

*Curriculum Vitae*  
ELISSA M. MONTEIRO

College of Sciences  
Department of Psychology  
San Diego State University  
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## EDUCATION

**University of California, Riverside**

*Obtained September 2024*

**Graduate School of Education**

Ph.D. in Education, Specialized in School Psychology with an Applied Behavior Analysis Concentration  
APA Accredited and NASP Approved School Psychology Program, with BCBA Coursework (VCS)  
*Dissertation Title: Teachers as a Viable Mechanism of Change to Support Students' Self-Regulation*

**University of California, Riverside**

**Master of Arts in Education**

*Obtained June 2021*

*Master's Thesis Title: The ADHD Pre-Service Teacher Training Study*

**University of Iowa**

*Obtained May 2019*

**Bachelor of Science in Psychology**

Minors in Educational Psychology, Human Relations  
UI Honors Psychology Honors, Dean's List

## CURRENT POSITIONS

**Post-Doctoral Research Scholar**

August 2024-Present

***San Diego State University Research Foundation***

Implementation Science and Team Effectiveness in Practice (IN STEP) Research Center

**Project:** Enhancing Teamwork with School-based Interventions for Children with ADHD

**Principal Investigators:** Drs. Miguel Villodas, Linda Pfiffner, and Lauren Brookman-Frazer

*This project is supported by funding from the National Institutes of Mental Health.*

## CLINICAL/PRACTICUM EXPERIENCE

**Leadership in Education and Neurodiversity (UCSD-LEND)**

Fall 2024-Spring 2025

***University of California, Los Angeles***

*Responsibilities:* Obtained training in implementation science and community based participatory research.

Fostered community partnerships through involvement with the neurodivergent community in San Diego and Imperial counties.

**Center for Autism and Neurodevelopmental Disorders, Pre-Doctoral Internship Site**

July 2023-June 2024

***University of California, Irvine***

**Supervisors:** Chelsea O'Haire, PsyD & Hadley McGregor, PsyD

*Responsibilities:* Led, administered, scored, and interpreted cognitive, social, and emotional assessments for autism, intellectual disabilities, and other neurodevelopmental and learning disorders. Received structured

training and close supervision in administration of the Autism Diagnostic Observation Schedule (ADOS-2) Modules 1, 2, 3, and 4 for children ages 2-18, wrote neuropsychological reports, attended multi-disciplinary team meetings to coordinate wraparound care for patients, implemented cognitive behavior therapy, received didactic training in evidence based practices (e.g., Unified Protocol for Transdiagnostic Treatment for Emotional Disorders, Social Thinking Curriculum) as well as family-centered and social learning therapeutic techniques, and provided individual therapeutic services to children ages 6-18.

**The Craig School, Pre-Doctoral Internship Site**  
*Irvine, CA*

July 2023-June 2024

**Supervisor: Chelsea O’Haire, PsyD**

The Craig School is a therapeutic nonpublic/private school serving students grades 3-8 with neurodevelopmental and behavioral disorders and executive function challenges. Led, administered, scored, and interpreted cognitive, social, and emotional assessments for students with neurodevelopmental and learning disorders. Led Individualized Education Plan meetings, collected socioemotional and behavioral data to measure student goal process, and implemented cognitive behavior therapy in service of students counseling special education minutes. Led didactic training for teachers, behavioral specialists, and mental health professionals. Conducted consultation with teachers, behavior specialists, and mental health professionals to coordinate wraparound care for students. Delivered parent management training didactic seminars focused on students’ behavior and executive functioning skills.

**Graduate Research Assistant and Clinic Coordinator**

August 2022- March 2024

**Supervisor: Kimberley Lakes, PhD**

*Department of Psychiatry and Neuroscience, School of Medicine, University of California, Riverside*

*Responsibilities:* Led intakes and screened referrals for children and family psychotherapy services, coordinated patient care across community mental health services, created HIPAA compliant documentation of patient services, managed data tracking of grant goals, and created weekly and annual grant progress reports.

**Schuck Child Development Lab**

Spring 2023

**Supervisor: Patricia Ramsey, LMFT**

*Psychiatry Department, School of Medicine, University of California, Irvine*

*Responsibilities:* Led a canine-assisted group social skills intervention for children ages 6-10 with ADHD, autism, and/or oppositional defiant disorder and implemented applied behavioral analysis techniques to shape children’s positive behavior.

