Updated October 2023

**Maryellen Brunson McClain, PhD, NCSP, LP**

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| **Education** |  |
| August 2015 | **Doctor of Philosophy, School Psychology (APA Accredited, NASP Approved)** |
|  | Minors: Counseling Psychology; Inquiry Methodology |
|  | Indiana University, Bloomington, IN |
| May 2012 | **Master of Science in Education, Learning & Developmental Sciences** Indiana University, Bloomington, IN |
| May 2008 | **Bachelor of Arts, Psychology** |
|  | Minor: Spanish |

The College of Wooster, Wooster, OH

# Professional Experience

2022-present **Associate Professor of School Psychology**

Department of Counseling & Educational Psychology

Indiana University Bloomington

Bloomington, IN

2016-2022 **Assistant Professor of Psychology**

Department of Psychology

Utah State University

Logan, UT

2016-2022 **Core Faculty, Utah Regional Leadership and Education in Neurodevelopmental and Related Disabilities (URLEND)**

Utah State University

Logan, UT

2016-present **Director, Autism & Neurodiversity Lab**

Indiana University (2022-present), Bloomington, IN

Utah State University (2016-2022), Logan, UT

2015-2016 **Postdoctoral Fellowship (APPIC Accredited)**

University of Tennessee Health Science Center

Department of Psychiatry

Boling Center for Developmental Disabilities

Memphis, TN

2014-2015 **Predoctoral Psychology Internship (APA & APPIC Accredited)**

University of Tennessee Professional Psychology Internship Consortium

University of Tennessee Health Science Center Memphis, TN

2008-2010 **Research Assistant**

The Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Vanderbilt Kennedy Center

Nashville, TN

## Administrative Experience

2023-present **Program Director and Director of Clinical Training**

School Psychology Doctoral Program

Department of Counseling & Educational Psychology

Indiana University Bloomington

Bloomington, IN

2023-present **Director, Learning & Developmental Evaluation Clinic**

School of Education

Indiana University Bloomington

Bloomington, IN

2021-2022 **Director**, **Integrated Assessment Division**

Sorenson Legacy Foundation Center for Clinical Excellence

Utah State University

Logan, UT

2021-2022 **Director of Clinical Training**

School Psychology Program

Department of Psychology

Utah State University

Logan, UT

2019-2022 **Supervisor/Director**

**Advanced Psychology Practicum and Postdoctoral Fellowship**

Integrated Assessment Division

Sorenson Legacy Foundation Center for Clinical Excellence

Utah State University

Logan, UT

## Licenses and Certifications

Licensed Psychologist

Indiana (#20043642A) Utah (#10464447-2501)

Nationally Certified School Psychologist (#46902)

Autism Diagnostic Interview – Revised (ADI-R) Introductory Training, University of California, San Francisco, Department of Psychiatry, San Francisco, CA, September 4 – October 15, 2020 (6 week virtual training due to COVID-19)

Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) Advanced/Research Workshop, University of California, San Francisco, Department of Psychiatry, San Francisco, CA, 2018

Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) Clinical Workshop, Purdue University, West Lafayette, IN, 2012

UCLA Peers Certified Provider

## Publications, Peer Reviewed

\*Denotes graduate student °Denotes postdoctoral fellow, ^Denotes undergraduate student +Denotes LEND trainee

Note: 5-year impact factor is used when available. +Denotes journal impact factor the year the manuscript was published if 5-year IF not available.

### Accepted/In Press

50. \*Golson, M.E., **McClain, M.B.,** \*Ha, J., Stigler, R., \*Bera, J., \*Bakner, K., Gibson, A. (accepted). A systematic review of ADHD knowledge measures and their psychometric properties. *Journal of Pediatric Psychology.*

Impact Factor: 3.992. 1st Quartile (Developmental & Educational Psychology).

49. **McClain, M.B.,** \*Golson, M.E., \*Haverkamp, C.R., Harris, B., Schwartz, S.E., Wynn, C. (2023, online first). Caregiver perceptions of social communication and interaction: Development and validation of the SCIPS. *Journal of Autism and Developmental Disorders.* Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology).

48. Quick, C., Harris, B., Golson, M. E., **McClain, M. B.,** Shahidullah, J. D. (accepted). Schoolclinic care coordination to improve equitable and efficient autism identification. Journal of Educational & Psychological Consultation.



\*Golson, M.E., **McClain, M.B**., Gormley, M., O’Dell, S., \*+Roanhorse, T.T., +Yang, Nai-Jiin, Kettlewell, P., & Shahidullah, J.D. Pediatric residents’ ADHD knowledge and practices. (2023, online first). *Clinical Pediatrics*.

Impact Factor: 1.783. 3rd Quartile (Pediatrics, Perinatology, and Child Health).

<https://doi.org/10.1177/00099228231163687>

46. **McClain, M.B.,** Schwartz, S.E., **\***Bera, J., Farmer, R., Serang, S., Harris, B., **\***Golson, M.E. (2023). Vineland-3 Measurement Non-Invariance in Children with and without Intellectual and Developmental Disabilities. *American Journal on Intellectual and Developmental Disabilities, 128*(4), 334-343.

Impact Factor: 2.052. 1st Quartile (Arts & Humanities).

45. **McClain, M.B.,** Yoho, S.E., Drill, R.B., \*Haverkamp, C.R., Schwartz, S.E., Barker, B.A., \*Longhurst, D.N., & °Upton, S.R. (2023, online first). Reading Skills and Background Noise in Autistic and Non-Autistic Children: A Pilot Study. *Contemporary School Psychology.* Impact Factor: N/A. Quartile: N/A.

44. Schmidt, J., Harris, B., **McClain, M.B**., & \*Benallie, K.J. (2023). Evaluating Psychometric Properties of Common Autism Educational Identification Measures Through a Culturally and Linguistically Responsive Lens. *Psychology in the Schools, 60*(2), 312-328.

+Impact Factor: 1.247. 2nd Quartile (Developmental and Educational Psychology). Cited 1 time.



Aller, T.B., Barrett, T.S., Levin, M.E., & **McClain, M.B.** (2022). Measuring psychological flexibility in autistic adults: The validity and reliability of the AAQ-II, BEAQ, and VQ. *Journal of Contextual Behavioral Science, 26,* 125-133.

*+*Impact Factor: 5.138. 1st Quartile (Applied Psychology).

42. \*Benney, C.M., \*Cavender, S.C., **McClain, M.B.,** Callan, G., & Pinkelman, S.E. (2022). The effects of mindfulness on reading fluency, self-efficacy, and academic stress for a student with SLD: A pilot study. *Contemporary School Psychology, 26,* 410-421.

Impact Factor: N/A. Quartile: N/A.

Cited 5 times.

41. +Bono, L., \*+Haverkamp, C.R., +Lindsay, R, +Freedman, R., **McClain, M.B.,** & Simonsmeier, V. (2022) Assessing Interdisciplinary Trainee ASD Knowledge. *Journal of Autism and Developmental Disorders, 52,* 276-391.

Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology).Cited 6 times.

40. Gardner, L., Campbell, J.M., Gilchrest, C., **McClain, M.B.,** & Shahidullah, J.D. (2022). SchoolClinic Collaboration for Autism Spectrum Disorder Assessment: Interprofessional Considerations. *Psychology in the Schools, 59*(7), 1308-1318.

+Impact Factor: 1.247. 2nd Quartile (Developmental and Educational Psychology). Cited 7 times.

39. \*Golson, M.E., \*Benallie, K., \*Benney, C.M., Schwartz, S.E., **McClain, M.B**., & Harris, B. (2022, online first). Current State of ASD Knowledge in the General Population of the United States. *Research in Autism Spectrum Disorders.*<https://doi.org/10.1016/j.rasd.2021.101886>Impact Factor: 3.275. 1st Quartile (Clinical Psychology).

Cited 5 times.

38. \*Golson, M.E., \*Benallie, K.J., \*Roanhorse, T.T., \*Haverkamp, C.R., \*Ficklin, E., **McClain, M.B**., & Aguilar, L.N. (2022, online first). A Systematic Review of Indigenous Representation in School Psychology Research. *Canadian Journal of School Psychology.* <https://doi.org/10.1177/08295735221143820>

Impact Factor: 1.457. 3rd Quartile (Developmental & Educational Psychology).

37. \*Golson, M.E., \*Haverkamp, C.R., \*Ficklin, E., **McClain, M.B.,** & Harris, B. (2022). Cultural Differences in Social Communication and Interaction: A Gap in Autism Research. *Autism Research, 15*(2), 208-214.

Impact Factor: 7.525. 1st Quartile (Genetics [clinical]). Cited 4 times.

36. \*Golson, M.E., \*Haverkamp, C.R., **McClain, M.B.,** Schwartz, S.E., ^Ha, Jennifer, Harris, B., & \*Benallie, K.J. (2022). Influences of Student Race/Ethnicity and Sex on Autism Special Education Classification Considerations. *Autism, 26*(6), 1423-1435.

Impact Factor: 7.271 1st Quartile. Cited 2 times.

