**HEATHER E. ORMISTON, Ph.D., NCSP, HSPP**

Indiana University Bloomington

Department of Applied Psychology in Education and Research Methodology

201 N. Rose Avenue

Suite 4000

Bloomington, IN 47405

[ormiston@iu.edu](mailto:ormiston@iu.edu)

**EDUCATION**

Ph.D. Indiana University Bloomington, Bloomington, IN

June 2007

APA Accredited and NASP Approved

Major: School Psychology

Minor: Special Education

M.S. Indiana University Bloomington, Bloomington, IN

May 2005

Educational Psychology

B.S. Loyola University Chicago, Chicago, IL

May 2003

Psychology

*Cum Laude*

**LICENSES AND CERTIFICATIONS**

2013 – Present Health Service Provider in Psychology (License Number 20042741A)

2007 – Present Nationally Certified School Psychologist (License Number 930488)

2010-2021, Indiana Professional Educator’s License: School Psychologist (License

2023 – Present Number 1080883)

2021 Certified in Trauma-Focused Cognitive Behavioral Therapy from the Medical College of South Carolina

**PROFESSIONAL POSITIONS**

1/2023 – Present **Assistant Professor**

*Indiana University Bloomington* School Psychology Program

8/2022 – Present **Director, Undergraduate Minor in Child and Adolescent Mental Health**

*Indiana University Bloomington*

Department of Applied Psychology in Education and Research

Methodology

8/2019 – 12/2022 **Clinical Assistant Professor, School Psychology**

*Indiana University Bloomington* School Psychology Program

Department of Counseling and Educational Psychology

8/2017 – 5/2019 **Visiting Clinical Professor**

*Indiana University Bloomington* School Psychology Program

Department of Counseling and Educational Psychology

7/2013 – 8/2017 **Behavior Specialist**

*Monroe County Community School Corporation*

Bloomington, IN

8/2010 – 5/2016 **Adjunct Faculty**

*Indiana University Bloomington*

School Psychology Program

Department of Counseling and Educational Psychology

Special Education

Department of Curriculum and Instruction

8/2010 – 7/2013 **Research Associate**

*Center on Education and Lifelong Learning*

Bloomington, IN

8/2007 – 6/2010 **School Psychologist**

*Buffalo Trail Elementary School, Cherry Creek School District*

Aurora, CO

8/2006 – 6/2007 **School Psychology Intern**

*Arrowhead Elementary School, Horizon Middle School*

*Cherry Creek School District*

Aurora, CO

**HONORS AND AWARDS**

11/2023 – present **F2F Mentoring Program** (mentee)

Indiana University School of Education and Office of the Vice President for Diversity, Equity, and Multicultural Affairs

5/2024 **Award for Outstanding Partnership and Collaboration**

School of Education, Indiana University Bloomington

5/2024 **Outstanding Contributions to Mentorship Award** (nominee)

American Psychological Association Division of School Psychology (Division 16)

9/2023 – 5/2024 **Faculty Success Program**

National Center for Faculty Development and Diversity

4/2023 **Award for Excellence in Mentoring** (nominee)

School of Education, Indiana University Bloomington

4/2022 **Trustees Teaching Award**

Indiana University Bloomington

2/2022 **Early Career Scholar, School Psychology Research Collaboration Conference**