**Leadership in Education and Neurodiversity (UC-LEND)**

Fall 2021-Spring 2022

*University of California, Los Angeles*

*Responsibilities:* Completed three courses examining public health and autism across the lifespan, completed collaborative research across UC-campuses, and observed the UCLA LEND clinic which provides care coordination, parental support, diagnostic clarity, transition planning, and acts as an advocate to support families navigating the diagnostic odyssey and service landscape for individuals with Autism in Southern California.

**UCLA Peers Clinic**

Spring 2021- Fall 2022

*Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA*

**Director: Elizabeth Laugeson, Psy.D.**

*Responsibilities:* Behavioral Coach for PEERS for Adolescents via Telehealth; co-facilitated social skills role play activities for teens with ASD, ADHD, and other social impairments, conducted homework reviews,

conducted behavioral rehearsals with teens, coordinated individual check-ins with teens and parents following up on homework assignments, and coordinated assigned in-group calls between teens.

## **SCHOOL-BASED/PRACTICUM EXPERIENCE**

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### **The Craig School**

Spring 2021-Present

*A Private, Nonpublic school in Irvine, CA specialized in supporting students with ADHD and Autism*

**Supervisors: Chelsea O’Haire, PsyD & Patty Ramsey, LMFT**

*Responsibilities:* Wrote psychoeducational reports, provided individual cognitive behavioral therapy for students in grades 3-8, led evidence-based group social skills targeting self-regulation for students in grades 3-5 (i.e., Social Thinking Curriculum), administered, interpreted, and scored academic, cognitive, behavioral, and socioemotional assessments, conducted behavioral consultation with teachers and parents, collected student progress monitoring data on behavioral and socioemotional IEP goals, consulted with school staff to improve data collection for academic and behavioral progress monitoring systems, attended IEP meetings, led internal case conferences, and provided training sessions to support the development of assessment skill, implementation of evidence-based interventions, and understanding of neurodevelopmental disorders to specialized academic instruction team (SAI team) members.

### **Kaiser Elementary School**

Fall 2021- Spring 2022

*Newport Mesa Unified School District*

\*schools in California were back in person at this time

**Supervisor: Crystal Haire, Ed.S.**

*Responsibilities:* Conducted individual and group counseling for students in special education, conducted tier 2 individual counseling for students referred from general education, led behavioral consultation with teachers and parents, conducted behavioral observations in the classroom and in unstructured settings, developed intervention and reinforcement systems to promote positive behaviors in the classroom, independently administered and interpreted assessments for students in cognitive, behavioral, and socioemotional domains, wrote psychoeducational reports.

### **Sunnymead Elementary School**

Fall 2020- Spring 2021

*Moreno Valley Unified School District*

**Supervisor: Ashly Bravo, Ed.S.**

\*this year school buildings were closed due to distance learning employed by the COVID-19 pandemic

*Responsibilities:* Reviewed records for triennial IEP meetings, wrote psychoeducational reports, conducted behavioral consultation with teachers and parents, conducted virtual behavioral observations and informal assessment, developed handouts to promote psychoeducation for staff and parents, observed and conducted academic and cognitive assessments in a virtual environment, conducted class wide socioemotional skills and self-care lessons, observed virtual individual counseling sessions, attended and presented at IEP and Student Support Team Meetings, attended several professional development trainings (e.g. virtual assessment, bilingual assessment, improving attendance).

### **Creekside Elementary School**

Fall 2020- Spring 2021

*Moreno Valley Unified School District*

**Supervisor: Ashly Bravo, Ed.S.**

\*this year school buildings were closed due to distance learning employed by the COVID-19 pandemic

*Responsibilities:* Conducted record reviews for triennial IEP meetings, wrote psychoeducational reports, conducted behavioral consultation with teachers and parents, conducted virtual behavioral observations and informal assessment, developed handouts to promote psychoeducation for staff and parents, observed and conducted academic and cognitive assessments in a virtual environment, conducted class wide socioemotional skills and self-care lessons, observed virtual individual counseling sessions, attended and presented at IEP and Student Support Team Meetings, attended several professional development trainings (e.g. virtual assessment, bilingual assessment, improving attendance).

### **Valley View High School**

Fall 2019- Spring 2020

*Moreno Valley Unified School District.*

**Supervisor: Casey Ballard, Ed.S.**

*Responsibilities:* Used DIBELS Curriculum Based Measures to progress monitor students' reading difficulties, attended IEP and Manifestation Determination meetings, observed cognitive, academic, socio-emotional, and behavioral, language, and motoric assessments, observed consultation processes, observed speech and language therapeutic services, and observed general education and special education classrooms across the spectrum of ability.