35. \*Golson, M.E., **McClain, M.B.,** \*Roanhorse, T.T., Domenech Rodriguez, M.M., Galliher, R.V. (2022, online first). The Experience of ADHD as Reported by Racially and Ethnically

Minoritized Adolescents: a Survey‑Based Phenomenological Investigation. *Journal of Racial and Ethnic Health Disparities.* <https://doi.org/10.1007/s40615-022-01436-x> Impact Factor: 3.307. 1st Quartile (Anthropology).

34. \*Golson, M.E., \*Roanhorse, T.T., **McClain, M.B.,** Galliher, R., & Domenech Rodriguez M.M. (2022). School-Based ADHD Services: Perspectives from Racially and Ethnically Minoritized Students. *Psychology in the Schools, 59*(4), 726-743.

+Impact Factor: 1.247. 2nd Quartile (Developmental and Educational Psychology). Cited 1 time.

33. ^Ha, Jennifer, **McClain, M.B.,** Covington, B., & \*Golson, M.E. (2022). A Brief Video Intervention for Increasing Autism Knowledge in a General Population Sample. *Journal of Autism & Developmental Disorders, 52,* 5058-5063.

Impact Factor: 4.176. 1st Quartile (Developmental & Educational Psychology). Cited 4 times.

32. Harris, B., **McClain, M.B.,** O’Leary, S., & Shahidullah, J.D. (2022). International perspectives on the educational impact of COVID-19 for children with disabilities [Invited Letter to the Editor]. *Journal of Developmental and Behavioral Pediatrics, 43*(3), e216-e217. +Impact Factor: 2.056. 1st Quartile (Pediatrics, Perinatology, and Child Health).

31. **McClain, M.B.,** \*Golson, M.E., & Murphy, L.E. (2022, online first). Executive functioning skills in early childhood children with autism, intellectual disability, and co-occurring autism and intellectual disability. *Research in Developmental Disabilities.* <https://doi.org/10.1016/j.ridd.2021.104169>

Impact Factor: 3.586. 1st Quartile (Clinical Psychology).

Cited 3 times.



Azad, G., **McClain, M.B., \***Haverkamp, C.R.,Maxwell, B., & Shahidullah, J.D. (2021, online first). Interagency collaboration for pediatric autism spectrum disorder: Perspectives of community-based providers. *Journal of Interprofessional Education &* *Practice.* [doi.org/10.1016/j.xjep.2021.100433](https://doi.org/10.1016/j.xjep.2021.100433)Impact Factor: N/A. 3rd Quartile (Education).

Cited 8 times.

29. **\***Benallie, K.J, **McClain, M.B.,** \*Bakner, K.E., \*Roanhorse, T.T., & ^Ha, J. (2021, online first).

Executive Functioning in Children with ASD+ADHD and ASD+ID: A Systematic Review. *Research in Autism Spectrum Disorders.* [doi.org/10.1016/j.rasd.2021.101807](https://doi.org/10.1016/j.rasd.2021.101807)Impact Factor: 3.275. 1st Quartile (Clinical Psychology). Cited 8 times.

28. Bundock, K., Callan, G., Longhurst, D., Rolf, K.R., \*Benney, C.M., **McClain, M.B.** (2021). Mathematics intervention for college students with learning disabilities: A pilot study targeting rate of change. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices, 18*(1), 1-18.

Impact Factor: N/A. Quartile: N/A.

Cited 1 time.

27. Harris, B., **McClain, M.B.,** O’Leary, S., & Shahidullah, J.D. (2021). Implications of COVID-19 on school services for children with disabilities: Opportunities for interagency collaboration.

*Journal of Developmental and Behavioral Pediatrics, 42*(3)*,* 236-239.

+Impact Factor: 2.056. 1st Quartile (Pediatrics, Perinatology, and Child Health). Cited 12 times.

26. \*Haverkamp, C.R., **McClain, M.B.,** Harris, B., & \*Cavender, S.C. (2021). Syllabi content analysis of courses that include ASD assessment in school psychology graduate programs.

*Research and Practice in the Schools, 8*(1), 51-61*.*

Impact Factor: N/A. Quartile: N/A.

25. **McClain, M.B.,** Callan, G., Harris, B., Floyd, R.G., \*Haverkamp, C.R., \*Golson, M.E.,

Longhurst, D.N., \*Benallie, K.J. (2021). Methods for addressing publication bias in school psychology journals: A descriptive review of meta-analyses from 1980 to 2019. *Journal of School Psychology, 84*, 74–94.

Impact Factor: 5.192. 1st Quartile (Developmental & Educational Psychology). Cited 16 times.

24. **McClain, M.B.,** Harris, B., Schwartz, S.E., \*Golson, M.E. (2021). Brief Report: Differential item and test Functioning of the Autism Spectrum Rating Scales: A follow up evaluation in a diverse, non-clinical sample. *Journal of Psychoeducational Assessment, 50*(3), 998-1006.

Impact Factor: 2.083. 1st Quartile (Education).

Cited 4 times.

23. **McClain, M.B.,** \*Haverkamp, C.R., \*Benallie, K.J., Simonsmeier, V., & Schwartz, S.E. (2021). How effective are reading comprehension interventions for students with autism spectrum disorder? A meta-analysis of single-case design studies. *School Psychology, 36*(2), 107-121. +Impact Factor: 3.286. 1st Quartile (Developmental & Educational Psychology). Cited 2 times.

22. **McClain, M.B.,** \*Roanhorse, T., Harris, B., Heyborne, M., Zemantic, P.K., & Azad, G. (2021).

School-based autism evaluations in the COVID-19 era. *School Psychology, 36*(5), 377-387. +Impact Factor: 3.286. 1st Quartile (Developmental & Educational Psychology). Cited 2 times.

21. **McClain, M.B.,** Shahidullah, J.D., Harris, B., McIntyre, L.L., & Azad, G. (2021, online first). Reconceptualizing Educational Contexts: The Imperative for Interprofessional and Interagency Collaboration in School Psychology. *School Psychology Review, 51*(6), 742-754. Impact Factor: 4.133. 1st Quartile (Developmental & Educational Psychology). Cited 10 times.

20. Petts, R., **McClain, M.B.,** Azad, G., Shahidullah, J.D. (2021, online first). System navigation models to facilitate engagement in pediatric behavioral health services: A systematic review.

*Family, Systems, & Health, 39*(4), 618-631.

Impact Factor: 2.248 Quartile: N/A.

Cited 4 times.

19. Ryan, T., **McClain, M.B.,** +Dahir, N., Merrill, A., Harris, B., & Irby, S.M. (2022). Interdisciplinary trainee knowledge of autism spectrum disorder. *Advances in Autism, 8*(1), 1426.

Impact Factor: N/A. 3rd Quartile (Psychiatry and Mental Health).



\*Benallie, K.J., **McClain, M.B.,** Harris, B., Schwartz, S.E. (2020). Brief Report: Validation of the Autism Spectrum Knowledge Scale General Population Version in parent populations.

*Journal of Autism and Developmental Disorders, 50,* 4577-4565.

Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology). Cited 6 times.

17. Farmer, R., McGill, R., Dombrowski, S., **McClain, M.B.,** Harris, B., Lockwood, A., Powell, S.,

…, & Stinnett, T. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology:*

*Research and Practice, 51*(5), 477-487.

Impact Factor: 2.492. 2nd Quartile (Psychology: Miscellaneous). Cited 36 times.

16. Harris, B., Barton, E.E., & **McClain, M.B.** (2020, online first). Inclusion of racially and ethnically diverse populations in ASD intervention research. *Research in Autism Spectrum*

*Disorders.* [*doi.org/10.1016/j.rasd.2020.101551*](https://doi.org/10.1016/j.rasd.2020.101551)

Impact Factor: 3.275. 1st Quartile (Clinical Psychology). Cited 9 times.

15. Harris, B.H., **McClain, M.B.,** Schwartz, S., & \*Haverkamp, C.R.(2020). Knowledge of autism spectrum disorder among school psychology graduate students. *Contemporary School Psychology, 24,* 239-247.

Impact Factor: N/A. Quartile: N/A.

Cited 12 times.

14. **McClain, M.B.,** Harris, B.H., Schwartz, S., & \*Golson, M.E. (2020). Evaluation of the Autism Spectrum Rating Scales in a Diverse Sample. *Journal of Psychoeducational Assessment, 38*(6),740-752.

Impact Factor: 2.083. 1st Quartile (Education).

Cited 7 times.

13. **McClain, M.B.,** Harris, B., Schwartz, S.E., \*Golson, M.E., \*Haverkamp, C.R. (2020).The ASKSP Revised (ASKSP-R) as a measure of ASD knowledge for professional populations.

*Journal of Autism and Developmental Disorders, 50*(3), 998-1006.

Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology). Cited 12 times.

12. **McClain, M.B.,** Shahidullah, J.D., Mezher, K., \*Haverkamp, C.R., \*Benallie, K.J., & Schwartz, S.E. (2020). School-clinic care coordination for youth with ASD: A national survey of school psychologists. *Journal of Autism and Developmental Disorders, 50*(9), *3081-3091.*

Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology). Cited 17 times.