Society for the Study of School Psychology

**PEER REVIEWED PUBLICATIONS**

\*Student co-author

1. **\***Nygaard, M. A., **Ormiston, H. E.,** & Husmann, P. (in press). Students with intensive mental health needs: What is the role of schools? *Contemporary School Psychology.*
2. **Ormiston, H.E**., Zakszeski, B., \*Osgood, D., Renshaw, T L., \*Komer, J., & \*McPherson, E. (in press). Informant discrepancies in universal behavioral screening at the high school level. *School Psychology.*
3. Renshaw, T. L., **Ormiston, H. E.**, Zakszeski, B. N., & Chan, M.-K. (in press). Examining the stability of SAEBRS scores, classifications, and latent profiles. *Journal of School Psychology.*
4. Zakszeski, B., Ormiston, H. E., \*Nygaard, M. A., & \*Carlock, K. (2025). Informant discrepancies in universal screening as a function of student and teacher characteristics. *School Psychology Review, 54*(1), 128–142. <https://doi.org/10.1080/2372966X.2023.2262362>
5. \*Nygaard, M. A., Renshaw, T**., Ormiston, H. E.**, \*Komer, J., & \*Matthews, A. (2024). Importance, quality, and engagement: School mental health providers’ perceptions regarding transition care coordination practices. *School Psychology, 39*(4), 366-376. <https://doi.org/10.1037/spq0000569>
6. \*Nygaard, M. A., Renshaw, T., **Ormiston, H. E.**, & \*Matthews, A. (2024). Factors shaping a proactive plan of care for student mental health. *School Mental Health, 16*(1), 253- 266. <https://link.springer.com/article/10.1007/s12310-024-09634-0>
7. **Ormiston, H. E.**, \*Carlock, K., & \*Nygaard, M. A. (2024). A qualitative examination of school principals’ self-perceived role in school mental health service implementation. *School Mental Health*, *16*(1), 277–290. [https://doi.org/10.1007/s12310-024-09637-x](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1007%2Fs12310-024-09637-x&data=05%7C02%7Cormiston%40iu.edu%7C941c792c07364be88e0908dd0a5331ff%7C1113be34aed14d00ab4bcdd02510be91%7C0%7C0%7C638678074626666137%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=5%2F8alcQi%2FigqsxqaPwdi7VIhEGpMwsyIgf2rLRw6VsI%3D&reserved=0)
8. **Ormiston, H. E.,** Husmann, P., \*Ruark, C., Wikel, K., Reisinger, D., & Curtin, M. (2024). An exploratory study examining educators’ perspectives of the reentry to school following hospitalization. *Continuity in Education*, 5(1), 31–49. https://doi.org/10.5334/cie.110
9. \*Nygaard, M. A., **Ormiston, H. E.,** & \*Enderle, H. (2024). Examining the classroom impact of the Bounce Back trauma intervention: Implications for selecting progress monitoring tools. *Assessment for Effective Intervention*, 49(3), 126-137. <https://doi.org/10.1177/15345084231218614>
10. \*Nygaard, M. A., **Ormiston, H. E.,** Renshaw, T., \*Carlock, K, & \*Komer, J. (2024). School mental health care coordination practices: A mixed methods study. *Children & Youth Services Review, 157*. Article 107426. <https://doi.org/10.1016/j.childyouth.2023.107426>
11. \*Nygaard, M. A., **Ormiston, H. E.**, & \*Heck, O. C. (2023). Supporting teachers and students via the Teacher-Student Mental Health Interaction Model. *Research and Practice in the Schools*, 10(1), 14-30.
12. \*Carlock, K., \*Nygaard, M. A., & **Ormiston, H. E**. (2023). School principals’ perceived barriers to the normalization of school mental health services: A mixed methods investigation. *School Mental Health, 15*, 940-954. https://doi.org/10.1007/s12310-023-09597-8
13. \*Heck, O. C., **Ormiston, H. E**., & Husmann, P. (2023). Utilizing KAP in schools: An evaluation of educators’ and staff knowledge, attitudes, and practices related to trauma. *Journal of Child & Adolescent Trauma, 16*, 889-901. <https://doi.org/10.1007/s40653-023-00536-y>
14. **Ormiston, H. E.**, & Renshaw, T. (2023). Student demographics as predictors of risk placements via universal behavioral screening. *School Mental Health, 15*, 1076-1089. <https://doi.org/10.1007/s12310-023-09603-z>
15. \*Asomani-Adem, A. A., **Ormiston, H. E.**, & \*Nygaard, M. A. (2022). Educator perspectives of a school-university partnership for mental health. *School University Partnerships, 15*(3), 3-15.
16. \*Nygaard, M. A., & **Ormiston, H. E.** (2022). An exploratory study examining student social, academic, and emotional behavior across school transitions. *School Psychology Review,* *53*(3), 310-323. <https://doi.org/10.1080/2372966X.2022.2109061>
17. **Ormiston, H. E.**, \*Nygaard, M. A., & \*Apgar, S. (2022). A systematic review of secondary traumatic stress and compassion fatigue in teachers. *School Mental Health, 14,* 802-817. <https://doi.org/10.1007/s12310-022-09525-2>
18. \*Nygaard, M. A., **Ormiston, H. E.**, \*Heck, O. C., \*Apgar, S., & \*Wood, M. (2022). Educator perspectives on mental health supports at the primary level. *Early Childhood Education Journal, 51*(5), 851-861. https://doi.org/10.1007/s10643-022-01346-x
19. **Ormiston, H. E.,** \*Nygaard, M. A., \*Heck, O. C., \*Wood, M., \*Rodriguez, N., \*Maze, M., \*Asomani-Adem, A. A., \*Ingmire, K., \*Burgess, B., & Shriberg, D. (2021). Educator perspectives on mental health resources and practices in their school. *Psychology in the Schools, 58*(11), 2148-2174. <https://doi.org/10.1002/pits.22582>
20. **Ormiston, H. E.**, \*Dixon, A. B., & \*Barnett, A. J. (2021). School psychology supervisors’ perceptions of specialist-level training: An exploratory study. *Contemporary School Psychology, 26*(1), 100-110. <https://doi.org/10.1007/s40688-021-00363-8>
21. **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2020). The role of school psychologists in the implementation of trauma-informed multi-tiered systems of support in schools. *Journal of Applied School Psychology, 37*(4), 319-351. https://doi.org/10.1080/15377903.2020.1848955
22. Lucariello, J. M., Nastasi, B. K., Anderman, E. M., Dwyer, C., **Ormiston, H**., & Skiba, R. (2016). Science supports education: The behavioral research base for Psychology’s top 20 principles for enhancing teaching and learning. *Mind, Brain, and Education, 10*(1), 55-67. https://doi.org/10.1111/mbe.12099
23. Skiba, R., **Ormiston, H**., Martinez, S., & Cummings, J. (2016). Teaching the social curriculum: Classroom management as behavioral instruction. *Theory Into Practice, 55*(2), 120-128. <https://doi.org/10.1080/00405841.2016.1148990>
24. Perdue, N. H., **Ormiston, H. E.**, Estell, D. B. & Stanley, H. C. (2013). Social context and the academic success of children at risk: Student-teacher relationships and parental involvement in school. *Journal of Educational Research & Policy Studies, 13*(1), 1-17.
25. **Edl, H. M.,** Humphreys, L., & Martinez, R. S. (2009). University-school collaboration for the implementation of a tier III reading program for elementary school students. *Journal of Applied School Psychology, 25*(3), 221-243. <https://doi.org/10.1080/15377900802487151>
26. **Edl, H**. M., Jones, M. H. & Estell, D. B. (2008). Ethnicity and English proficiency: Teacher perceptions of interpersonal competence in European-American and Latino students. *School Psychology Review, 37*(1), 38-45. https://doi.org/10.1080/02796015.2008.12087906

