

ALICIA L. FEDEWA

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Department of Educational, School, and Counseling Psychology

Phone: (859) 257-9338

Employment:

University of Kentucky, Lexington, KY

Program Chair, School Psychology

11/15-Present

Full Professor

07/20-Present

Associate Professor with Tenure

07/14-06/20

Assistant Professor, Tenure-Track

8/09-5/14

Courses Taught: Introduction to Psychological Services in the Schools

Psycho-educational Consultation in the Schools

Social Aspects of Behavior

Ethical/Legal Issues in School Psychology

Seminar: Social Justice for School Psychologists

Seminar: Supervision in School Psychology

Education:

Michigan State University, East Lansing, MI

08/04–08/09

Ph.D. in School Psychology

Dissertation: "Parent Practices and Home-School Partnerships:

A Differential Effect for Children with Same-Sex Parents?"

Internship: Cypress-Fairbanks Intermediate School District (APA-Accredited)

University of Chicago, Chicago, IL

09/03–06/04

M.A. in Social Sciences (Developmental Psychology)

Thesis: "Predicting the Influences of Mother–Child Interaction on the Language Skills of High-Risk African American Children: A Longitudinal Study"

Coe College, Cedar Rapids, IA

08/99–05/03

B.A. in Psychology, Spanish, & Religion (*Magna Cum Laude*)

Thesis: "A Cross–Cultural Analysis on Women's Perceptions of Morality"

Professional Practice:

Certificate of Professional Qualification

03/17-Present

Full Licensure as a Psychologist in Kentucky (#129932)

03/10-Present

Nationally Certified School Psychologist (#38848)

01/10-Present

Peer-Reviewed Journal Publications (43):

- Kaapa, M., Palomaki, S., Vaha-Vpya, H., Vasankari, T., Hirvensalo, M., & **Fedewa, A.L.** (in press). Finnish adolescent girls' activity patterns and the effects of an activity-based homework intervention on their physical activity. *Physical Activity and Health*.
- Fedewa, A. L.**, Ahn, S. & Aspiranti, K. B. (in press). Mindfulness in elementary school teachers: Effects on teacher stress, mental health and mindfulness. *American Journal of Health Education*
- Fedewa, A. L.**, *Mayo, M. & Ahn, S. (in press). A school-based physical activity intervention for young children with and without ADHD symptomology. *Journal of Applied School Psychology*.
- Erwin, H. A., **Fedewa, A. L.**, *Wilson, J. & Ahn, S. (in press). The relationship between the timing of recess breaks and discipline referrals among elementary school children. *Children, Youth and Environments*.
- *Cornelius, C., **Fedewa, A. L.** & Toland, M. (2020). A classroom-based physical activity intervention for adolescents: Is there an effect on self-efficacy, physical activity and on-task behavior? *Health Psychology Report*. Doi: 10.5114/hpr.2020.99002
- Sims, M., Erwin, H. E., Abel, A., Clasey, J., Beighle, A., & **Fedewa, A.** (2019). Descriptive analysis of the System for Observing Dance Activities in the Classroom Environment (SODANCE). *Journal of Dance Education*. Doi: 10.1080/15290824.2019.1572153
- Erwin, H., **Fedewa, A.L.**, *Wilson, J. & Ahn, S. (2019). The effect of doubling the amount of recess on elementary student disciplinary referrals and achievement over time. *Journal of Research in Childhood Education*, 33(4), 592-609. Doi: 10.1080/02568543.2019.1646844
- *Priesmeyer, J., **Fedewa, A. L.** & Toland, M. (2019). Long-term impacts of participation in physical activity during adolescence. *Journal of School Health*, 89(1), 20-30. doi: doi:10.1111/josh.12709 (One of the top 10% of articles downloaded in 2019-2020)
- Cornelius, C., **Fedewa, A. L.**, Fettrow, L. & Ahn, S. (2018). The use of bicycle desks to increase physical activity in two special education classrooms. *Health Psychology Report*. Doi: 10.5114/hpr.2018.76783
- Singh, A., Saliassi, E., Van den Berg, V., Uitdewilligen, L., de Groot, R., Jolles, J., Andersen, L., Bailey, R., Chang, Y., Diamond, A., Ericsson, I., Etnier, J., **Fedewa, A. L.**, Hillman, C., McMorris, T., Pesce, C., Tomporowski, P., & Chinapaw, M. (2018). Effects of physical activity interventions on cognitive and academic performance in children and adolescents: A novel combination of a systematic review and recommendations from an expert panel.. *British Journal of Sports Medicine*, July 30: doi: 10.1136/bjsports-2017-098136
- Fedewa, A. L.**, Fettrow, E., Erwin, H. E., Ahn, S. & Farook, M. (2018). Academic- and aerobic-based movement breaks: Are there differential effects on physical activity and achievement? *Research Quarterly in Exercise and Sport*.