11. Shahidullah, J., **McClain, M.B.,** Azad, G., Mezher, K., & McIntyre, L.L. (2020). Coordinated autism care across schools and medical settings: Considerations for School Psychologists.

*Intervention in School and Clinic, 56*(2), 107-114.

Impact Factor: 1.280. 3rd Quartile (Clinical Psychology).

Cited 18 times.

10. Strait, J.E., Dawson, P., Walther, C., Strait, G.G., Barton, A., & **McClain, M.B.** (2020). Refinement and psychometric evaluation of the Executive Skills Questionnaire-Revised.

*Contemporary School Psychology, 24,* 378-388.

Impact Factor: N/A. Quartile: N/A.

Cited 19 times.

9. Strait, J.E., Strait, G.G., **McClain, M.B.,** Casillas, L., Streich, K., Harper, K., & Gomez, J. (2020). Classroom mindfulness education effects on meditation frequency, stress, and self-regulation.

*Teaching of Psychology, 32*(4)*,* 312-329.

Impact Factor: 1.865. 2nd Quartile (Education).

Cited 18 times.



Harris, B.H., **McClain, M.B.,** \*Haverkamp, C.R., Cruz, R., \*Benallie, K.J., & \*Benney, C.M. (2019). School-based assessment of autism spectrum disorder among culturally and linguistically diverse children. *Professional Psychology: Research and Practice, 50*(5), 323-332.

Impact Factor: 2.492. 2nd Quartile (Psychology: Miscellaneous). Cited 23 times.

7. **McClain, M.B.,** Harris, B., Schwartz, S.E., \*Benallie, K.J., \*Golson, M.E., & \*Benney, C.M. (2019). Development and validation of the Autism Spectrum Knowledge Scale General Population version: Preliminary analyses. *Journal of Autism and Developmental Disorders, 49*(7), 3007-3015.

Impact Factor: 5.671. 1st Quartile (Developmental & Educational Psychology). Cited 17 times.

6. Muncey, M.P., Yoho, S.E., **McClain, M.B.** (2019). Confidence of school psychologists and speech-language pathologists in assessing children with hearing loss and other co-occurring disabilities. *Language, Speech, and Hearing Services in Schools, 50*(2), 224-236.

Impact Factor: 3.000. 1st Quartile (Language & Linguistics). Cited 8 times.



**McClain, M.B.,** & Otero, T.L., \*Haverkamp, C.R., & \*Molsberry, F. (2018). Autism Spectrum

Disorder assessment and evaluation research in 10 School Psychology Journals from 2007 to 2017. *Psychology in the Schools, 55*(6), 661-679.

+Impact Factor: 1.247. 2nd Quartile (Developmental and Educational Psychology). Cited 11 times.

4. Shahidullah, J., Azad, G., Mezher, K., **McClain, M.B.,** & McIntyre, L.L. (2018). Linking the Medical and Educational Home to Support Children with Autism Spectrum Disorder: Practice Recommendations. *Clinical Pediatrics, 57*(13), 1496-1505.

+Impact Factor:1.544. 2nd Quartile (Pediatrics, Perinatology and Child Health). Cited 27 times.



**McClain, M.B**., Hasty Mills, A.M., Murphy, L.E. (2017). Inattention and hyperactivity in children with autism spectrum disorder, intellectual disability, and attention-deficit/hyperactivity disorder.

*Research in Developmental Disabilities, 70,* 175-184.

Impact Factor: 3.586. 1st Quartile (Clinical Psychology).

Cited 52 times.



Martinez, R. S., Harris, B., & **McClain, M.B.** (2014). Practices that promote English reading for English learners (ELs). *Journal of Educational and Psychological Consultation, 24(2),* 128-148. Impact Factor: 2.697. 3rd Quartile (Psychology: Miscellaneous). Cited 48 times.

### 2013

McIntosh, K., Martinez, R.S., Ty, S.V., **McClain, M.B.** (2013). Scientific research in school psychology: Leading researchers weigh in on our past, present, and future. *Journal of School Psychology*, *51*, 267-318.

Impact Factor: 5.192. 1st Quartile (Developmental and Educational Psychology). Cited 33 times.

### In Review

13. Aller, T. B., Kelley, H. H., Covington, B., Barrett, T. S., Levin, M. E., & **McClain, M. B.** (2023) An examination of the protective effect of psychological flexibility among autistic adults experiencing psychological distress.

12. **\***Benallie, K.J, **\***Benney, C.M., **McClain, M.B.,** & **\***Bakner, K.E. (reject & resubmit). Life Satisfaction in Children with and without Disabilities.

11. \*Golson, M.E., \*Bera, J., Kim, J., Williams, S., **McClain, M.B**., Schwartz, S.E., Harris, B., Sullivan, A. (in review). Racial and Gender Bias in School Psychologists’ Special Education Classification Considerations.

10. \*Golson, M.E., **McClain, M.B**., & Domenech Rodriguez, M.M. (in review). ADHD and racially and ethnically minoritized students: A scoping review.

9. \*Golson, M. E., **McClain, M. B.,** & McMahon, C. (in review). Autism Knowledge: Critical Issues in the Literature and Recommendations for Selecting and Reporting on Assessments.

8. Golson, M.E., **McClain, M.B.,** Schwartz, S.E., Harris, B., & Gabrielsen, T. (in review). Measuring Autism Symptomology in Boys and Girls: Investigating Measurement Invariance of the Autism Spectrum Rating Scales Across Gender.

7. \*Haverkamp, C. R., \*Bakner, K., \*Bera, J., **McClain, M. B.,** Kokobas, H., & Al-Ameen, M. N. (in review). Perceptions of technology among college students with and without dis/abilities.

6. **\***Haverkamp, C.R.,\*Roanhorse, T.T., **McClain, M.B.,** Harris, B., **\***Bakner, K.E., **\***Benney, C.M., & **\***Golson, M.E. (revised & resubmitted). How does culture impact school-based autism evaluations? Perspectives from school psychologists.

5. **McClain, M.B.,** \*Golson, M.E., \*Haverkamp, C.R., Ryan, T., Harris, B., McMahon, C., Campbell, J.M., ^Ha, Jennifer, \*Bakner, K., \*Bera, J. (in review). Autism knowledge publication trends.

4. **McClain, M.B.,** Schwartz, S.E., Azad, G., **\***Bakner, K.B., & Shahidullah, J.D. (revised & resubmitted). A revision to the Attitudes Toward Healthcare Teams Scale: Emphasis on broad disciplines and interdisciplinary collaboration.

3. McMahon, C.M., **McClain, M.B.,** Wells, S., Thompson, S., & Shahidulla, J.D. (in review). Autism knowledge assessments: A closer examination of validity by autism experts.

2. +Voorhees, M.C., **McClain, M.B.**, +Vogeler, H., +McDougal, K., +Michael, Am., +Manwaring, R., Simonsmeier, V., Peacock, G.G. (in review). Interprofessional collaboration trainees’ perceptions of interprofessional healthcare and educational teams.

Wynn, C.J., **McClain, M.B.,** \*Roanhorse, T.T., \*Golson, M.E., Harris, B., \*Bera, J., & \*Shahid, R. (in review). Culture impacts the perceived importance of social communication and interaction skills.

**Conference Proceedings**

1. Atashpanjeh, H., Behfar, A., Haverkamp, \*C.R., **McClain, M.B.,** & Al-Ameen, M. N. (2022). Intermediate Help with Using Digital Devices and Online Accounts: Understanding the Needs, Expectations, and Vulnerabilities of Young Adults. In *International Conference on HumanComputer Interaction* (pp. 3-15). Springer, Cham.

**Edited Books**

1. **McClain, M.B.,** Shahidullah, J.D., Mezher, K.R. (Eds.). (2020). *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice.* New York, New York: Springer Publishing Company.

**Book Chapters**

6. Harris, B., & **McClain, M.B.** Best Practices in School-Based Autism Assessment (in press). *Best Practices in School Psychology VI.*

5. Bundock, K., Simonsmeier, V., \*Golson, M.E., Covington, B., & **McClain, M.B.** (2020). Promoting Academic Success. In M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.). In M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.). *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice.* New York, New York: Springer Publishing Company.

4. **McClain, M.B.,** Shahidullah, J.D., & Mezher, K.R. (2020). Introduction toInterprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice. In M.B. McClain, J.D. Shahidullah, & K. Mezher (Eds.). *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice.* New York, New York: Springer Publishing Company.

3. **McClain, M.B.,** \*Haverkamp, C.R., Holt, J., Peacock, G.G., Winter, S. (2020). Interprofessional Training and Education. In M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.).  *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice.* New York, New York: Springer Publishing Company.

2. Mezher, K.R., Shahidullah, J.D., & **McClain, M.B.** (2020). Conclusions and Future Directors forInterprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice. In M.B. McClain, J.D. Shahidullah, & K.R. Mezher (Eds.). *Interprofessional Care Coordination for Pediatric Autism Spectrum Disorder: Translating Research into Practice.* New York, New York: Springer Publishing Company.

