 Carrie Masur  
*Professional Training and Treatment Integrity of School-Based Interventions for Children with Autism*
- 2010 Morgan Bruss  
*Anxiety and Autism in the Schools*
- 2010 Jaclyn Zins  
*Inter-Relationship of Child Development and Written Language Development: Implications for Efficacious Writing Instruction*
- 2010 Katelyn Bouchard  
*Literature Review of Positive Behavior Support in Urban Settings*
- 2010 Debra Vento  
*Relational Aggression and Adolescent Girls: Implications for School Practice*
- 2010 DeZyre Dennis  
*African American Achievement Since Brown vs. Board of Education: Effects of Desegregation*
- 2009 Casey Marshall  
*Selective Mutism: An Integrative Review of Interventions and the Cases of Charlie & Chad*
- 2009 Anna Beltramo  
*Extracurricular Participation and Resilience in At-Risk Youth*

- 2009 Caroline Hewitt  
*Implications of Early Grade Retention and Possible Intervention Strategies*
- 2008 Jessica Beasley  
*The Definition of Emotional Disturbance: What is the Social Maladjustment Clause?*
- 2007 Chrystal Grener  
*Psychosocial Adjustment of Nondisabled Siblings of Children with Autism*
- 2007 Jennifer Anne Sucher  
*Teacher Characteristics and Variables Effecting Bullying Prevention; Implementation of Intervention and Prevention Programs and Levels of Bullying in Schools*
- 2007 Megan Ferris  
*Play-Based Interventions for Children with Autism*

#### **HONORS THESIS RESEARCH CHAIR**

- 2019 Madison Clary  
*Autism Interventions in the Public Preschool Classroom*
- 2018 Ashlyn Steeleman  
*ADHD Interventions as Alternatives or Supplemental to Medication*
- 2017 Anthony Aswad  
*Exploring the Barriers and Possible Improvements for Routine Screening of Autism Spectrum Disorder in Pediatric Primary Care*
- 2016 Brittany Lopez  
*Self-regulatory Interventions for Children with Autism*
- 2015 Elizabeth Harden  
*Evaluating the Effectiveness of Social Stories with Children Diagnosed with Autism Spectrum Disorder*
- 2014 Hillary Wall  
*Sensory Processing Disorder and the Presentation of “Behavior Problems” in the Classroom – Teacher Strategies Derived from Established Sensory-Based Interventions*
- 2013 Hannah Larson  
*Examining the Link Between Receptive and Expressive Language Delay and its Effects on Externalized Behaviors in Young Children, Highlighting Strategies*

*Teachers and Schools Can Implement to Promote Social Emotional Competence through Self-Regulation*

- 2012 Carly Hill  
*Evaluating the Effects of Video-modeling Interventions Implementation with young children diagnosed with Autism*

**HONORS THESIS RESEARCH READER**

- 2012 Alison Gover  
*Discipline Disparities for Students with Disabilities: A Study of North Carolina Pre-Service Teachers' Decision Making*

**ASSESSMENT MEASURE COMPETENCIES:**

**Intelligence / Cognitive:**

Wechsler Intelligence Scale for Children – Fifth Edition  
Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition  
Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition  
Wechsler Abbreviated Scale of Intelligence, WASI  
Naglieri Nonverbal Ability Test, NNAT  
Differential Abilities Scale for Children – Second Edition  
Stanford-Binet Intelligence Scales – Fifth Edition  
Kaufman Assessment Battery for Children, KABC  
Wechsler Nonverbal Scale of Ability  
Ravens Standard Progressive Matrices  
Wechsler Memory Scale, WMS  
Comprehensive Test of Nonverbal Intelligence, CTONI  
Wide Range Assessment of Memory and Learning – Second Edition  
Delis-Kaplan Executive Functioning System

**Development:**

Bayley Scales of Infant and Toddler Development  
Developmental Indicators for the Assessment of Learning, DIAL  
Mullen Scales of Early Learning  
Bracken Basic Concept Scale

**Academic:**

Kaufman Test of Educational Achievement – Third Edition  
Wechsler Individual Achievement Test – Third Edition  
Woodcock Johnson Tests of Achievement – Fourth Edition  
Gray Oral Reading Test – Fourth Edition  
Process Assessment of the Learner, PAL  
Test of Written Language, TOWL  
Key Math Test – Third Edition  
Comprehensive Test of Phonological Awareness – Second Edition

**Visual Motor Integration:**

Beery-Buktenica Developmental Test of Visual Motor Integration, VMI-6  
Bender Visual-Motor Gestalt Test  
Jordan Left-Right Reversal Test, JLRRT

**Language:**

Woodcock Johnson IV Tests of Oral Language  
Auditory Discrimination Test, ADT  
Peabody Picture Vocabulary Test, PPVT

**Autism:**

Autism Spectrum Rating Scale, ASRS  
Autism Diagnostic Observation Scale, ADOS  
Childhood Autism Rating Scale, CARS  
Gilliam Autism Rating Scale, GARS  
Sensory Profile Scale – Second Edition, SPS-II

**Behavioral & Emotional Measures:**

Minnesota Multiphasic Personality Inventory, MMPI  
Multi-dimensional Anxiety Scale for Children, MASC  
Children's Depression Inventory, CDI  
Beck Depression Inventory, BDI  
Behavior Assessment System for Children – Second Edition, BASC-II  
Functional Behavior Assessment, FBA

**ADHD:**

Brown Attention-Deficit Disorder Scale  
Conners Behavior Assessment System - Third Edition  
Behavioral Observation of Students in Schools (BOSS)

**Projective Measures:**

Story & Sentence Completions  
Thematic Apperception Test, TAT  
Children's Apperception Test, CAT  
Roberts Apperception Test, RAT  
Projective Drawings: DAP, HTP, Kinetic Family & School  
Rorschach Inkblot Test

**Adaptive Behavior:**

Adaptive Behavior Evaluation Scale, ABES  
Vineland Adaptive Behavior Scales, VABS  
Adaptive Behavior Assessment System, ABAS

## References:

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