- Fedewa, A. L.**, Cornelius, C., Erwin, H. E., Ahn, S. & Stai, C. (2017). Examining the influence of teacher behavior and curriculum-based movement breaks. *Educational Review*. doi: <https://doi.org/10.1080/99220671.2017.1323719>
- Fedewa, A.L.**, Cornelius, C. & Ahn, S. (2017). The use of bicycle workstations to increase physical activity in a secondary school classroom. *Health Psychology Report*, 6(1), 60-74. doi: <https://doi.org/10.5114/hpr.2018.71211>
- Fedewa, A. L.**, Abel, M. & Erwin, H. E. (2017). The effects of stationary bicycle desks in classrooms on adolescents' physical activity. *Journal of Occupational Therapy, Schools, and Early Intervention*. doi: 10.1080/19411243.2016.1266457
- Fedewa, A. L.**, *Cornelius, C. & Briggs, A. (2017). Physical activity and adolescent mental health: Implications for practice. *Dynamics of Human Health*, 3(4).
- *Cornelius, C., **Fedewa, A. L.**, & Ahn (2017). The effect of physical activity on children with ADHD: A quantitative review of the literature. *Journal of Applied School Psychology*. doi: 10.1080/15377903.2016.1265622
- *Abreu, R. L. *Black, W. W., *Mosley, D. V., & Fedewa, A. L. (2016). LGBTQ youth bullying experiences in schools: The role of school counselors within a system of oppression. *Journal of Creativity in Mental Health*. doi: 10.1080/15401383.2016.1214092
- Fedewa, A. L.**, Toland, M. D., Usher, E. L. & *Li, C. R. (2016). Elementary school students' health-related self-beliefs. *International Journal of Elementary Education*, 9(1), 601-615.
- *Sims, M., Abel, M., Clasey, J., Beighle, A., **Fedewa, A. L.** & Erwin, H. E. (2016). Validation of the System for Observing Activities in the Classroom Environment. *Research in Dance Education*. doi: 10.1080/14647893.2016.1150451
- Fedewa, A. L.**, Ahn, S., *Suarez, M. M., Reese, R. J., *Davis, M. C. & Prout, H. T. (2016). Does psychotherapy work with school-aged youth? A meta-analytic examination of moderator variables that influence outcomes. *Journal of School Psychology*, 56, 59-87. doi: 10.1016/j.jsp.2016.03.001 (nominated for 2016 Article of the Year Award)
- Erwin, H. E., **Fedewa, A. L.**, *Thornton, M. & Ahn, S. (2016). Elementary Students' Physical Activity Levels and Behavior when using Stability Balls. *Journal of Occupational Therapy*, 70, doi: 10.5014/ajot.2016.017079
- Fedewa, A. L.** & *Davis, M. C. (2015). How food as a reward is detrimental to children's health, learning, and behavior. *Journal of School Health*, 85, 648-658.
- Fedewa, A. L.**, Erwin, H. E., *Young, D. J. & Alumbaugh, A. (2015). Effects of a physical activity intervention for preschool children identified with speech, motor, and physical disabilities. *American Exchange Quarterly*, 19(2), 557-71.
- *Alumbaugh, A., **Fedewa, A. L.**, & Cerel, J. (2015). Teachers' experiences with grieving students. *Academic Exchange Quarterly*, 19(1).