1. Skiba, R.J., Middelberg, L., & **McClain, M.B.** (2013). Multicultural issues in schools’ accommodation of EBD students (disciplinary practices, referral, identification and intervention). In H.M. Walker & F.M. Gresham (Eds.) *Evidence-based practices for addressing school-related behavior problems and disorders.* Guilford Press.

## Invited Encyclopedia Entries

**McClain, M.B.,** & Shahidullah, J.D. (2020). School-clinic care coordination for youth with autism spectrum disorder. In F. Volkmar (Ed). *Encyclopedia of Autism Spectrum Disorders.* New York, New York: Springer Publishing Company.

## Publications, Non-Peer Reviewed

2. **McClain, M.B.,** Harris, B.H., Schwartz, S., & \*Haverkamp, C.R., \*Golson, M.E. (2019). Development and validation of the Autism Spectrum Knowledge Scale – Professional Version: Preliminary analyses. <https://doi.org/10.17605/OSF.IO/8M9UB>Cited 5 times.

1.

**McClain, M.B.,** Otero, T.L., & Haut, J. (2014). Single subject design in educational research: The use of effect size measures in analysis and interpretation. In *SAGE Research Methods* *Cases.* London, United Kingdom: SAGE Publications, Ltd.

<https://dx.doi.org/10.4135/978144627305014534173>

Cited 14 times.

## Grants, Fellowships, & Contracts

\*Denotes USU graduate student ^Denotes USU undergraduate °Denotes postdoctoral fellow

Funded, Active

N/A

### Funded, Inactive

13. Ty B. Aller,Tyson Barrett, Michael Levin & **Maryellen Brunson McClain**. Psychological flexibility in adults with ASD: Psychological distress in the context of COVID-19. *COVID-19 Request for Research*, National Research Consortium on Mental Health in Intellectual and Developmental Disabilities at The Center for START Services. $10,000. April 2021-April 2022. Role: Co-I.

12. **Maryellen Brunson McClain.** *Psychoeducational Assessment Supports*. Edith Bowen Laboratory School. August 2021-May 2022. $15,372.00.

11. **Maryellen Brunson McClain**, Dakota Pond, & °Shelley R. Upton. *Development and Creation of a 3-Course Series on Autism Identification and Service Navigation.* USU Extension. $5,000. 2021-2022. Role: PI.

10. **Maryellen Brunson McClain,** Jeffrey D. Shahidullah, & Matthew J. Gormley. Geisinger Health System. *Assessment and management of ADHD: Pediatric resident perspectives on training and practice*. $5,000. 2021-2022. Role: PI.

9. Camille J. Wynn. *Acoustic-Prosodic Entrainment in the Context of Autism Spectrum Disorder.* National Institutes of Health, NIDCD F31 Award. April 2021-August 2022. Role: Consultant.

8. **Maryellen Brunson McClain** & Vicki Simonsmeier.*Convergent validity and performance consistency of standardized measures of reading for children with ASD.* Woodcock Institute. $15,000. September 1, 2019-December 31, 2021. Role: PI.

7. **Maryellen Brunson McClain.** *Psychoeducational Assessment Supports*. Edith Bowen Laboratory School. January 2021-May 2021. $3,446.42.

6. Kaitlin Bundock, Gregory Callan, & **Maryellen Brunson McClain.** The effects of a rate of change intervention on the achievement and self-regulation of students with learning disabilities. Office of Research and Graduate Studies Research Catalyst Grant, Utah State University. $19,729.58. January 2020-December 31, 2020. Role: Co-I.

5. Bryn Harris & **Maryellen Brunson McClain.** *Evaluating measurement invariance in the Gilliam Autism Rating Scale.* School of Education and Human Development, University of Colorado Denver. $1,000. 2020. Role: Co-I.

4. **Maryellen Brunson McClain** &Vicki Simonsmeier. *Convergent validity and performance consistency of standardized measures of reading for children with ASD.* College of Education and Human Services-Center for Persons with Disabilities Fellowship. Utah State University. $22,906.06. Role: PI.

3. **Maryellen Brunson McClain** & Sarah Yoho Leopold. *The effects of background noise on children with autism spectrum disorder.* Office of Research and Graduate Studies Research

Catalyst Grant, Utah State University. $20,000.00. January 1, 2019-December 31, 2019. Role: PI.

2. Bryn Harris & **Maryellen Brunson McClain.** *Evaluating measurement invariance among African American and Latino parents completing the Autism Spectrum Rating Scale.* School of Education and Human Development, University of Colorado Denver. $1,000. 2019. Role: Co-I.

1. Bryn Harris & **Maryellen Brunson McClain**. *Evaluating measurement invariance among African American and Latino parents completing the Autism Spectrum Rating Scale.* School of Education and Human Development, University of Colorado Denver. $800. 2018. Role: Co-I.

Under Review

N/A

### Not Funded

15. Kaitlin Bundock, Gregory L. Callan, **Maryellen Brunson McClain**, & Sharlene A. Kiuhara, Senior Personnel: Will van Dijk & Jessica F. Shumway. *Collaborative Research: The Effects of a Rate of Change Intervention on the Achievement and Self-Regulation of Students with Learning Disabilities.* National Science Foundation, The Discovery Research PreK-12 program (DRK-12). (Proposed Period: 7/1/2023-6/30/2027). Amount Requested: $2,486,500.

14. Ty. B Aller, Tyler L. Renshaw, Megan E. Golson, **Maryellen Brunson McClain.** *Clinical Validity of the CDI-2 and MASC-2 with Autistic Youth.* Pearson Requested: $14,904.00.Role: Co-I.

13. Kaitlin Bundock,Gregory Callan, & **Maryellen Brunson McClain.** *The Effects of a Rate of Change Intervention on the Achievement and Self- Regulation of Students with Learning Disabilities.* National Science Foundation. Requested: $1,584,519.57. Role: Co-I.

12. **\***Tyus Roanhorse & **Maryellen Brunson McClain**. *Caregiver experiences undergoing autism diagnostic evaluations for their children during the COVID-19 pandemic.* Requested: $2,000. Role: Co-I.

11. **Maryellen Brunson McClain &** Dakota Pond. *School-Community Interagency Collaborations to Promote Efficient, Accurate, and Timely Identification of Autism in Early Childhood.* Eunice Kennedy Shriver National Institute of Child Health and Human Development. Requested: $72,994.57. Role: PI.

10. **Maryellen Brunson McClain, \***Kandice Benallie, Ty Aller, Tyson Barrett, & °Shelley R. Upton. *Family and individual factors’ influence on autistic youths’ well-being: A strengths-based approach.* National Research Consortium on Mental Health in Intellectual and Developmental Disabilities at The Center for START Services. $14,992. Role: PI.

9. **Maryellen Brunson McClain** & Joe Cottrell. School-community collaboration for improving the assessment and identification of autism. Autism Council of Utah. Requested: $30,000. Role: PI.

8. **Maryellen Brunson McClain,** °Shelley R. Upton, & Vicki Simonsmeier. *Parents’ perspectives of the autism evaluation process during COVID-19.* Autism Council of Utah. Requested: $5,000. Role: PI.

7. **Maryellen Brunson McClain,** Sarah Yoho Leopold, & Sarah E. Schwartz. *The effects of background noise on reading for children with autism spectrum disorder.* Eunice Kennedy

Shriver National Institute of Child Health and Human Development. Requested: $275,000. Role: PI.

6. **Maryellen Brunson McClain.** *Development and validation of a school-based universal screener for autism spectrum disorder.* Society for the Study of School Psychology. Requested: $19,998. Role: PI.

5. Kaitlin Bundock, Gregory Callan, & **Maryellen Brunson McClain.** *The effects of a rate of change intervention on the achievement and self-regulation of students with learning disabilities.* Office of Research and Graduate Studies Research Catalyst Grant, Utah State University. Requested: $19,729.58. Role: Co-I.

4. **Maryellen Brunson McClain** & Vicki Simonsmeier.*Reading skills and performance in children with and without ASD.* Woodcock Institute. Requested: $14,953. Role: PI.

3. **Maryellen Brunson McClain** & Sarah Yoho Leopold. *The effects of background noise on children with autism spectrum disorder.* Office of Research and Graduate Studies Research Catalyst Grant, Utah State University. Requested: $19,899.06. Role: PI.

2. Sarah Yoho Leopold & **Maryellen Brunson McClain**. *Understanding speech in noise by children with autism spectrum disorder.* ASHFoundation (ASHA). Requested: $10,000. Role: Co-I.

1. **Maryellen Brunson McClain** & Sarah E. Yoho. *Reading and background noise in children with autism spectrum disorder.* Utah Autism Council. Requested: $4,500. Role: PI.

## Presentations

\*Denotes USU graduate student ^Denotes USU undergraduate student +Denotes UREND trainee

### International Conference Presentations & Workshops

10. **McClain, M.B.,** Mezher, K.R., & Gardner, L.M. (2023, October). *Autism Evaluations: Collaboration with School Psychologists and School Teams.* Invited presentation for the International Collaboration for Diagnostic Evaluation of Autism (IDEA).

9. Harris, B., & **McClain, M.B**. (2023, July). *Culturally and Linguistically Responsive ASD Identification within a Global Context.* Workshop presented at the International School Psychology Association Annual Conference, Bologna, Italy.