## **ASSESSMENTS ADMINISTERED**

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### **Academic Achievement Assessments**

- Wechsler Individual Achievement Test-4th Edition (WIAT-IV)
- Woodcock-Johnson Tests of Achievement-3rd Edition (WJ ACH-III)
- Comprehensive Test of Phonological Processing-2nd Edition (CTOPP-2)
- Wide Range Assessment of Memory and Learning-Third Edition (WRAML3)
- Test of Word Reading Efficiency-2nd Edition (TOWRE-2)

### **Cognitive and Neuropsychological Assessments**

- Wechsler Intelligence Scale for Children-5th Edition (WISC-V)
- Wechsler Abbreviated Scale of Intelligence (WASI-II)
- Woodcock-Johnson Tests of Cognitive Abilities (WJ IV COG)
- Woodcock-Johnson Test of Oral Language Abilities (WJ IV Oral)
- Differential Abilities Scale-2nd Edition (DAS-II)
- Kaufman Assessment Battery for Children (KABC-II)
- Continuous Performance Test (CPT)
- Wisconsin Card Sorting Test (WCST)

### **Socioemotional Behavior Assessments**

- Autism Diagnostic Observation Schedule- 2 (ADOS-2) Modules 1-4
- Anxiety and Related Disorders Interview Schedule-5<sup>th</sup> edition (ADIS-5)
- Behavior Assessment for Students in Schools-3rd Edition (BASC-3)
- Behavioral Rating Inventory of Executive Functioning (BRIEF)
- Conners 3rd Edition (Conners-3)
- Autism Spectrum Rating Scales (ASRS)
- Child Behavior Checklist (CBCL)
- Youth Self Report Form (YRF)

- Functional Behavior Assessment (FBA)
- Functional Assessment Checklist for Teachers and Staff (FACTS)
- Functional Assessment Interview (FAI)
- Social Skills Improvement System (SSIS) Rating Scales
- Social Responsiveness Scale (SRS)
- ADHD-Rating Scale (ADHD-RS)

### Adaptive Behavior Assessments

- Adaptive Behavior Assessment System-3rd Edition (ABAS-3)
- Vineland Adaptive Behavior Scales-3rd Edition

### Curriculum Based Measurements

- Dynamic Indicator of Basic Early Literacy Skills-NEXT (DIBELS)
- aimsWEB Reading and Math

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## EVIDENCE-BASED INTERVENTIONS IMPLEMENTED

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- PEERS for Adolescents (certified provider)
- PEERS for School-Based Professionals (certified provider)
- Cognitive Behavioral Intervention for Trauma in School (certified provider)
- Unified Protocol for Transdiagnostic Treatment of Emotional Disorders
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma or Conduct Problems
- Social Thinking Curriculum
- Coping Cat
- Cognitive Behavioral Therapy
- Positive Behavior Intervention, Reinforcement, and Token Economy Systems
- Parent Management Training
- Acceptance and Commitment Therapy

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## PUBLICATIONS

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### Peer Reviewed Publications

- **Monteiro, E.** & Sims, W. (2023). Using a brief web-based, on demand training to improve preservice teacher knowledge of attention deficit hyperactivity disorder. *Psychology in the Schools*, pits.22915. <https://doi.org/10.1002/pits.22915>
- Silva, L. M., Cibrian, F. L., **Monteiro E.**, Bhattacharya A., Beltran J. A., Bonang C., Epstein D. A., Shuck S., Lakes K., Hayes G. R. (2023) Unpacking the lived experiences of smartwatch mediated self and co-regulation with ADHD children. *Conference on Human Factors in Computing Systems*, 2023.
- Sims, W. A., Yu, R., King, K. R., Zahn, D., Mandracchia, N., **Monteiro, E.**, & Klaib, M. (2022). Measuring classroom management in secondary settings: Ongoing validation of the Direct Behavior Rating-Classroom Management. *Assessment for Effective Intervention* <https://doi.org/10.1177/15345084221118316>
- Monteiro, E., Donham, A., Klaib, M. (2022) ADHD Interventions in schools: A systematic review characterizing the association between teacher factors and intervention outcomes. *Educational Research*. <https://doi.org/10.1080/00131881.2022.2087711>