- Fedewa, A. L.,** Erwin, H. A., Ahn, S., *Davis, M.C. (2015). A randomized controlled design investigating the effects of classroom-based physical activity on children's fluid intelligence. *School Psychology International*, 36(2), 135-153. doi: 10.1177/0143034314565424
- Fedewa, A. L.,** *Davis, M. C., & Ahn, S. (2015). A randomized controlled design investigating the effects of stability balls on children's on-task behavior, achievement, and discipline referrals. *Journal of Occupational Therapy*, 69, doi: doi:10.5014/ajot.2015.014829
- Fedewa, A. L.,** *Black, W. & Ahn, S (2014). Children with Same-Gender Parents: A Meta-Analytic Approach in Assessing Outcomes. *Journal of LGBT Family Studies*. doi: 10.1080/1550428X.2013.869486 (Voted Editor's Choice Article of 2014)
- Erwin, H. E., Ickes, M. J., Ahn, S, & **Fedewa, A. L.** (2014). A meta-analysis of the impact of recess interventions on children's physical activity. *American Journal of Health Promotion*. doi: 10.4278/ajhp.120926-LIT-470
- Fedewa, A. L.,** *Candelaria, A., Erwin, H.A., & Clark, T.P. (2013). Incorporating Physical Activity into the Schools using a Three-Tiered Approach. *Journal of School Health*, 83 (4), 290-297. doi: 10.1111/josh.12029.
- *Rutledge, L., **Fedewa, A. L.,** *Flynn, S., & *Jackson, L. (2012). School psychology students, professors, and practitioners: An evaluation of training experiences, knowledge, and comfort with GLBTQ students. *Graduate School Journal of Psychology*, 14, 93-101.
- Erwin, H.A., **Fedewa, A. L.,** & Ahn, S. (2012). Student academic performance outcomes of a classroom physical activity intervention: A pilot study. *Journal of Elementary Education*, 4(3), 473-487. ISSN:1307-9298
- *Black, W., **Fedewa, A. L.,** & *Gonzalez, K. A. (2012). Effects of "safe school" programs and policies on the social climate for sexual minority youth: A review of the literature. *Journal of LGBT Youth*. doi: 10.1080/19361653.2012.714343
- *Candelaria, A., **Fedewa, A. L.,** & Ahn, S. (2012). School-based anger management interventions for children and adolescents: A meta-analysis. *School Psychology International*. doi: 10.1177/014303432454360
- *Banks, J., & **Fedewa, A. L.** (2012). Counselors' attitudes toward domestic violence in same-sex vs. opposite-sex relationships. *Journal of Multicultural Counseling & Development*, 40(3), 194-205. doi: 10.1002/j.2161-1912.2012.00017.x
- Erwin, H. A., **Fedewa, A. L.,** Beighle, A. & Ahn, S. (2012). A quantitative review of physical activity, health, and learning outcomes associated with classroom-based physical activity interventions. *Journal of Applied School Psychology*. doi: 10.1080/15377903.2012.643755
- Shimpi, P., **Fedewa, A. L.,** & Hans. S. (2011). Social and linguistic input in low-income African American mother-infant dyads from 1 month through 2 years: Relations to vocabulary development. *Applied Psycholinguistics*. doi: 10.1017/s0142716411000567
- Fedewa, A. L.,** & Ahn, S. (2011). The effects of physical activity and physical fitness on children's cognitive outcomes: A meta-analysis. *Research Quarterly for Exercise and*

Sport, 82(3), 521-535. PMID:21957711 (Most cited article of 2011 in RQES)

Fedewa, A. L., & Erwin, H. A. (2011). Stability balls and students with attention and hyperactivity concerns: Implications for on-task and in-seat behavior. *American Journal of Occupational Therapy*, 65(4), 393-399. doi: 10.5014/ajot.2011.000554