8. Harris, B., & **McClain, M.B.** (2023, July). Global Collaborative on Advancing Equity in Autism Identification Practices. Roundtable presented at the International School Psychology Association Annual Conference, Bologna, Italy.

7. Moé, A., Bakker, H., **McClain, M.B.,** Honlein, R., Mastopoulos, A., & Matteucci, M.C. (2023, July). School Psychologists in a Changing World. How Should They be Trained? the International School Psychology Association Annual Conference, Bologna, Italy.

6. \*Golson, M.E., **McClain, M.B.,** & Murphy, L.E. (2021, May). *Executive Functioning Skills in Early Childhood: Comparing Children with ASD, ID, and Co-Occurring ASD and ID*. Poster presented at the virtual meeting of the International Society of Autism Research Annual Meeting, Montreal, Canada.

5. \*Golson, M.E., **McClain, M.B.**, Schwartz, S.E., \*Bakner, K.E., Gabrielsen, T., & Harris, B.

(2021, May). *Measurement Invariance across Gender of the ASRS in a Non-Clinical Diverse Sample*. Poster presented at the virtual meeting of the International Society of Autism Research Annual Meeting, Montreal, Canada.

4. \*Benallie, K.J., \*Golson, M.E., **McClain, M.B.,** & Harris, B. (2019, May). *The Current State of ASD Knowledge in the General Population.* Poster presented at the Society for Autism Research Annual Meeting, Montreal, Canada.

3. \*Golson, M.E., **McClain, M.B.,** & Harris, B.H. (2019, May). *Construct Validity of the ASRS in a Non-Clinical Diverse Sample.* Poster presented at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada.

2. \*Haverkamp, C.R., & **McClain, M.B**. (2019, May). *Reading Skills and Background Noise in Children with and without Autism Spectrum Disorder.* Poster presented at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada.

1. **McClain, M.B.,** & \*Haverkamp, C.R. (2019, May). *Reading Skills in Children with and without Autism Spectrum Disorder.* Poster presented at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada.

### National Conference Presentations

45. Phan, M. L., Renshaw, T. L., Domenech Rodriguez, M. M., & **McClain, M. B.** (2024, February). *Teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior.* Paper accepted at the annual convention of the National Association of School Psychologists, New Orleans, LA.

44. \*Bera, J., Roanhorse, T., **McClain, M. B.,** Harris, B. (2023, February) Predictive Relations of Inequity in Rural Rocky Mountain West Schools. Paper accepted at the 2023 National Association of School Psychologists Annual Convention, Denver, Colorado.

43. Longhurst, D., \*Bera, J., \*Roanhorse, T., **McClain M. B.,** (2023, February). Assessing convergent validity and consistency among standardized reading tests. Poster accepted at the 2023 National Association of School Psychologists Annual Convention, Denver, Colorado.

42. \*Roanhorse, T. T., Wynn, C., \*Bera, J., **McClain, M. B.** (2023, February). A Cross-Cultural Examination of Social Communication and Interaction. Poster accepted at the 2023 National Association of School Psychologists Annual Convention, Denver, Colorado.

41. \*Bera, J., \*Golson, M.E., **McClain, M.B**., & Farmer, R.L. (2022, February). *Testing Measurement Invariance in the Vineland 3.* Poster presented at the 2022 National Association of School Psychologists Annual Convention, Boston, MA.

40. \*Golson, M.E., \*Roanhorse, T., & **McClain, M.B.** (2022, February).*Experiences with ADHD and Related Services Voiced by Diverse Students.* Paper presented at the 2022 National Association of School Psychologists Annual Convention, Boston, MA.

39. \*Roanhorse, T. \*Haverkamp, C.R., **McClain, M.B.,** & Harris, B. (2022, February). *Perspectives from Practitioners: The Impact of Culture on Autism Evaluations.* Paper presented at the 2022 National Association of School Psychologists Annual Convention, Boston, MA.

38. \*Roanhorse, T., Haverkamp, C.R., **McClain, M.B.,** & Harris, B. (2022, February). *Modifications and Adaptations of the ADOS-2 with Minoritized Students.* Poster presented at the 2022 National Association of School Psychologists Annual Convention, Boston, MA.

37. \*Benallie, K.J., **McClain, M.B**., Harris, B., & Peacock, G.G. (2021, August). *Measuring and understanding ASD knowledge among parents.* Poster presented at the virtual meeting of the 2021 Annual Psychological Association, Division 33.

36. \*Benallie, K.J.,\*Roanhorse, T.T., **McClain, M.B.,** \*Bakner, K.E., and ^Ha. J. (2021, August). *Executive functioning in children with ASD+ADHD and ASD+ID: A systematic review.* Poster presented at the virtual meeting of the 2021 Annual Psychological Association, Division 33.

35. \*Golson, M.E., \*Benallie, K. J., **McClain, M.B.,** Harris, B., & \*Haverkamp, C. R. (2021, August). *Measuring parent perceptions of social communication and interaction across cultures.* Poster presented at the virtual meeting of the American Psychological Association, Division 33.

34. \*Golson, M.E., **McClain, M.B.,** & Schwartz, S.E. (2021, August). *Measurement Invariance of the Conners-3*. Poster presented at the virtual meeting of the American Psychological Association, Division 16.

33. \*Bakner, K., \*Benallie, K. J., \*Benney, C. M., & **McClain, M. B.** (2020, February). *Analyzing life satisfaction in children with and without disabilities.* Paper presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

32. \*Benallie, K. J., \*Golson, M. E., \*Roanhorse, T.T., \*Haverkamp, C.R, & **McClain, M. B.** (2020, February). *A systematic review of American Indian Students in School Psychology Research*. Poster presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

31. \*Benney, C.M., \*Golson, M.E., **McClain, M.B.** (2020, February). *App-Based Mindfulness for Students with and Without Disabilities.* Paper presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

30. \*Haverkamp, C.R., \*Benney, C.M., **McClain, M. B**., & Otero, T. L. (2020, February). *Single-case design in school psychology journals: 2010-2018.* Poster presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

29. \*Haverkamp, C. R., \*Golson, M.E., & **McClain, M. B.** (2020, February). *An app-based early academic skills intervention for children with ASD*. Paper presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

28. \*Golson, M.E., \*Benallie, K.J., \*Benney, C.M., **McClain, M.B.,** Harris, B. (2020, February). *Knowledge of ASD with School-Based Professionals*. Paper presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

27. Longhurst, D., \*Benney, C.M., Callan, G., & **McClain, M.B.** (2020, February). *Measuring Reading Motivation with Microanalysis*. Poster presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

26. **McClain, M.B.,** \*Haverkamp, C.R., \*Benallie, K.J., \*Benney, C.M., & Harris, B. (2020, February). *School-based ASD assessment of culturally and linguistically diverse students*. Paper presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

25. \*Roanhorse, T.T., \*Benallie, K.J., \*Haverkamp, C.R., \*Golson, M.E., & **McClain, M.B.** (2020, February). *American Indians’ perceptions of disabilities: A review and proposed study*. Poster presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

24. \*Benallie, K.J., \*Benney, C.M., & **McClain, M.B.** (2019, February). *Analyzing Life Satisfaction in Children with Disabilities.* Poster presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

23. \*Benallie, K.J., \*Benney, C.M., Peacock, G.G., & **McClain, M.B.** (2019, February). *Knowledge of ASD in the general and Parent Population.* Paper presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

22. \*Benney, C.M., \*Cavender, S.C., Hayborne, M., & **McClain, M.B**. (2019, February). *Effect of Mindfulness and Academic Stress on Reading for Students with SLD.* Poster presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

21. \*Cavender, S.C., \*Haverkamp, C.R., **McClain, M.B.,** & Harris, B. (2019, February). *Assessing Graduate Training on ASD Assessment through Syllabi Content Analysis.* Poster presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

20. \*Golson, M.E, \*Haverkamp, C.R., & **McClain, M.B.** (2019, February). *Effectiveness of a LetterWriting App Intervention for Children with ASD.* Poster presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

19. \*Haverkamp, C.R., & **McClain, M.B.** (2019, February). *Comparing two emotion identification interventions for children with ASD.* Paper presented the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

18. +Hillam, J., +Lewis, S., +Dahir, N., **McClain, M.B.,** & Simonsmeier, V. (2018, March). *Knowledge of Autism Spectrum Disorder (ASD) Among Preservice Audiology and School Psychology Students.* Poster presented at the 2018 Annual Early Hearing Detection and Intervention Meeting, Denver, CO.

17. \*Haverkamp, C.R., & **McClain, M.B.** (2018, February). *Comparing Emotion Identification Interventions for Children with ASD.* Poster presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL.

16. **McClain, M.B.,** Harris, B., & \*Haverkamp, C.R. (2018, February). *Knowledge of Autism Spectrum Disorder and Preservice School Psychology Trainees.* Paper presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL.

15. **McClain, M.B.,** Schatz, R.B., & \*Haverkamp, C.R., & Yoho, S.E. (2018, February). *Reading Skills and Background Noise: Children with Autism Spectrum Disorder.* Paper presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL.