**MANUSCRIPTS UNDER REVIEW**

\*Student co-author

1. \*Enderle, H., **Ormiston, H. E.,** \*Suchanya, H. L., \*Koch, M., \*Spicer-Gordon, R., & Minix, A. L. (under review). Examining female volleyball student-athlete mental health through a dual factor model lens: A scoping review.
2. \*Franzmann, K., **Ormiston, H. E.**, \*McPherson, E., \*Shahid, R., \*Nygaard, M. A., & Renshaw, T. (under review). Guidelines for aligning universal screening data with tier 2 interventions.
3. \*Heck, O. C., & **Ormiston, H. E.** (under review). Student voices: Improving school-based mental health for secondary students with internalizing problems.
4. \*Komer, J., **Ormiston, H. E.,** \*McPherson, E. C., & \*Serratos, C. B. (under review). Value of group programming for sexual and gender minority middle school students: Preliminary findings from a rural school district.
5. \*McPherson, E. C., McKenney, E. L. W., **Ormiston, H. E.,** Buhrmester, C., & Mecille, T. (under review). School psychologists as mental health service providers: Perspectives related to barriers and facilitators of mental health service provision.
6. \*Nygaard, M. A., **& Ormiston, H. E.** (under review). Student outcomes from participation in the Mental Health Action Plan (MHAP) pilot program: A case study.
7. **\***Nygaard, M. A., **Ormiston, H. E.,** & Husmann, P. (under review). Barriers that interfere with the delivery of intensive school mental health services.
8. \*Nygaard, M. A., & **Ormiston, H. E**. (under review). Recommendations for a proactive plan of care for school mental health service coordination.
9. \*Nygaard, M. A., & **Ormiston, H. E.** (under review). Perspectives on the Mental Health Action Plan (MHAP) pilot program.
10. \*Nygaard, M. A., & **Ormiston, H. E.** (under review). Determinants of implementing the Mental Health Action Plan (MHAP) pilot program with fidelity.
11. **Ormiston, H. E.,** \*Komer, J., \*Nygaard, M. A., \*Heck, O. C., \*Enderle, H., \*Richardson, S. M., \*Murphy, C., \*Matthews, A., \*Carlock, K., \*Shahid, R., \*McPherson, E. C., & \*Beauchesne, B. (under review). Self-report measures for internalizing and well-being in K-12 Students: A scoping review grounded in the dual-factor model of mental health.
12. **Ormiston, H. E., \***Nygaard, M. A., & Husmann, P. (under review). School-based mental health practices within a multi-tiered system of support: A mixed methods investigation of the state of the field.
13. Zakszeski, B. N., Moore, S. A., Coyle-Eastwick, S., **Ormiston, H. E.,** Gopaul-Knights, K., Jones, P. C., & Eklund, K. (under review). A systematic review of universal screening measures for social, emotional, and behavioral strengths and concerns.
14. Zakszeski, B. N., Renshaw, T., **Ormiston, H. E.**, Chan, M.-K., & \*Osgood, D. (under review). Stability, latent profiles, and sociodemographic predictors of student-rated social, emotional, and behavioral risk.

**EDITED VOLUME**

1. **Ormiston, H. E.** (Ed.; accepted, in preparation). *Trauma-informed multi-tiered systems of support: A guide for school practitioners.* Oxford University Press.