- Womack, T & Monteiro, E. (2022) Special education staff wellbeing and the effectiveness of remote services during the COVID-19 pandemic. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22702>
- Cibrian, F., **Monteiro, E.**, Schuck, S., Nelson, M., Lakes, K. (2022) Interdisciplinary tensions when developing digital interventions supporting individuals with ADHD. *Frontiers in Psychiatry*. <https://doi.org/10.3389/fdgth.2022.876039>
- **Monteiro, E.** (2021) An ecologically valid understanding of executive functioning. *Psychology in the Schools*, 1–12, <https://doi.org/10.1002/pits.22627>
- Silva, L. M., Cibrian, F. L., Epstein, D. A., Bhattacharya, A., Ankrah, E. A., Monteiro, E., Beltran, J. A., Schuck, S. E., Lakes, K. D., & Hayes, G. R. (2022). Adapting multidevice deployments during a pandemic: Lessons learned from two studies. *IEEE Pervasive Computing*, 21(1), 48–56. <https://doi.org/10.1109/MPRV.2021.3104262>
- Cibrian FL, **Monteiro E**, Ankrah E, Beltran JA, Tavakoulnia A, Schuck SEB, et al. (2021) Parents’ perspectives on a smartwatch intervention for children with ADHD: Rapid deployment and feasibility evaluation of a pilot intervention to support distance learning during COVID-19. *PLoS ONE*, 16(10): e0258959. <https://doi.org/10.1371/journal.pone.0258959>

### Chapters, Resource Guides, and Policy Briefs

- **Monteiro, E.** Rosenaeu, K., Kuo, A. (2023) Attention Deficit/Hyperactivity Disorder. In press. *Care of Adults with Chronic Childhood Conditions- Second Edition*, New York City, New York: Springer.
- **Monteiro, E.**, Hyde, C., Guardado, D., Rosenau, K. (2023) In press. Knowledge is power: Rethinking healthcare for culturally and linguistically diverse patients. *Cureus (Autism and Health: Across the Lifespan)*: e. doi:10.7759/cureus.
- **Monteiro, E.** & Mandracchia, N. (2022) 2020 Call for Racial Justice: How small actions can lead to monumental change. *The Student Corner of The School Psychologist*.
- Mandracchia, N. & **Monteiro, E.** (2021) 2020 Racial injustice in America: Implications for school psychology students. *NASP Communiqué: Student Perspectives*.
- Yu, R., & **Monteiro, E.** (2020) Nonpublic school placements: What school psychologists need to know. In press. *NASP Communiqué: Professional Practice*.

### Theses and Dissertations

- **Monteiro, E.** (2024). Teachers as a Viable Mechanism of Change to Support Students’ Self-Regulation [Dissertation, University of California Riverside]. ProQuest Dissertations and Theses Global.
- **Monteiro, E.** (2021). Using a brief web-based, on demand training to improve pre-service teacher knowledge of attention deficit hyperactivity disorder [Master’s thesis, University of California Riverside]. ProQuest Dissertations and Theses Global.
- **Monteiro, E.M.**, Neo, W. S., Tonnsen, B. (2018). Predicting externalizing behavior problems in children with neurogenetic syndromes. [Undergraduate Thesis, Purdue University].
- **Monteiro, E.M.**, Kamradt, J., Momany, A., Nikolas, M. (2017). Does executive functioning mediate links between attention deficit hyperactivity disorder symptoms and substance use and related problems in adulthood? [Undergraduate Thesis, University of Iowa].

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### RESEARCH PRESENTATIONS

**Monteiro, E.**, Schuck, S. Stehli, C., Steinhoff, C., Fine, A. (2024) ADHD Symptom Severity in Response to a Manualized Animal Assisted Intervention: Results of a Replication Study. *Poster Presentation* at the International Society for Anthrozoology in Gloucester, United Kingdom.