14. Otero, T.L., **McClain, M.B.,** & \*Haverkamp, C.R. (2018, February). *Assessing Autism in the Schools: Current State and Future Directions.* Practitioner Conversation conducted at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL.

13. +Winter, C., Ryan, T., Merrill, A., **McClain, M.B., +**Dahir, N., Peacock, G., Harris, B. (2017, November). *Assessing LEND Trainees' Knowledge of Autism Spectrum Disorder.* Poster presented at the 2017 Association of University Centers for Disabilities Annual Conference, Washington, DC.

12. Irby, S.M., Gardner, L., Norfolk, P., **McClain, M.B.,** Rovane, A., Keisling, B., & Murphy, L. (2017, June). *Cognitive profiles for ID, ASD, and dual-diagnosed ASD/ID in young children.* Poster presented at the 2017 American Association on Intellectual and Developmental Disabilities Annual Meeting, Hartford, CT.

11. Gilbertson, D., Peacock, G.G., & **McClain, M.B.** (2017, February). *School-based anxiety treatment: winning tugs of war with school hassle.* Paper presented at the 2017 National Association of School Psychologists Annual Convention, San Antonio, TX.

10. Hasty Mills, A., **McClain, M.B.,** & Murphy, L. (2016, February). *ADHD symptoms in Autism Spectrum Disorder, Intellectual Disability, and ADHD.* Poster presented at the 2016 National Association of School Psychologists Annual Convention, New Orleans, LA.

9. **McClain, M. B.,** & Strait, J. A.(2016, February). *Using Evidence-Based Reading Interventions with English Language Learners.* Practitioner conversation conducted at the 2016 National Association of School Psychologists Annual Convention, New Orleans, LA.

8. Peterson, R., **McClain, M.B.,** Wise, J.M., & Ormiston, H. (2016, February). *Examining selected Tier 2 interventions for outcomes disaggregated by race.* Paper presented at the 2016 National Association of School Psychologists Annual Convention, New Orleans, LA.

7. Strait, J.A., & **McClain, M. B.** (2016, February). *Through a different lens: Trauma-informed school psychology practice.* Miniskills session presented at the 2016 National Association of School Psychologists Annual Convention, New Orleans, LA.

6. Haut, J.M., **McClain, M.B.,** & Katzenstein, J.M. (2015, June). *Neurocognitive late effects following proton beam radiation therapy in two pediatric craniopharyngioma patients.* Poster presented at the American Academy of Clinical Neuropsychology annual conference, San Francisco, CA.

5. **McClain, M.B.,** Jones, K.M., Welton, M., & Castaneda, L. (2014, February). *Paired reading as a reading fluency intervention for English learners.* Poster presented at the National Association of School Psychologists annual conference, Washington, DC.

4. **McClain, M.B.,** Ty, S.V., McIntosh, K., & Martinez, R.S. (2013, August). *The past, present, and future of scientific research in school psychology 2: Results.* Paper presented at the American Psychological Association annual conference, Honolulu, HI.

3. Galford, S.L., **McClain, M.B.,** Spegel, K.M., Nellis, L.M., Skiba, R.J., Ritter, S. (2013, February). *English learners: Effective assessment practices and professional development.* Paper presented at the National Association of School Psychologists annual conference, Seattle, WA.

2. **McClain, M.B.,** Skiba, R.J., & Chung, C.G. (2012, February). *Disproportionality and suspensions: Level of schooling and types of infractions.* Paper presented at the National Association of School Psychologists annual conference, Philadelphia, PA.

1. Skiba, R., **McClain, M.B**.**,** Chung, C. G., Trachok, M., Williams, N., Cuadrado, J. (2011, October). *Consistent and ubiquitous: Contributions to racial and ethnic disparities in school suspension and expulsion*. Paper presented at the 35th Annual Conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ

### Regional Conference Presentations

5. ^Ha,J., & **McClain, M.B.** (2019, April). *Attention and Reading Correlation Differences in School Aged Children with ASD and Typically Developing Children.* Poster presented at the Rocky Mountain Psychological Association annual conference, Denver, CO.

4. \*Golson, M.E., & **McClain, M.B.** (2019, April). *ADHD Service Provision for Racial/Ethnic Minorities: A Review*. Poster accepted for the Rocky Mountain Psychological Association annual conference, Denver, CO.

3. Benallie, K., Benney, C., **McClain, M.B.,** Schwartz, S., Peacock, G., & Harris, B. (2018, April). *Autism Spectrum Knowledge Scale (ASKS): General Population Version: Development and preliminary validation.* Poster presented at the Rocky Mountain Psychological Association annual conference, Denver, CO.

2. Otero, T.L., **McClain, M.B.,** Haut, J., Schatz, R. (2013, November). *Single subject design in educational research: The use of effect size measures in analysis and interpretation.* Paper presented at the Indiana Association of School Psychologists annual conference, Indianapolis, IN.

1. **McClain, M.B.,** Galford, S.L., Spegel, K.M., Nellis, L.M., Skiba, R.J., Ritter, S. (2012, October). *English learners: Effective assessment practices and professional development.* Paper presented at the Indiana Association of School Psychologists annual conference, Indianapolis, IN.

### Local Presentations

7. Muncy, M., Yoho, S.E., & **McClain, M.B.** (2018, May). Confidence of school psychologists and speech-language pathologists in assessing children with hearing loss and other co-occurring disabilities. Poster presented at the Regional Audiology Research Symposium, Utah State University. Logan, UT.

6. Thiede, N., Yoho, S.E., & **McClain, M.B.** (2018, May). Word recognition in noise by children with autism spectrum disorder. Poster presented at the Regional Audiology Research Symposium, Utah State University. Logan, UT.

5. Bovee, C.,Yoho, S.E., & **McClain, M.B.** (2017, April). The effects of background noise on children with and without autism spectrum disorder. Poster presented at the Student Research Symposium at Utah State University. Logan, UT.

4. **McClain, M.B.,** (2015, June). *Psychological Assessment and Differential Diagnosis in the Pediatric Early Childhood Population.* Presented at Psychology Rounds at St. Jude Children’s Research Hospital, Memphis, TN.

3. **McClain, M.B.** (2015, April). *Appropriate ASD Diagnostic and Screening Assessment for Culturally and Linguistically Diverse Children. P*resented at the Boling Center for Developmental Disabilities, LEND Professional Development Presentation, Memphis, TN.

2. **McClain, M.B.,** Koch, S.M., & Wall, J.R. (2013, April). *Youth in foster care and special education: Services provided and outcomes.* Poster presented at the LEND Trainee Poster Session: Maternal and Child Health Poster Session. Indianapolis, IN.

1. **McClain, M.B.** & Chen, S. (2013, March). *Paired reading intervention for ELL students who are struggling with reading.* Poster presented at the Special Education Research Seminar, Bloomington, IN.

### Symposia

6. Braden, J. (chair), Albers, C., Farmer, R.L., **McClain, M.B.** (2022, August). *The Dearth and Importance of Replications for School Psychology.* Symposium presented at the 2022 American Psychological Association Annual Meeting, Minneapolis, MV, Division 16.

5. **McClain, M.B. (chair),** Azad, G. (co-chair/discussant), Esler, A., Golson, M.E., Harris, B., Herrera, V., Sridhar, A., Straiton, D., Taormina, I (2022, August). *Culturally Responsive Autism Practices.* Symposium presented at the 2022 American Psychological Association Annual Meeting, Minneapolis, MN, Division 33.

4. **McClain, M.B. (chair),** Harris, B., Campbell, J.M., McMahon, C., Harrison, A.J. (discussant). *Current State of Autism Knowledge in Research and Practice: Implications and Future Directions.* Symposium presented at the 2021 Virtual American Psychological Association Annual Convention, Division 33.

3. Neece, Cameron (chair), Shahidullah, J.D., **McClain, M.B.,** Brinster, M., & Butter, E. (discussant) (2021, August). *Optimizing Inter-Professional Care Coordination for Youth with*

*Autism Spectrum Disorder.* Symposium presented at the 2021 Virtual American Psychological Association Annual Convention, Division 33.

2. **McClain, M.B. (co-chair),** Mezher, K.R. (co-chair),Shahidullah, J.D., Safer-Lichtenstein, J., Forman, S.G., & McIntyre, L.L. (discussant) (2019, August). *Collaboration between the Educational and Medical Homes in Service Provision for Students with ASD*. Symposium presented at the 2019 American Psychological Association Annual Convention, Chicago, IL, Divisions 16 & 33.

1. Strait, J.A., Strait, G.G., **McClain, M.B.,** Gilbertson, D., Williams, C., & Lara, V. (2018, February). *Expanding Practice: Experimental Interventions to Enhance College Student Success.* Symposium presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL.

### Workshops and Miniskills

7. **McClain, M.B.,** Harris, B., Campbell, J.M. (2023, February). *Best Practices in School-Based Autism Assessment.* Workshop accepted for the 2023 National Association of School Psychologists Annual Convention, Boston, MA.