**BOOK CHAPTERS**

1. Moore, S. A., Zakszeski, B., Padilla, V., Gopaul-Knight, K., & **Ormiston, H. E.** (2024). Assessment within a dual-factor framework. In J. M. Twyford, K. Eklund, E. Dowdy, C.R. Reynolds, & R. W. Kamphaus (Eds.), *Culturally informed approaches to behavioral and educational assessment.* Guilford Press.
2. Shriberg, D., \*Baker, B. A., & **Ormiston, H. E.** (2022). A social justice framework for teachers: Key concepts and applications. In M. A. Peters (Ed.), *Encyclopedia of teacher education* (pp. 1625-1630). Springer.

**OTHER PUBLISHED WORKS**

1. Fallon, L., & **Ormiston, H. E**. (2023, November 21). What to know about the external scholarship review process for tenure: Advice from tenured faculty. *Society for the Study of School Psychology Early Career Forum.* <https://www.sssp-research.org/what-to-know->about-the-external-scholarship-review-process-for-tenure-advice-from-tenured-faculty/
2. Barrett, C. A., **Ormiston, H. E.,** & Maki, K. (2023, October 23). How to illustrate the impact of your research. *Society for the Study of School Psychology Early Career Forum.* https://www.sssp-research.org/how-to-illustrate-the-impact-of-your-research/
3. \*Heck, O. C., \*Komer, J., & **Ormiston, H. E.** (2022). Incorporating student self-report for progress monitoring: Tapping into their expertise. *Communiqué, 51*(3), 1, 30-33.
4. **Ormiston, H. E.**, Guttman-Lapin, D., & Shriberg, D. (2021). Social justice as a framework for addressing mental health disparities. *Communiqué, 49*(5), 14-16.

**INVITED PROFESSIONAL PRESENTATIONS**

1. Barrett, C. A., Maki, K., & **Ormiston, H. E.** (2024, May). *Introduction to funding opportunities and grant proposals.* Society for the Study of School Psychology Early Career Forum.
2. National Association of School Psychologists. (2022, April). *Federal grant opportunities to address shortages.* Invited panelist.
3. National Association of School Psychologists. (2022, February). *GPR Special Session: Innovative Strategies to Address Shortages.* Invited panelist.
4. **Ormiston, H. E.** (2019, September). *Toward an understanding of trauma informed practices for educators*. Presented at Lunenburg Public Schools Professional Development Day, Lunenburg, MA.
5. **Edl Ormiston, H.** (2017, April). *Children with behavioral challenges: An introduction to Collaborative Problem Solving.* Presented at the PBIS Indiana Coaches Forum, Indianapolis, IN.
6. **Ormiston, H. E.** (2012, August). *PBIS Indiana: Examining and addressing disproportionality in suspension and expulsion.* Presented at the NAACP Statewide Education Summit, Fort Wayne, IN.
7. Pérez, B., & **Ormiston, H. E.** (2012, July). *Developing culturally responsive practices within a PBIS framework.* Presented at the Brown University Leadership Cadre Summer Institute, Evansville, IN.
8. Brentano, M., **Ormiston, H.E.**, & Shure, L.A. (2012, March). *Enhancing culturally responsive family engagement through PBIS implementation.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, Atlanta, GA.