Ahn, S., & **Fedewa, A. L.** (2011). A meta-analysis of the relationship between children's physical activity and mental health. *Journal of Pediatric Psychology*, 36(4), 385-397. doi: 10.1093/jpepsy/jsq107

Fedewa, A. L. & Ahn, S. (2011). The effects of bullying and peer victimization on sexual minority and heterosexual youth: A quantitative meta-analysis of the literature. *Journal of GLBT Family Studies*, 7(4), 398-418. doi: 10.1080/1550428X.2011.592968

Hirsch, A. M., Carlson, J. & **Crowl, A. L.** (2010). Best practices in clinic-school consultation for sexual minority youth. *Journal of Child and Adolescent Psychiatric Nursing*, 23, 17-22. doi: 10.1111/j.1744-6171.2009.00212.x

Fedewa, A. L., Clark, T.P. (2009). Parent practices and home-school partnerships: A differential effect for children with same-sex parents? *Journal of GLBT Family Studies*, 5(4), 1-28. doi: 10.1080/15504280903263736

Baker, J., Clark, T., **Crowl, A. L.**, & Carlson, J. (2009). The influence of authoritative teaching on children's school adjustment: Are children with behavioral problems differentially affected? *School Psychology International*, 30, 374-382. doi: 10.1177/0143034309106945

Crowl, A. L., Ahn, S., & Baker, J. A. (2008). A meta-analysis of developmental outcomes for children of same-sex and heterosexual parents. *Journal of GLBT Family Studies*, 4, 385-406. doi: 10.1080/15504280802177615

Other Scholarly Writing (Books & Book Chapters, Newsletters, Encyclopedia Entries; 25):

Fedewa, A.L. (2020). *Finding Sisu in our COVID-19 Departure from Finland*. Fulbright Finland Foundation COVID-19 Chronicles: Stories from Fulbright Finland Grantees.

Fedewa, A. L., Fisher, S. & Anderson, L. (2020). Theories of Health Behavior Change. In C. Albers (Ed) *Theoretical Foundations of School Psychology Research and Practice*, pgs. 149-181. Routledge.

Ahn, S., Lu, M., Lefevor, G. T., **Fedewa, A. L.**, & Celimli, S. (2016). Application of Meta-analysis in Sport and Exercise Science. In N. Ntoumanis & N.D. Myers (Eds.), *An Introduction to Intermediate and Advanced Statistical Analyses for Sport and Exercise Scientists* (1st ed., pp. 233 - 253). Chichester, UK: Wiley.

*Abreu, R. L., & **Fedewa A. L.** (2016). Home-school partnerships in LGBTQ-parent families. In A. E. Goldberg (Ed.), *The SAGE encyclopedia of LGBTQ studies* (pp. 539-542). Thousand Oaks, CA: Sage Publications. doi:10.4135/9781483371283.n196