6. **McClain, M.B.** & Golson, M.E. *Best Practices in School-Based Autism Assessment & Identification.* Workshop presented at the 2022 Autism Translational Research Workshop, Provo, UT.

5. **McClain, M.B.,** Harris, B., Campbell, J.M. (2022, February). *Best Practices in School-Based Autism Assessment.* Workshop presented at the 2022 National Association of School Psychologists Annual Convention, Boston, MA.

4. Begay, K., Otero, T.L., **McClain, M.B.,** Gabrielsen, T., & Harris, B. *Assessing autism in school settings: Meeting underserved, diverse population needs.* Miniskills presented at the 2020 National Association of School Psychologists Annual Convention, Baltimore, MD.

3. Gabrielsen, T., **McClain, M.B.,** Harris, B., Begay, K., & Otero, T.L. (2019, February). *Assessing autism in school settings: Meeting underserved, diverse population needs.* Miniskills presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

2. Strait, J., Dawson, P., Strait, G., & **McClain, M.B.** (2019, February). The ESQ-R: Assessing executive skills within an MTSS model. Miniskills presented at the 2019 National Association of School Psychologists Annual Convention, Atlanta, GA.

1. **McClain, M.B., \***Haverkamp, C.R.(2017, January). *Differential diagnosis when ASD is the Referral Question.* Presentation at the Autism Translational Research Workshop, Provo, UT.

## Honors and Awards

2022 Selected to participate in the Institute for Advanced Study Recently Tenured Working Group, Indiana University

2019 Selected to participate in the Proposal Writing Institute, Utah State University

2017 Selected to participate in the School Psychology Research Collaboration Conference (SPRCC)

2014 Recipient of the Frieda Alice Renfro Fellowship

2013 Counseling and Educational Psychology Travel Award

2011 Delta Kappa Gamma Women’s International Education Society Scholarship

1. Indiana Association of School Psychologists Stana Michael Scholarship
2. Nominated Student Liaison to the Indiana Association of School Psychologists

2011 Elected co-president Student Affiliates in School Psychology, Indiana University chapter

## Teaching Experience

### Graduate Courses Taught

P650: Topic Seminar in Educational Psychology (Assessment I)

Indiana University, Bloomington, Indiana

*Fall 2022*

P697: Advanced Practicum in School Psychology

Indiana University, Bloomington, Indiana

*Fall 2022*

P7395: Advanced Psychology Practicum

Utah State University, Logan, Utah

*Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2021, Summer 2021, Fall 2021*

P6810: Advanced Assessment of Autism Spectrum Disorder

Utah State University, Logan, Utah

*Fall 2017, Fall 2018, Fall 2019, Fall 2020*

P6410: Psychoeducational Assessment

Utah State University, Logan, Utah

*Fall 2016, Spring 2018*

P6810: School-Based Academic and Behavioral Intervention

Utah State University, Logan, Utah

*Spring 2017*

## Student Mentees

\*denotes graduated student

### PhD

Kandice Benallie (née Olson), Utah State University, *expected May 2023*

Jac’lyn Bera, Indiana University, *expected May 2026*

Megan Golson, Utah State University, *expected May 2024*

Cassity Haverkamp, Utah State University, *expected May 2023*

Tyus Roanhorse, Indiana University, *expected May 2026*

Rabbiya Shahid, Indiana University, *expected May 2027*

### EdS

\*Chandler Benney, Utah State University, 2021

\*Kaelah Bakner, Utah State University, 2022

### Undergraduate (Honors Thesis Mentees)

\*Kinsley Baston (Biology)

\*Jennifer Ha (Psychology) 2021

## Student Grants & Awards

2023 American Psychological Association Minority Fellowship Program, Jac’lyn Bera

2023 Psi Chi Graduate Research Grant, Megan Golson, $1,200

2022 Trainers of School Psychology Graduate Student Scholarship, Megan Golson

2022 NASP Diversity Dialogue Selected Presenter, Tyus Roanhorse

2021 APA Division 16 Pearson Student Poster Competition, Megan Golson

2021 USU Walter R. Borg Scholarship Award, Kandice Benallie, $2,500

2021 USU Kenneth Merrell School Psychology Award, Kaelah Bakner, $1,500

2021 USU Robins Achievement of the Year Award, Jennifer Ha

2020 American Psychological Association Division 16 Top 25 Poster, Jennifer Ha

2020 Selected APA Division 16 Committee on Ethnic Minority Affairs Undergraduate Scholars Program,Jennifer Ha

2020 Psi Chi Graduate Research Grant, Kandice Benallie, $1,500

2020 USU Graduate Research & Creative Opportunities Grant, Megan Golson, $1,000

2020 Kenneth Merrell School Psychology Award, Megan Golson, $1,000

2020 Anthony LaPray Scholarship, Cassity Haverkamp, $1,500

2020 Psi Chi Graduate Research Grant, Megan E. Golson, $1,500

2020 Aden N. & Phyllis J. Frandsen Scholarship, Jennifer Ha, $1,400

2020 Undergraduate S.T.A.R. award, Jennifer Ha

2019 Kenneth Merrell School Psychology Award, Kandice Benallie, $1,000

2019 Anthony LaPray Scholarship, Megan Golson, $1,500

2019 USU Graduate Research & Creative Opportunities Grant, Kandice Benallie, Cassity Haverkamp, Megan Golson, & Erica Ficklin, $1,000

2019 Summer Psi Chi Mamie Phipps Clark Diversity Graduate Research Grant, Kandice Benallie, $1,500

2019 USU Undergraduate Research Fellow, Jennifer Ha, $3,000

2019 Psi Chi Regional Travel Grant, Jennifer Ha, $400

2018 Kenneth Merrill School Psychology Award, Cassity Haverkamp, $1,000

2018 National Association of School Psychologists Graduate Student Research Grant, Cassity Haverkamp, $1,000

2017 Kenneth W. Merrell Scholarship, Cassity Haverkamp, $1,000

## PhD Advisees

### Indiana University

Britany Beauchesne

Jac’lyn Bera

Tyus Roanhorse

Rabbiya Shahid Alexa Brownell

Gwendolyn Davis

### Utah State University

Kandice Benallie

Megan Golson

Cassity Haverkamp

**EdS Advisees**

### Utah State University

Kaelah Bakner

Chandler Benney

Tida Blackburn

## Student Committees

### Chair – Doctoral Dissertations

\*denotes degree conferred

Britany Beauchesne (School Psychology, Indiana University), proposed October 12, 2023, *Cross-Cultural Social Communication and Interaction Skills in Early Childhood Autism Evaluations*

Kandice Benallie (School Psychology, Utah State University), defended April 22, 2023, *Executive Functioning Skills in Children with ASD, Co-occurring ASD/ID, and Co-occurring ASD/ADHD*

Cassity Haverkamp (School Psychology, Utah State University), defended April 28, 2023, *App-Based Academic Interventions for Children with Autism Spectrum Disorder*

Megan Golson (School Psychology, Utah State University), proposed June 29, 2022, *Evaluating* *the Presence and Effects of* *ADHD Knowledge*

### Chair – Master’s Theses

\*Jac’lyn Bera (School Psychology, Utah State University), defended May 3, 2022, *Predictors of Special Education Inequity in Rural Rocky Mountain West Schools*

\*Tyus Roanhorse (School Psychology, Utah State University), defended May 2, 2022, *Developing Cultural Competency among Sixth-Grade Students through Indigenous Knowledge and Place-based Education*

\*Megan Golson (School Psychology, Utah State University), defended December 4, 2020, *Minortized*

*Student Experiences with Psychoeducational Service Provision for Attention-Deficit/Hyperactivity Disorder*

\*Fiona Molsberry (School Psychology, Utah State University), defended March 10, 2020, *Reducing Daily Hassles in the Classroom: Teaching Coping Techniques to Elementary School Children*

\*Tida Blackburn (School Psychology, Utah State University), defended August 30, 2019, *The Relation between Mindfulness, Academic Stress, and Attention*

\*Cassity Haverkamp (School Psychology, Utah State University), defended November 21, 2019, *Comparing Two Emotion Identification Interventions for Children with Autism Spectrum Disorder*

### Chair – Undergraduate Honors Theses

\*Jennifer Ha (Psychology, Utah State University), *Evaluating a Brief Autism Knowledge Intervention in the*  *General Population,* completed May 2021

### Committee Member – Doctoral Dissertations

*Indiana University*

Jordan Amor (School Psychology, Indiana University), in progress

Akua A. Asomani-Adem (School Psychology, Indiana University), defended April 6, 2023

Alexandria Thielmeyer (School Psychology, Indiana University), proposed October 24, 2022

Jazlyn Rowan (School Psychology, Indiana University), in progress

*Utah State University*

Maria de la Caridad (Cari) Alvarez, (Clinical/Counseling Psychology, Utah State University), defended February 10, 2022

Trisha Chase (Clinical/Counseling/School Psychology, Utah State University), defended May 1, 2018

Samantha Corralejo (Clinical/Counseling Psychology, Utah State University), defended August 21, 2018

Benjamin Covington (Neuroscience, Utah State University), defended November 18, 2021