- Zeiler, C., **Monteiro, E.**, Stehli, A., Sober, M., Steinhoff, L., Schuck, S. E.B. (2024) Executive function skill development in response to an Animal Assisted Intervention in children with ADHD *Oral Presentation* at the International Society for Anthrozoology in Gloucester, United Kingdom.
- Stokes, R.Y., **Monteiro, E.**, Ramsey, P., Fine, A.H., Zeiler, C., Steinhoff, L.A., Schuck, S.E.B. (2023) Manualizing a brief Animal Assisted Intervention for Children with Attention Deficit Hyperactivity Disorder; Streamlining the Positive Assertive Cooperative Kids AAI Protocol for Practice. *Oral Presentation* at the International Society for Anthrozoology in Scotland, United Kingdom.
- Mejia, D.A., Graham, A.E., Fine, A.H., **Monteiro, E.**, Zeiler, C., Lakes-Kay, E.M., Schuck, S.E.B. (2023) Describing Canine Stress-Related Behaviors during Animal Assisted Intervention (AAI), with Children with ADHD: Exploring Behavioral Coding Methods, *Oral Presentation* at the International Society for Anthrozoology in Scotland, United Kingdom.
- Steinhoff, L.A., Groves, P., Granger, D.A., Stehli, A., Stokes, R.Y., Zeiler, CV., **Monteiro, E.**, Schuck, S.E.B. (2023) Capturing Saliva Samples from Children with ADHD during Animal Assisted Intervention: Feasibility and Acceptability, International Society for Anthrozoology in Scotland, United Kingdom.
- Zeiler, C., Azar, R., Stehli, A. Williams, D. P., Thayer, J. F., **Monteiro, E.**, Steinhoff, L.A., Stokes, R.Y., Schuck, S.E.B. (2023) Capturing Heart Rate Variability for Children with ADHD during Animal Assisted Intervention: Feasibility, Acceptability, and Relevant Preliminary Findings, *Oral Presentation* at the International Society for Anthrozoology in Scotland, United Kingdom.
- Salazar, B., **Monteiro, E.**, Padilla, V., Moore, S. (2023) Investigating Student and School Factors Related to Secondary School Students' Help Seeking Behaviors and Receipt of Mental Health Services, University of California Riverside Undergraduate Research & Creative Activities Symposium, Riverside, CA, United States.
- Womack, T., & **Monteiro, E.** (2023) Perspectives of Special Education Services and Staff Well-Being During COVID-19, *Oral Presentation* at the National Association of School Psychologists (NASP), Denver, Colorado, United States.
- Monteiro, E.**, Sims, W. (2023) Improving Pre-Service Teacher Knowledge about Attention Deficit Hyperactivity Disorder, National Association of School Psychologists (NASP), Denver, Colorado, United States.
- Monteiro, E.**, (2023) The READY Project: Ratings of Executive functioning and Associated Development in Youth, *Oral Presentation* at the University of California Center for Research on Special Education, Disabilities and Developmental Risk (SPEDDR), Riverside, California, United States.
- Stokes, R., **Monteiro, E.**, & Schuck, S.E.B. (2022). Maneuvering a Pilot in the Pandemic; Adapting Research protocols for AAI with children with Attention Deficit/Hyperactivity Disorder. Oral Presentation at the Annual Conference of the International Society of Anthrozoology, tele-conference.
- Graham, A. **Monteiro, E.**, & Schuck, S.E.B. (2022). Therapy Dog interactions during AAI with children with Attention Deficit/Hyperactivity Disorder. Oral Presentation at the Annual Conference of the International Society of Anthrozoology, tele-conference.
- Monteiro, E.M.** (2022) The Ratings of Executive functioning and Associated Development in Youth (READY) Project. *Oral Presentation* at the University of California Center for Research on Special Education, Disabilities and Developmental Risk (SPEDDR), tele-conference.
- Monteiro, E.M.**, Moore, S.A, Dowdy, E. (2022) Do Adaptive and Attentional Skills Mediate the Relationship between Preschool Psychopathology and Kindergarten Readiness? University of California Center for Research on Special Education, Disabilities and Developmental Risk (SPEDDR), tele-conference.
- Monteiro, E.M.**, Mandracchia, N., Sims, W. (2021) Preliminary Validity Evidence Supporting the Direct Behavior Rating-Classroom management (DBR-CM) Use in Secondary Settings. National Council for Education and Measurement (NCME), tele-conference.
- Monteiro, E.M.**, Pfenning, A., Stewart, T., & Sims, W. (2021) Using Direct Behavior Ratings (DBR) Assessment Methodology to Facilitate a Self-Monitoring Intervention, National Association of School Psychologists (NASP), tele-conference.
- Monteiro, E.M.** (2021) The ADHD Pre-Service Teacher Training Study. University of California Center for Research on Special Education, Disabilities and Developmental Risk (SPEDDR), tele-conference.