- *Abreu, R. L., & **Fedewa A. L.** (2016). LGBTQ-parent involvement and advocacy in schools. In A. E. Goldberg (Ed.), *The SAGE encyclopedia of LGBTQ studies* (pp. 719-720). Thousand Oaks, CA: Sage Publications. doi:10.4135/9781483371283.n253
- *Abreu, R. L., & **Fedewa A. L.** (2016). School choice in LGBTQ-parent families. In A. E. Goldberg (Ed.), *The SAGE encyclopedia of LGBTQ studies* (pp. 984-986). Thousand Oaks, CA: Sage Publications. doi:10.4135/9781483371283.n346
- Prout, H. T. & **Fedewa, A. L.** (Eds, 2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (Fifth Edition)*. Hoboken, New Jersey: John Wiley and Sons Inc.
- Prout, H. T. & **Fedewa, A. L.** (2015). Counseling and psychotherapy with children and adolescents: Historical, developmental, integrative, and effectiveness perspectives. In Prout & Fedewa (Eds.) *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (Fifth Edition)*. Hoboken, New Jersey: John Wiley and Sons Inc.
- Prout, H. T. & **Fedewa, A. L.** (2015). Ethical and legal issues in psychological interventions with children and adolescents. In Prout & Fedewa (Eds.) *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings (Fifth Edition)*. Hoboken, New Jersey: John Wiley and Sons Inc.
- Fedewa, A. L.**, Courtney, A., & Hinds, C. (2014). The use of food as a reward in classrooms: The disadvantages and the alternatives. *White Paper*.
- Dickey, L., **Fedewa, A. L.**, & Hirsch, A. (2014). DSM 5 and School Psychology: Gender Dysphoria (302.6/F64.2; 302.85/F64.1). *School Psychology Communiqué: February*.
- Fedewa, A. L.**, & Hoffman, J. (2013). Nutrition and Physical Activity as Protective Factors in Eliminating the Achievement Gap: Directions for School Psychologists. *School Psychology Communiqué: Pediatric Edition, August/September*.
- Fedewa, A. L.** & *Candelaria, A. (2013). Creating inclusive school environments for LGBT families and their children. In E. Fisher (Ed.), *Creating School Environments to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families: A Handbook for School Professionals*. New York, NY: Springer Publishing Co.
- Tasker, F., Buxton, A. P., **Fedewa, A.**, Goldberg, A., Gottlieb, A., Green, R-J., LaSala, M., Lev, A., Lynch, J., Tunnell, G. & Wetchler, J.L. (2011). Jerry J. Bigner: A Tribute to the Founding Editor of the *Journal of GLBT Family Studies*. *Journal of GLBT Family Studies*, 7(5), 419-422.
- Fedewa, A. L. (2011). *What is the difference between a marathon and a half marathon?*
<http://www.livestrong.com/article/441861-what-is-the-difference-between-a-marathon-a-half-marathon/>
- Fedewa, A. L. (2011). *The difference between Yin yoga vs. Hatha yoga.*
<http://www.livestrong.com/article/434032-difference-between-yin-yoga-vs-hatha-yoga/>

Fedewa, A. L. (2011). *Should you do ab exercises and weights before or after cardio?* <http://www.livestrong.com/article/429017-should-you-do-ab-exercises-weights-before-or-after-cardio/>

Fedewa, A. L. (2011) *Exercises for the right side sciatic nerve.* <http://www.livestrong.com/article/430850-exercises-for-the-right-side-sciatic-nerve/>

Fedewa, A. L. (2011). *P90X Ab Exercises.* <http://www.livestrong.com/article/417209-p90x-ab-exercises/>

Baker, J. A., **Fedewa, A. L.**, & Grant, S. (2011). Psychology of European-American Children. In E. C. Chang & C. A. Downey (Eds.), *Mental Health Across Racial Groups: Lifespan Perspectives*. New York, NY: Springer Publishing Co.

Fedewa, A. L. & Clark, T. P. (2010). Let's move! School psychologists as change agents in the domain of school-based physical activity. *School Psychology Communiqué: Pediatric Edition, April/May.*

Crowl, A. L., & Carlson, J. S. (2010). Time management. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology* (pp. 984-985). New York, NY; Springer Publishing Co.

Crowl, A. L. (2009). *A Cross Cultural Analysis of Women's Perceptions of Morality.* E. Arnold (Ed.). Koln, Germany: VDM Verlag Lambert Academic Publishing Co.

Crowl, A. L., & Kosciulek, J. (2007). School belonging, social support, and self-esteem in children with gay and lesbian parents. *Michigan Association of School Psychologists, Psych Review, Summer Edition.*

Crowl, A. L. (2007). Home-School Collaboration as a Requisite for Same-Sex and Heterosexual Parents. *Michigan Association of School Psychologists, PsychReview, Winter Edition.*

Manuscripts, Books & Book Chapters Under Review and In Preparation (3):

Tischner, C. M., Ebner, S., Aspiranti, K. B., & **Fedewa, A. L.** (under review). Effectiveness of Accelerated Reader on children's reading outcomes: A meta-analytic review. *Reading and Writing.*

Fedewa, A. L., Erwin, H. A., *Wilson, J. & Ahn, S. (under revision for resubmission). The relationship between recess breaks and student discipline referrals among elementary school children. *Elementary School Journal.*

*Hoffman, J., & **Fedewa, A. L.** (under review). Social and emotional needs of twice-exceptional learners: A review of the literature. *Journal of Applied School Psychology*

*Denotes student authorship at the time of publication

Invited Presentations, Workshops, & Reviews (15):

Fedewa, A.L. (2017, August). How physical activity benefits children: Implications for health providers, parents, and educators. *Children's Hospital of Philadelphia (CHOP)*, Philadelphia,

PA.