**PEER-REVIEWED PROFESSIONAL PRESENTATIONS**

1. Coyle, S., **Ormiston, H. E.,** Jones, P. C., Zakszeski, B., Moore, S. A., Gopaul-Knights, K. K., & Eklund, K. (2024, February). *Universal SEB screening: A review of existing measures.* Paper presentation at the National Association of School Psychologists annual convention, New Orleans, LA.
2. **Ormiston, H. E.,** \*Komer, J., \*Heck, O. C., & Rimstidt, H. (2024, February). *Informing Tier 2: How to utilize universal SEL screening data.* Paper presentation at the National Association of School Psychologists annual convention, New Orleans, LA.
3. **Ormiston, H. E., \***Heck, O. C., & \*Nygaard, M. A. (2023, March). *An examination of socioemotional risk for students in special education.* Poster presentation at the Council for Exceptional Children annual conference, Louisville, KY.
4. \*Ruark, C., **Ormiston, H. E., \***Heck, O. C., & \*Nygaard, M. A. (2023, March). *Supporting teachers and students: Shifting from self-contained to general education.* Poster presentation at the Council for Exceptional Children annual conference, Louisville, KY.
5. Gopaul-Knights, K., & **Ormiston, H. E.** (2023, February). *Using mental health screening data to provide evidence-based interventions.* Practitioner conversation at the National Association of School Psychologists annual convention, Denver, CO.
6. **Ormiston, H. E.,** Renshaw, T., & \*Carlock, K. (2023, February). *An examination of teacher-rated socioemotional risk by student characteristics.*Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
7. **Ormiston, H. E.,** & Jenkins, L. (2022, October). *Pathways Into academia: Perspectives from those who have navigated nontraditional career paths.* NASP Online Learning Center.
8. \*Apgar, S., \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *A systematic review of secondary traumatic stress in teachers.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
9. \*Asomani-Adem, A. A., & **Ormiston, H. E.** (2022, February). *Improving oral reading fluency using the newscaster reading intervention.* Poster presentation at the National Association of School Psychologists annual convention, Boston, MA.
10. \*Carlock, K., **Ormiston, H. E.,** \*Heck, O. C., & \*Nygaard, M.(2022, February). *Understanding principals’ perceptions of school-based mental health implementation.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
11. Harris, B., Eklund, K., Hendricker, E., Aspiranti, K., Kaiser, L., **Ormiston, H. E.,** & Jenkins, L. (2022, February). *Alternate pathways to academia: Practitioner to trainer.* Symposium at the National Association of School Psychologists annual convention, Boston, MA.
12. \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *Examining student functioning across school transitions: Implications for coordinating care.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
13. \*Nygaard, M. A., & **Ormiston, H. E.** (2022, February). *Promoting teaching involvement in the Bounce Back trauma intervention*. Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
14. **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2022, February). *School psychologists' knowledge, attitudes, and practices of trauma-informed MTSS.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
15. **Ormiston, H. E.**, \*Nygaard, M. A., & \*Heck, O. C. (2022, February). *The Teacher-Student Mental Health Interaction Model: Supporting students and teachers.* Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
16. **Ormiston, H. E.,** & \*Ruark, C. (2022, January). *Examining families’ and educators’ perspectives of the reentry to school following hospitalization.* Paper presentation at the Council for Exceptional Children annual conference, Orlando, FL.
17. **Ormiston, H. E.**, & \*Asomani-Adem, A. A. (2020, February). *The TIMS Project: University-school collaboration to implement MTSS.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
18. \*Nygaard, M. A., **Ormiston, H. E.**, & Drapeau, C. W. (2021, February). *A systematic review of school transitions' impact on suicidal ideation.* On-Demand Session Paper Presentation at the National Association of School Psychologists 2021 Convention.
19. \*Nygaard, M. A., **Ormiston, H. E.**, & \*Heck, O. C. (2021, February). *Implementing Trauma-Informed Multi-Tiered Systems of Support: Our role*. On-Demand Session Paper Presentation at the National Association of School Psychologists 2021 Convention.
20. **Ormiston, H. E.,** \*Dixon, A. B., & \*Barnett, A. J. (2020, February). *A survey of school psychology supervisors’ perceptions of students’ training.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
21. \*Asomani-Adem, A. A., **Ormiston, H. E.**, & \*Burgess, B. M. (2020, February). *Evidence-based intrinsic motivation interventions for reading: A review.* Poster presented at the National Association of School Psychologists annual convention, Baltimore, MD.
22. \*Barnett, A. J., & **Ormiston, H. E.** (2020, February). *Compliance in the classroom: Utilizing evidence-based antecedent and consequence strategies.* Paper presented at the National Association of School Psychologists annual convention, Baltimore, MD.
23. **Ormiston, H. E.**, & \*Lowery, K. (2019, February). *A facilitated discussion of peer-to-peer supervision at the pre-internship level.* Presented at the National Association of School Psychologists annual convention, Atlanta, GA.
24. \*McRoberts, S., **Ormiston, H. E**., Farris, C., & \*Welch, A. (2019, February). *Bounce Back: Ameliorating the effects of trauma on elementary students.* Presented at the National Association of School Psychologists annual convention, Atlanta, GA.
25. **Edl Ormiston, H.,** \*Middelberg, L. V., & \*Haut, J. (2013, March). *An elementary case study of a site implementing culturally responsive PBIS.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, San Diego, CA.
26. \*Middelberg, L. V., & **Edl Ormiston, H.** (2013, March). *Student perceptions of culturally responsive positive behavior interventions and supports.* Presented at the International Conference on Positive Behavior Interventions and Supports annual conference, San Diego, CA
27. **Edl Ormiston, H.**, & \*Otero, T. L. (2013, February). *Skill deficits at setting events in the FBA process.* Poster presented at the National Association of School Psychologists annual convention, Seattle, WA.
28. Pérez, B., Azziz, R., & **Ormiston, H. E.** (2012, February). *Developing culturally responsive practices within a PBIS framework.* Paper presented at the National Association of School Psychologists annual convention, Philadelphia, PA.

**GRANTS**

Total funded: $5.9 million

Total unfunded: $17.1 million

**Funded:**

**U.S. Department of Education School-Based Mental Health Grant Program**

**2023-2027**

*The SMAHRT Initiative: Supporting the Mental Health of RBB Students*

* Collaborative project with Richland-Bean Blossom Community School Corporation to address the shortages of school-based mental health service professionals by providing high-quality training to school counseling students
* Estimated grant budget: $3.4 million over five years
  + IU subcontract approximately $1.3 million over five years

**U.S. Department of Education Mental Health Professional Demonstration Grant**

**2019-2024**

*The TIMS Project: A Trauma-Informed Multi-tiered Systems of Support School-Based Mental Health Partnership for School Psychologists in Training*