Elizabeth Diamond (Disability Studies, Utah State University), defended April 14, 2022

Annie Galizio (Behavior Analysis, Utah State University), defended June 25, 2020

Anna Kemple (School Psychology, Utah State University), defended November 9, 2018

Elizabeth King (Nutrition, Utah State University), defended April 19, 2021

April Litchford (Nutrition, Utah State University), defended November 4, 2019

Stephanie Mattson (Applied Behavior Analysis, Utah State University), defended April 20, 2022

McKenna Voohres (Nutrition, Utah State University), defended June 7, 2022

Sean Weeks (School Psychology, Utah State University), defended November 15, 2021

### Committee Member – Master’s Theses

Stephanie Vinal (School Psychology, Utah State University), defended May 2, 2022

Kandice Benallie (School Psychology, Utah State University), defended October 11, 2019

Aliya Halterman (School Psychology, Utah State University), defended March 16, 2022

David Longhurst (School Psychology, Utah State University), defended October 26, 2021

Kendra McPhearson (School Psychology, Utah State University), defended April 26, 2018

McKell Nelson (School Psychology, Utah State University), defended September 28, 2017

Christine Taylor (School Psychology, Utah State University), defended November 26, 2018

Amy Wolfe (School Psychology, Utah State University), defended December 12, 2018

### Committee Member – PhD Program Advisory Committee/Qualifying Exams

Jordan Amor (School Psychology, Indiana University)

Parker Beckman (School Psychology, Indiana University)

Jazlyn Rowan (School Psychology, Indiana University) Ciara Thomas (School Psychology, Indiana University)

### Committee Member – EdS Program Adivsory Committee

Nathaniel Branam (School Psychology, Indiana University)

Kendall Fields (School Psychology, Indiana University)

Rebeca Hayes (School Psychology, Indiana University)

### Committee Member – Graduate Program Qualifying Projects

Benjamin Covington, Neuroscience, Utah State University, defended April 23, 2020

Monica Muncey, Audiology, Utah State University, AuD Clinical Research Project defended July 31, 2018

Rizu Paudel, Computer Science, Utah State University, completed April 22, 2022

Kandice Benallie Psychology, Utah State University, Undergraduate Honors Project completed May 5, 2017

### Committee Member – Outside Institutions

Jasric Bland, School Psychology, University of Memphis, thesis defended June 27, 2023

Rizu Paudel, Computer Science, Utah State University, dissertation proposed March 21, 2023

Mary Phan, School Psychology, Utah State University, defended May 1, 2023

Theresa Schinkowitch, School Psychology, Lehigh University, qualifying project proposed September 22, 2022

### Graduate Student Research Mentees (Indiana University)

Parker Beckman (School Psychology PhD), 2022-present

Jennifer Ha (Social Psychology PhD), 2022-2023

Ja’Toria Palmer (School Psychology PhD), 2022-present

Ciara Thomas (School Psychology PhD), 2022-present

### Undergraduate Student Research Advisees

Kinsley Batson (Human Biology/Sociology, Utah State University), 2021-present

Jack Fjeldsted (Psychology, Utah State University), 2016-2018

Genovieve Gibson (Psychology, Utah State University), 2017-2018

Jennifer Ha (Psychology, Utah State University), Undergraduate Research Fellow, 2018-2021

Walaa Hmeida (Psychology, Utah State University), 2021-present

Madison Hurmence (Psychology, Utah State University), 2016-2017

Justin Jenkins (Psychology, Utah State University), 2019-2020

Hannah Johnson (Psychology, Utah State University), 2021

Mattie Mecham (Psychology, Utah State University), 2022

Madelyn Money (Psychology, Utah State University), Spring 2017

Abbie Newmeyer (Psychology, Utah State University), 2022

Tacy Petersen (Psychology, Utah State University), 2021

Rebekah Ritchey (Psychology, Utah State University), Undergraduate Research Fellow, 2021-2022

Nicole Smith (Psychology, Utah State University), 2018-2019

Lynda Tobar (Communicative Disorders, Utah State University), 2018-2019

Connor Wengreen (Psychology, Utah State University), 2019-2020

Makell Wilson (Psychology, Utah State University), 2017-2018

Postdoctoral Fellows Mentored

Shelley Upton, PhD (Psychology, Utah State University), 2020-2022

### Utah Regional LEND Trainees Mentored

Cassity Haverkamp, 2018-2019

Kandice Benallie, 2019-2020

Erica Ficklin, 2019-2020

Sean Weeks, 2019-2020

Megan Golson, 2019-2020

Siri Sedgwick, 2019-2020

Shelley Upton, 2019-2020

David Longhurst, 2020-2021

Tyus Roanhorse, 2020-2021

Stephanie Vinal, 2020-2021

Nai-Jiin Yang, 2020-2021

## Professional Service

### National Service

|  |  |
| --- | --- |
| 2023 | Committee Member, Task Force: Professional Practice Guidelines for Assessment and Intervention for Individuals with ASD, APA Division 33 |
| 2023 | Guest Editor Special Issue of School Psychology *Improving Student Outcomes through Interprofessional and Interagency Partnerships* |
| 2022-present | Executive Board Member, APA Division 33 |
| 2022-present | Co-Chair, Diversity & Inclusion Committee, APA Division 33 |
| 2022 | Committee Member, Diversity & Inclusion Committee, APA Division 33 |
| 2021-present | Ad Hoc Reviewer – Journal of Special Education |
| 2021-present | Cultural Diversity & Autism Internship Grant Proposal Reviewer – International Society for Autism Research |
| 2021-present | Editorial Board – Journal of Autism and Developmental Disorders |
| 2021-present | Ad Hoc Reviewer – Journal of School Psychology |
| 2021-present | Ad Hoc Reviewer – Journal of Special Education |
| 2020-present | Ad Hoc Reviewer – School Psychology Review |
| 2020-present | Ad Hoc Reviewer – School Psychology |
| 2020-present | Ad Hoc Reviewer – Applied Neuropsychology Child |
| 2019-present | Ad Hoc Reviewer – Journal of Applied School Psychology |
| 2018-present | Editorial Board – Assessment for Effective Intervention |
| 2018-2019 | Proposal Reviewer – Association of University Centers on Disabilities Annual Conference |
| 2017-present | Ad Hoc Reviewer – Psychology in the Schools |
| 2016-2021 | Proposal Reviewer – National Association of School Psychologists Annual Convention |
| 2015-present | Proposal Reviewer – APA Annual Convention, Division 16 |

### Regional Service

2018-2020 Board Member – Utah Association of School Psychologists (UASP)

Conference Committee, 2018-2020

Research Committee, 2018-2020

Shortages Committee, 2019-2020

### University Service

2023-present Member – Graduate Faculty Council

2023-present Committee Member, School of Education Policy Council, Indiana University

2023 Annual Review Committee, Department of Counseling & Educational Psychology, Indiana University

2022 Mission Task Force, Department of Counseling & Educational Psychology, Indiana University

1. Search Committee Member – Lecturer in School Counseling

2021-2022 Utah State University Institutional Review Board

2021 Search Committee Member – Clinical Assistant Professor/Integrated Assessment Division

Psychologist, Department of Psychology/Sorenson Foundation Legacy Center for Clinical Excellence, Utah State University

2020 Search Committee Member – Clinical Assistant Professor/Integrated Assessment Division

Psychologist, Department of Psychology/Sorenson Foundation Legacy Center for Clinical Excellence, Utah State University

2020 Search Committee Chair – Postdoctoral Fellowship in Child Clinical Psychology

Sorenson Legacy Center for Clinical Excellence, Department of Psychology, Center for Persons with Disabilities

2019 Search Committee Member – Clinical Assistant Professor/Clinic Director Behavioral Health Clinic, Department of Psychology/Sorenson Foundation Legacy Center for Clinical Excellence, Utah State University

2018-2021 Faculty Sponsor, Student Leaders – National Association of School Psychologists, Utah State University

2018-2021 Faculty Adviser – Student Association of School Psychologists (SASP), Utah State University

2018-2019 Search Committee Member – Tenure-Track Faculty Member, School Psychology, Utah State University

2017-present Steering Committee – School Psychology Doctoral Program, Utah State University

2017-2018 Search Committee Member – Tenure-Track Faculty Member, School Counseling- Rehabilitation, Utah State University

2017 Faculty Judge – Student Research Symposium, Utah State University

2017 Proposal Reviewer – URCO/GRCO Grants, Utah State University

2016-2017 Search Committee Member – Tenure-Track Faculty Member, School Psychology, Utah State University

2013-2014 Graduate Student Member – International Programs Committee, Indiana University

2011 Graduate Student Committee Member – Excellence in Mentoring Faculty Award, Indiana

University

## Professional Affiliations

American Psychological Association

Division 5 Quantitative and Qualitative Methods Division 16 School Psychology

Division 33 Intellectual and Developmental Disabilities/Autism Spectrum Disorders

Division 42 Psychologists in Independent Practice

Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race

Division 53 Society of Clinical Child and Adolescent Psychology

Indiana Association of School Psychologists

Indiana Psychological Association

International School Psychology Association

International Association for Autism Research

National Association of School Psychologists