Fedewa, A. L. & Black, W. (2016, August). Children and adolescents with same-gender parents: A meta-analytic approach in assessing outcomes. Are lesbian and gay parent families higher functioning and more resilient? The Psychological Development of Youth Symposium. *American Psychological Association*, Denver, CO.

Fedewa, A. L. & Ahn, S. (2016, August). An analysis of three physical activity interventions on children's behavior, achievement, and activity: Integrating Science, Practice and Policy: Physical Activities for the Psychological Development of Youth Symposium. *American Psychological Association*, Denver, CO.

Fedewa, A. L. (2015, October). The Science of School Wellness Practices. *Fayette County Public Schools Wellness Workshop*. Lexington, KY.

Fedewa, A. L. (2015, August). Effects of Stability Balls on Children's On-Task Behavior, Academic Achievement, and Discipline Referrals: A Randomized Controlled Trial. *Journal of Occupational Therapy Continuing Education Workshop*.

Fedewa, A. L. & Erwin, H. A. (2015, March). School-based physical activity and behavioral, academic, and mental health outcomes in children. *University of Kentucky Clinical and Translational Sciences Research Day (10th Annual)*. Lexington, KY.

Fedewa, A. L. (2014, October). Physical activity effects on children's achievement and behavior. *TWEENS Nutrition and Fitness Coalition and School Wellness Action Plan Rally*. Lexington, KY.

Fedewa, A. L. (2014, August). How food as a reward is detrimental to children's learning, behavior, and health. *TWEENS Nutrition and Fitness Coalition and School Wellness Action Plan Rally*. Lexington, KY.

Fedewa, A. L. (2014, May). Cyber-bullying in Schools: The nature and prevalence of a pervasive problem and strategies for the school-based practitioner. *Journal of Occupational Therapy Continuing Education Workshop*

Fedewa, A. L. (2013, December). Bullying in Schools: The nature, prevalence, and intervention strategies for a pervasive problem. *Journal of Occupational Therapy Continuing Education Workshop*

Fedewa, A. L. (2013, September). Does physical activity improve children's mental health? A look at the research. *Journal of Occupational Therapy Continuing Education Workshop*

Fedewa, A. L. (2013, June). Physical activity and its effects on children's achievement outcomes: What we know from the research. *Journal of Occupational Therapy Continuing Education Workshop*

Fedewa, A. L. (2012, February). Attention Deficit/Hyperactivity Disorder in children and the use of stability balls as a therapeutic intervention. *Physical Therapy Source Continuing Education Workshop*.

Fedewa, A. L. (2012, January). Children with ADHD: Defining features, interventions, and the use of stability balls. *Journal of Occupational Therapy Continuing Education Workshop*.

Fedewa, A. L. (2012, May). Invited Reviewer for the *Assessment, Evaluation, and Programming System for Infants and Toddlers (AEPS)*: Gross Motor Area.

Conference Presentations (38):

Fedewa, A. L. & Tischner, C. (2021, March). *The effect of additional recess on student academic achievement and discipline referrals*. Paper accepted as part of a symposium: The role of varying physical activity types and contexts for educational and behavioral outcomes. Society for Research in Child Development Annual Conference. Virtual Meeting due to COVID-19.

Ebner, S., Tischner, C., Aspiranti, K. & **Fedewa, A. L.** (2021, February). *Effectiveness of Accelerated Reader on Student Reading Outcomes: A Meta-Analysis*. Poster accepted at the National Association of School Psychologists Annual Conference: Salt Lake City, UT.