* Collaborative project with Richland-Bean Blossom Community School Corporation to address the shortages of mental health service professionals by providing high-quality training to graduate students in school psychology
* Estimated grant budget: $2.5 million
  + IU subcontract approximately $1 million over five years

**Maris M. Proffitt and Mary Higgins Proffitt Endowment Grant, Indiana University**

**2021-2022**

*The Riley School Project: An Exploratory Study Examining Families’ and Educators’ Perspectives of the Reentry to School Following Hospitalization*

* Collaborative grant proposal with the Riley School Program and Riley Hospital for Children to examine perspectives of student reentry to school following hospitalization for chronic illness
* Grant budget: $19,000

**Unfunded:**

**U.S. Department of Education Mental Health Professional Demonstration Grant**

**2024-2029**

*Mental Health Matters: Strengthening School Mental Health for Early Childhood and Secondary Students*

* Collaborative project with Richland-Bean Blossom Community School Corporation to support the recruitment, training, and retention of school social workers and school psychologists as implementers of school-based mental health services
* Estimated grant budget: $5 million
  + IU subcontract approximately $1.7 million over five years

**U.S. Department of Education Office of Special Education Grant Competition: Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs**

**2024-2029**

*SP-LEAD: School Psychology Leadership for Applied Training in Comprehensive Services to Serve Youth with High-Intensity Needs*

* Submission of a personnel preparation grant to address the shortage of school psychologist practitioners to support the training of specialist-level school psychology graduate students
* Grant budget: $1,219,322 over five years

**Kempf Trust Grant**

**2023-2024**

*Subjective Wellbeing as an Indicator of Mental Health: Measurement Validation of the Student Wellbeing Teacher Rating Scale as a Multi-Gate Universal Screening Procedure*

* Gather psychometric evidence for the Student Wellbeing Teacher Rating Scale (SWTRS) while also seeking to validate the measure at the secondary level.
* Secondary purpose to validate use of the SWTRS with the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) as a multi-gate universal screening procedure within an MTSS framework in a local school corporation
* Grant budget: $13,980

**U.S. Department of Education Office of Special Education Grant Competition: Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs**

**2023-2028**

*The SPARCS Initiative: School Psychology Applied Training in Comprehensive Services to Serve Youth with High-Intensity Needs*

* Submission of a personnel preparation grant to address the shortage of school psychologist practitioners to support the training of specialist-level school psychology graduate students
* Grant budget: $770,155 over five years

**Substance Abuse and Mental Health Services Administration Mental Health Awareness Training Grant**

**2023-2025**

*Project Mental Health Training*

* Grant submission aimed at providing mental health awareness training for youth and educators in the Richland-Bean Blossom Community School Corporation
* Project will train educators, support services personnel, and caregivers in Youth Mental Health First Aid (Y-MHFA) and youth in grades 10-12 in teen Mental Health First Aid (tMHFA)
* Grant budget: $558,670 over three years

**U.S. Department of Education Mental Health Professional Demonstration Grant**

**2022-2027**

*The SPARCS Initiative: School Psychology Applied Training in Comprehensive Services to Increase School-Based Mental Health Practitioners*

* Submission of a school-based mental health grant to support the training of specialist-level school psychology graduate students in collaboration with four local school corporations (Co-Project Director with Dr. Maryellen McClain)
* Estimated grant budget: $5.3 million over five years

**U.S. Department of Education Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel**

**2022-2027**

*Project FAST-SP: Future Applied Scholars and Trainers in School Psychology*

* Submission of a personnel preparation grant to address the shortage of school psychology doctoral students entering academia post-degree (Co-Project Director with Dr. David Shriberg, Dr. Maryellen McClain, and Dr. Tyler Renshaw)
* Estimated grant budget: $2 million

**Spencer Foundation Research-Practice Partnership Grant**

**2021-2024**

*The Riley Trauma Project: Examining Prevalence, Treatment, and Academic, Mental Health, and Resilient Outcomes for Youth with Pediatric Medical Traumatic Stress*

* Collaborative grant proposal with the Riley School Program at Riley Hospital for Children
* Estimated grant budget: $400,000

**U.S. Department of Education Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel**

**2021-2025**

*Addressing the Shortage: An Innovative and Supportive Training Model for Preparing Indiana University School Psychology Doctoral Students to Enter Academia*

* Submission of a personnel preparation grant to address the shortage of school psychology doctoral students entering academia post-degree (Co-Project Director with Dr. David Shriberg)
* Estimated grant budget: $1.5 million

**Spencer Foundation Research-Practice Partnership Grant 2020-2023**

*The Teacher-Student Mental Health Interaction Model and Corresponding Two-Part Teacher-Student Mental Health Training*

* Grant proposal to train teachers in self-care and student mental health to ameliorate the effects of teacher burnout and compassion fatigue while also improving student mental health outcomes.
* Estimated grant budget: $400,000