- Monteiro, E.M.,** King, K., & Reschly, A. (2020) Time from Screening to Special Education: Placement Patterns in Ethnically Diverse Groups of Students, American Psychological Association, tele-conference.
- Monteiro, E.M.,** & King, K., (2020) Screening for Behavioral Risk: Placement Patterns for Diverse and Disruptive Students, Western Psychological Association, tele-conference.
- Monteiro, E. M.,** Neo, W. S., & Tonnsen, B. (2018). Predicting externalizing behavior problems in children with neurogenetic syndromes. Poster presented at the Annual meeting for Biomedical Research Conference for Minority Students, Indianapolis, Indiana, United States.
- Monteiro, E.M.,** Neo, W. S., Tonnsen, B. (2018). Predicting Externalizing Behavior Problems in Children with Neurogenetic Syndromes. Poster presented at Purdue Autism Research Conference, October 2018, West Lafayette, Indiana, United States.
- Monteiro, E.M.,** Neo, W. S., Tonnsen, B. (2018). Predicting Externalizing Behavior Problems in Children with Neurogenetic Syndromes. Purdue SROP& LSAMP Oral Presentation and Poster Exhibition, July 2018, West Lafayette, Indiana, United States.
- Monteiro, E.M.,** Kamradt, J., Momany, A., Nikolas, M. (2017). Does Executive Functioning Mediate Links between Attention Deficit-Hyperactivity Disorder Symptoms and Substance Use and Related Problems in Adulthood? Presented at the IINSPIRE Louis Stokes Alliance for Minority Participation Annual Conference, 2018, Iowa City, Iowa, United States.
- Monteiro, E.M.,** Kamradt, J., Momany, A., Nikolas, M. (2017). Does Executive Functioning Mediate Links between Attention Deficit-Hyperactivity Disorder Symptoms and Substance Use and Related Problems in Adulthood? Presented at the Fall Undergraduate Research Festival, Iowa City, Iowa, United States.
- Monteiro, E.M.,** Kamradt, J., Momany, A., Nikolas, M. (2017). Does Executive Functioning Mediate Links between Attention Deficit-Hyperactivity Disorder Symptoms and Substance Use and Related Problems in Adulthood? Presented at the Society for the Advancement of Chicanos/ Hispanics and Native Americans in STEM, Salt Lake City, Utah, United States.
- Cederberg, C., Conrad, M., **Monteiro, E.,** Liu, W., and Chang, J. (2017) Assessing Classist Attitudes, Mental Health, and Motivated Self-Interest. American Psychological Association Annual Convention, Washington, DC, United States.
- Monteiro, E.M.,** Kamradt, J., Momany, A., Nikolas, M. (2017). Does Executive Functioning Mediate Links between Attention Deficit-Hyperactivity Disorder Symptoms and Substance Use and Related Problems in Adulthood? Presented at the Summer Undergraduate Research Conference, Iowa City, Iowa, United States.
- Monteiro, E.M.,** Cederberg, C., & Foley-Nicpon, M. (2017). CogMed Working Memory Training Program. Presented at the Spring Undergraduate Research Festival, Iowa City, Iowa, United States.

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## COMMUNITY PRESENTATIONS

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- “School really isn’t built for some kids”: Piloting an Executive Function Screening System, April 2023  
Good Morning Riverside, Riverside Chamber of Commerce.
- “School really isn’t built for some kids”: Piloting an Executive Function Screening System, April 2023  
Riverside City Council.

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## RESEARCH EXPERIENCE

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### Graduate Positions

**Dissertation Thesis Research**

Fall 2023- Spring 2024

**Teachers as a Viable Mechanism of Change to Support Students’ Self-Regulation**

*Moore Mental Health Lab*



Advisor: Stephanie, Moore, PhD

**Project Coordinator**

Fall 2022- Spring 2024

*Psychiatry Department, School of Medicine, University of California, Irvine in partnership with the Riverside County Office of Education CAREspace. Made possible by funding from the Desert Health Care Foundation.*

Advisor: Kimberley Lakes, PhD

**Graduate Student Researcher**

Spring 2021-Spring 2024

**Project: Positive Assertive Cooperative Kids (P.A.C.K)**

*Schuck Child Development Lab, Department of Pediatrics, School of Medicine, University of California, Irvine*

Advisor: Sabrina Schuck, PhD

**Graduate Student Researcher**

Fall 2021-Spring 2023

**Project: Implementation Universal Mental Health Screening in California**

*Moore Mental Health Lab*

Advisor: Stephanie, Moore, PhD

**Graduate Student Researcher**

Summer 2020-Fall 2022

**Project: Cool Craig Digital Health Intervention**

*Department of Psychiatry and Neuroscience, School of Medicine, University of California, Riverside The Social and Technical Action Research (STAR) Lab, University of California, Irvine*

Advisors: Kimberley Lakes, PhD & Gillian Hayes, PhD

**Master's Thesis Research**

Spring 2020-Summer 2021

**ADHD Pre-Service Teacher Training Study**

*School Service Provision Research Collaborative, University of California, Riverside*

Advisor: Wesley Sims, PhD

**Graduate Student Researcher**

Fall 2019-Fall 2021

*School Service Provision Research Collaborative, University of California, Riverside*

Advisor: Wesley Sims, PhD

**Undergraduate Positions**

**Undergraduate Research Assistant**

Spring 2019-Summer 2019

*Development, Experience and Neurocognition Lab, The University of Iowa*

Advisor: Ece Demir-Lira, PhD

**Undergraduate Research Assistant**

Spring 2019-Summer 2019

*Mechanisms of Audio-Visual Categorization Lab, The University of Iowa*

Advisor: Bob McMurray, PhD

**Undergraduate Honor's Thesis**

Summer

2017- Spring 2019

*ADHD and Development Lab, The University of Iowa*

*Advisor: Molly Nikolas, PhD*

**Undergraduate Research Assistant** Summer 2016-Summer 2019  
*ADHD and Development Lab, The University of Iowa*  
*Advisor: Molly Nikolas, PhD*

**Undergraduate Group Research Project** Fall 2018  
*Laboratory in Psychology Course, The University of Iowa*  
*Advisor: Bob McMurray, PhD*

**Undergraduate Research Assistant** Fall 2018  
*Psychological Sciences Department and College of Public Health, The University of Iowa*  
*Advisor: Kelly Ryckman, PhD*

**Undergraduate Honor's Thesis**  
 Summer 2018  
*Neurodevelopmental Family Lab, Purdue University*  
*Advisor: Bridgette Kelleher, PhD*

**Undergraduate Research Assistant** Summer 2018  
*Neurodevelopmental Family Lab, Purdue University*  
*Advisor: Bridgette Kelleher, PhD*

**Undergraduate Research Assistant** Spring 2016-Summer 2018  
*Belin-Blank Center, The University of Iowa*  
*Advisor: Megan Foley-Nicpon, PhD*

## TEACHING EXPERIENCE

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### Instructor and Lecturer Positions, University of California, Riverside, Riverside, CA

#### Associate Instructor

Introduction to Human Development Summer 2022, Summer 2023

#### Teaching Assistant Positions, University of California, Riverside, Riverside, CA

Principles of Learning Strategies Winter, Spring 2022  
 Policy and Legal Issues in Intercollegiate Athletics Spring 2021  
 Education for Critical Consciousness Winter 2021  
 Education, Digital Media, and Democratic Engagement Fall 2020, Fall 2021

#### Grader-Only Position

First Year Seminar: Community of Learners Spring 2022

#### Invited Lecturer/Panelist

**Guest Speaker: What is Research and How does it Happen?** Spring 2024  
*University of California, Riverside, School of Education*  
*Undergraduate Research Seminar*

<b>Graduate Student Panelist: What does it mean to do research?</b> <i>University of California, Riverside, School of Education</i> <i>Professional Development Event for Graduate Students in Education</i>	Spring 2023
<b>Guest Speaker: Importance of Citations &amp; Introduction to Zotero</b> <i>University of California, Riverside, School of Education</i> <i>Undergraduate Seminar Featuring Research in Education</i>	Spring 2022
<b>Graduate Student Research Panelist: What does it mean to do research?</b> <i>University of California, Riverside, School of Education</i> <i>Undergraduate Course Featuring Research in Education</i>	Spring 2021
<b>Assessment of Teacher Classroom Management Practices using Direct Behavior Ratings</b> <i>University of California, Riverside, School of Education</i> <i>Undergraduate Statistics Course in Education</i>	Spring 2020
<b>Undergraduate Research Panelist for Ways of Knowing Science Seminar</b> <i>University of Iowa, Biology Department</i> <i>Undergraduate Course Featuring Research in STEM</i>	Fall 2018
<b>Professional Development in University-Level Teaching</b>	
<b>College Teaching Practicum</b> <i>This is a course that requires doctoral students to teach an undergraduate lecture.</i> <i>Socioemotional Development in Education</i>	Spring 2022
<b>Graduate Assistance in Area of National Need (GAANN)</b> <i>University of California, Riverside</i> <i>Introduction to University-Level Pedagogy Workshop</i>	Spring 2020

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### FELLOWSHIPS, GRANTS, AND AWARDS