**SEL in Action Grant**

**2020**

*Trust-Based Relational Intervention as a Universal Socioemotional Curriculum*

* Collaborative grant proposal with proposal with Richland-Bean Blossom Community School Corporation to train all students, staff, and administrators in Trust-Based Relational Intervention (TBRI) to serve as a universal level support focusing on supporting students with significant trauma histories.
* Estimated grant budget: $25,000

**National Association of School Psychologists Strategic Goal Grant 2019**

*Project BESST: BEhavioral and Socioemotional Support for Students and Teachers*

* Estimated grant budget: $1,500

**TEACHING AND SUPERVISORY EXPERIENCE**

***Tenure Track Faculty:***

Fall 2023 P692 Seminar in Therapeutic Interventions

Spring 2023 P692 Seminar in Therapeutic Interventions

P697 Advanced Practicum in School Psychology

***Clinical Faculty:***

Fall 2022 P225 Honors: Introduction to Child and Adolescent Mental Health in Applied Settings

Spring 2022 P596 Internship in School Psychology

P695 Practicum in Personality and Behavior Assessment

P697 Advanced Practicum in School Psychology

Fall 2021 P596 Internship in School Psychology

P696 Practicum in Therapeutic Interventions

P697 Advanced Practicum in School Psychology

Spring 2021 P596 Internship in School Psychology

P695 Practicum in Personality and Behavior Assessment

(two sections)

P697 Advanced Practicum in School Psychology

Fall 2020 P596 Internship in School Psychology

P696 Practicum in Therapeutic Interventions

(two sections)

P697 Advanced Practicum in School Psychology

Summer 2020 P692 Seminar in Therapeutic Interventions

P697 Advanced Practicum in School Psychology

Spring 2020 P596 Internship in School Psychology

P656 Practicum in School Psychology

(two sections)

P697 Advanced Practicum in School Psychology

Fall 2019 F401/F500 Topical Explorations in Education: Child and Adolescent Trauma in Applied Settings

*Note: new course, cross listed graduate/undergraduate*

P596 Internship in School Psychology

P656 Practicum in School Psychology

(two sections)

P697 Advanced Practicum in School Psychology

Summer 2019 P697 Advanced Practicum in School Psychology

Spring 2019 G656/P566 Social Bases of Behavior/Social Psychology in Education

P596 Internship in School Psychology

P692 Seminar in Therapeutic Interventions

P695 Practicum in Personality and Behavior Assessment

P697 Advanced Practicum in School Psychology

Fall 2018 G505 Individual Appraisal: Principles and Processes

P596 Internship in School Psychology

P696 Practicum in Therapeutic Interventions

P697 Advanced Practicum in School Psychology

Summer 2018 P697 Advanced Practicum in School Psychology

Spring 2018 P596 Internship in School Psychology

P656 Practicum in School Psychology

P692 Seminar in Therapeutic Interventions

P696 Practicum in Therapeutic Interventions

P697 Advanced Practicum in School Psychology

Fall 2017 P596 Internship in School Psychology

P656 Practicum in School Psychology

P697 Advanced Practicum in School Psychology

***Adjunct Faculty:***

Spring 2016 P696 Practicum in Therapeutic Interventions

Spring 2015 P692 Seminar in Therapeutic Interventions

Fall 2013 P695 Practicum in Personality and Behavior Assessment

Spring 2013 K535 Assessment and Remediation of the Mildly Handicapped

Fall 2012 P695 Practicum in Personality and Behavior Assessment

Spring 2012 P592 Academic Assessment and Intervention

Fall 2011 Cognitive Assessment and Intervention

Spring 2011 K535 Assessment and Remediation of the Mildly Handicapped

Fall 2010 K520 Survey of Behavior Disorders

**CURRICULUM DEVELOPMENT**

Fall 2023 Child and Adolescent Mental Health track developed within Counseling and Student Services Major

Winter 2020 Undergraduate Minor in Child and Adolescent Mental Health (unanimously approved at IUB campus level)

Spring 2021 Launched School of Education Undergraduate Concentration in Child and Adolescent Mental Health

Spring 2021 Developed new portal course, P225 Introduction to Child and Adolescent Mental Health in Applied Settings

Fall 2019 Developed new course, P403 Child and Adolescent Trauma in Applied Settings

**SPECIALIST-LEVEL ADVISEMENT**

8/2022 – Present GeNe’ Mitchell

8/2021 – 6/2024 Mackenzie Griepenstroh

8/2020 – 6/2023 Sophia Apgar

8/2020 – 6/2023 Keelyn Ingmire

8/2019 – 6/2022 Anna Brahm

8/2019 – 6/2022 Karisa Cole

8/2019 – 6/2022 Abigail Hart

8/2019 – 6/2022 Leanne Mordan

**DOCTORAL-LEVEL ADVISEMENT**

8/2023 – Present Elizabeth McPherson

8/2021 – Present Hallie Enderle

8/2021 – 8/2023 Ja’Toria Palmer

**DOCTORAL STUDENT DISSERTATION COMMITTEES**

*Dissertation Chair:*

10/2024 – present Jack Komer, School Psychology

Dissertation Proposal: *Providing a Theoretical Foundation for Mental Health Research with Sexual and Gender Minority Youth*

5/2022 – 7/2024 Olivia Heck, School Psychology

Dissertation: *Student Voices: Improving School-Based Mental Health for Secondary Students with Internalizing Disorders*

5/2022 – 7/2024 Malena Nygaard, School Psychology

Dissertation: *Mental Health Action Plans (MHAPS): A Pilot Study Exploring Coordinated Mental Health Students for Students with Intensive Socioemotional Needs*

*Dissertation Director:*

5/2022 – 6/2024 Kane Carlock, School Psychology

Dissertation: *School Mental Health and the Implementation of Comprehensive School Mental Health Services: The Impact of Team Composition and Multidisciplinarity*

10/2021 – 8/2023 Akua Asomani-Adem, School Psychology

Dissertation: *Enhancing Writing Motivation Using Creative Writing Instruction: A Self-Regulated Strategy Development Intervention*

*Committee Member:*

9/2024 – present Carissa Serratos, School Psychology

9/2024 – present Karina Mojica, School Psychology

4/2024 – present Liz Melfi, School Psychology

9/2023 – present Jordan Amor, School Psychology

7/2022 – present Andrew Claassen, Instructional Systems Technology

5/2022 – 11/2023 Maureen Wood, School Psychology

1/2022 – 6/2023 Mallory Maze, School Psychology

12/2021 – 8/2023 Chelsey Ruark, School Psychology

10/2020 – 12/2021 Natalie (Bengert) Peters, School Psychology

9/2020 – 2/2022 Nicole Rodriguez, School Psychology

10/2019 – 7/2021 Blair Baker, School Psychology

10/2019 – 7/2021 Laura Gumbiner, School Psychology

8/2019 – 6/2021 Daniele Hernandez, School Psychology

10/2018 – 8/2020 Kelsey Quest, School Psychology

10/2017 – 12/2018 Kassandra Lowery, School Psychology

**SERVICE ACTIVITIES**

*National:*

9/2023 – present Member, Society for the Study of School Psychology Early Career Faculty Committee

1/2021 – present Member, National Association of School Psychologists’ Graduate Education Committee Faculty Recruitment and Retention Subcommittee

2/2020 – present Member, National Association of School Psychologists’ Graduate Education Committee

1/2021 – 5/2023 Member, National Association of School Psychologists’ Graduate Education Committee Social Justice and Equity Subcommittee

7/2018 – present Reviewer, National Association of School Psychology Annual Convention conference proposals

*Indiana:*

9/2017 – present Member, Health Advisory Committee, South Central Community Action Program, Bloomington, IN

8/2020 – 5/2021 Supervisor, Clinical Licensure (HSPP)

Dr. Heather Rimstidt, 69 hours

9/2020 – 5/2021 Supervisor, Independent Practice Endorsement (IPE)

Ms. Rachel Fender, 30 hours

*Indiana University:*

11/2023 – present Holmes Scholar Mentor, School of Education

5/2023 School of Education Search Committee Member

*Office of Research and Development Contract and Grants Specialist*

5/2022 – 5/2024 Member, School of Education Policy Council

9/2019 – 5/2022 Member, School of Education Learning and Technology in Teaching Committee

1/2022 – 4/2022 School of Education Search Committee Member

*Early Childhood Education Program Faculty Search*

5/2021 Member, School of Education Vision Task Force

*Department of Applied Psychology in Education and Research Methodology:*

8/2021 – Present Director, School-Based Mental Health Research and Training Initiative

8/2021 – Present Director, Undergraduate Minor in Child and Adolescent Mental Health

8/2019 – 5/2024 Chair, Student Award Committee

12/2021 – 1/2022 Search Committee Member

*School Psychology Advanced Assistant/Associate Faculty*

8/2018 – 5/2022 Director, Center for Human Growth Child Assessment and Intervention Clinic

8/2017 – 5/2023 Coordinator, School Psychology Practicum and Internship

Placements

8/2020 – 5/2021 Member, Diversity, Equity, and Inclusion Committee

*Curriculum and Pedagogy Subcommittee*

1/2020 – 3/2020 Search Committee Member

*School Psychology Associate Faculty*

**JOURNAL EDITORIAL BOARDS AND REVIEWS**

2019 – present Editorial Board Member, *Psychology in the Schools*

2012 – present Reviewer, *Journal of Emotional and Behavioral Disorders*

2011 – present Reviewer, *Psychology in the Schools*

**PROFESSIONAL MEMBERSHIPS**

National Association of School Psychologists (NASP)

American Psychological Association (APA)

Division 16 (School Psychology) of the American Psychological Association (APA)

Division 56 (Trauma Psychology) of the American Psychological Association (APA)

Indiana Association of School Psychologists (IASP)

Indiana Psychological Association (IPA)