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<b>UCR School Psychology Dissertation Research Award</b> <ul style="list-style-type: none"> <li>• Obtained funding to support the participation of students and families enrolled in my dissertation.</li> </ul>	Spring 2023
<b>Third Place Grad Slam, University of California Office of President</b> <ul style="list-style-type: none"> <li>• Grad Slam is a contest in which graduate students communicate their research to the general public in less than 3 minutes. See for more information: <a href="https://gradslam.universityofcalifornia.edu/">https://gradslam.universityofcalifornia.edu/</a>; <a href="#">UCR Student wins third place in Grad Slam 2023.</a></li> </ul>	Spring 2023
<b>Grad Slam Winner, University of California Riverside</b> <ul style="list-style-type: none"> <li>• See for more information: <a href="#">UCR Grad Slam 2023.</a></li> </ul>	Spring 2023
<b>National Council on Measurement in Education (NCME)</b> <i>Chan Zuckerberg Initiative Fellow</i> <ul style="list-style-type: none"> <li>• Gained professional development opportunities focused on educational measurement.</li> </ul>	Summer 2020-Summer 2021
<b>Graduate Assistance for Areas of National Need (GAANN)</b>	Fall 2019- Summer 2020

**U.S. Department of Education*****Psychometrics Fellowship, GSOE UCR***

- Conducted research with a focus on psychometrics.
- Completed a course centered around university-level pedagogy.

**Student Research Opportunity Program (SROP)**

Summer 2019

**Big10 Academic Alliance, funded by the National Science Foundation*****Purdue University***

- Conducted research infants and toddlers with Autism and rare neurogenetic syndromes.

**Dewey Stuit Fund for Undergraduate Research &**

Fall 2018

**The Maureen Medberry Snell CLAS Award*****College of Liberal Arts and Sciences, University of Iowa***

- Designed a computer-based neurocognitive task to investigate visual perceptive phenomena related to symptoms of Autism.

**Scholar, Iowa Biosciences Academy**

Fall 2015- Spring 2019

**Funded through National Institute of Health's Initiative for Maximizing Student Development*****University of Iowa***

- NIH-funded interdisciplinary STEM program supporting underrepresented students in pursuing a Ph.D. in the biosciences.

**Scholar, Advantage Iowa, Center for Diversity and Enrichment**

Fall 2015-Spring 2019

***University of Iowa***

- Obtained a full ride scholarship to support underrepresented students at The University of Iowa.

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**PROFESSIONAL SERVICE**


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**Mentorship**

UCR Women's Resource Center Graduate Student Mentor

Spring 2023-Present

UCLA Maternal and Child Health Graduate Student Mentor

Spring 2022- Spring 2023

Department of School Psychology Peer Mentor

Fall 2022- Summer 2023

**Peer Reviewer**

PLOS One

Spring 2023

Frontiers in Psychiatry

Spring 2022

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**COMMITTEE MEMBERSHIP**


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**Doctoral Student Advisory Council, Committee Chair**

Fall 2022-Spring 2023

University of California Center for Research on Special Education, Disabilities, and Developmental Risk

*Council Chair, University of California, Riverside***Doctoral Student Advisory Council, Committee Member**

Spring 2021-Fall 2022

University of California Center for Research on Special Education, Disabilities, and Developmental Risk

*Student Representative for the School of Education, University of California, Riverside***California Association of School Psychologists Student Leader**

Fall 2020-Spring 2021

*University of California Riverside, Student Representative*

**Student Affiliates in School Psychology (SASP)**

Fall 2019-Spring 2021

*UCR Chapter Vice President, Founder of the UCR Chapter Diversity Subcommittee*

**National Association of School Psychologists Student Leader**

Fall 2020-Spring 2021

*University of California Riverside, Student Representative*

**UCR Graduate Student Council Member**

Fall 2020-Spring 2021

*Graduate School of Education Representative, Voting Member*

**UCR Basic Needs Committee**

Winter 2020-Spring 2021

*UCR Well-being, Empowerment, Life, Learning (WELL) Department*

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**PROFESSIONAL AFFILIATIONS**

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**American Psychological Association (APA), Division 16**

Fall 2020-Present

Graduate Student Member

**National Association for School Psychologists**

Fall 2019-Present

Graduate Student Member

**California Association for School Psychologists**

Fall 2020-Present

Graduate Student Member

**Student Affiliates in School Psychology (SASP)**

Fall 2019-Present

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**REFERENCES**

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Dr. Stephanie Moore, Assistant Professor  
 Department of School Psychology, School of Education  
 University of California, Riverside  
 stephanie.moore@ucr.edu

Dr. Chelsea O'Haire, Licensed Clinical Psychologist  
 Director of Education and Training  
 Center for Autism and Neurodevelopmental Disorders, University of California, Irvine  
 The Craig School, Irvine, CA  
 cohaire@thecraigschool.org

Dr. Sabrina Schuck, Assistant Professor  
 Director of The Craig School, Irvine, CA  
 Department of Pediatrics, School of Medicine, University of California, Irvine  
 sabrina@thecraigschool.org