Fedewa, A. L. (2019, March). *Physical Activity Interventions to Enhance Learning: Lessons Learned in School Settings*. University of Kentucky College of Education EdTalks Forum. Lexington, KY

Fedewa, A. L. (2018, August). *Physical activity interventions in schools: effects on student activity, behavior and achievement*. In a Collaborative Presentation Symposium (Weisenbach, Harris, von der Embse, & Bethauser): The connection between physical and mental health. Presentation accepted at the American Psychological Association (APA), San Francisco, CA.

Fettrow, **Fedewa, A. L.** & Erwin, H. E. (2017, January). *Academic-based movement breaks and aerobic movement breaks: Is there a differential effect for children's physical activity, achievement and behavior?* SHAPE America Southern Conference. Baton Rouge, LA.

*Abreu, R. L., & **Fedewa, A. L.** (2016, August). *LGBTQ Parents Navigate K-12 Education: Choosing Schools, Involvement, Advocacy, and Partnerships*. Poster accepted to the annual meeting of the American Psychological Association (APA), Denver, Colorado.

*Abreu, R. L., *Black, W. W., *Mosley, D. V., & **Fedewa, A. L.** (2016, April). *Advocacy and Prevention of LGBTQ Youth School Bullying: The Role of Counseling Psychologists as Agents of Social Justice*. Poster accepted to the Great Lakes Regional Counseling Psychology Conference. Bloomington, Indiana.

*Cornelius, C. & **Fedewa, A. L.** (2016, Feb). *The Effect of Physical Activity on Children with Attention-Deficit/Hyperactivity Disorder (ADHD): A Meta-analysis*. Poster accepted to the National Association of School Psychologists Annual Convention. New Orleans, LA.

*Davis, M. C. & **Fedewa, A. L.** (2015, April). *How food as a reward is detrimental to children's learning, health, and behavior*. Presentation at the Fifth Annual Interdisciplinary Graduate Student Conference for Research on Children at Risk: Risk and Resilience in Childhood and Adolescence.

*Abreu, R. & **Fedewa, A. L.** (2015, August). *LGBTQ parents navigate K-12 education: Choosing schools, involvement, advocacy, and home-school partnerships*. Presentation at the American Psychological Association Annual Convention, Toronto, Canada.

- *Mosley, D., *Black, W., *Ruderman, A. & **Fedewa, A. L.** (2015, March). *Gender Socialization Among Hip-Hop Identified Youth: Culturally and Contextually Mindful Programming*. Paper presented for the Association for Women in Psychology Conference. San Francisco: CA.
- Fedewa, A. L.** & *Davis, M. C. (2014, September). *Physical activity and children's fluid intelligence*. Paper presented for the Kentucky Association for Psychologists in the Schools. Lexington, KY.
- *Black, W., *Mosley, D.V., Kwakye, C., *Ruderman, A. & **Fedewa, A. L.** (2014, August). *Hashtags and Hip-Hop: A pilot media literacy training for hip-hop identified youth*. Poster presented for the American Psychological Association Annual Convention. Washington DC.
- *Davis, M. C. & **Fedewa, A. L.** (2014, April). *Progress in the identification and treatment of Autism Spectrum Disorders in Down Syndrome*. Poster presented for the Spring Research Conference. Cincinnati, OH.
- *Sigler, A. & **Fedewa, A. L.** (2014, February). *School Counselor Self-Efficacy, School Climate, and Counseling Transgender Youth*. Poster presented for the National Association of School Psychologists. Washington, DC.
- Fedewa, A. L.** & *Sigler, A. (2013, September). *Gender variant children and schools: A spectrum of identity*. Kentucky Association of Psychologists in Schools. Louisville, KY.
- *Black, W. & **Fedewa, A. L.** (2013, April). *Children with same-sex parents: A meta-analytic approach in assessing outcomes*. Third Annual Interdisciplinary Graduate Student Conference for Research on Children at Risk: Risk and Resilience in Childhood and Adolescence.
- *Hoffman, J. & **Fedewa, A. L.** (2013, February). *Success for the social-emotional needs of twice-exceptional students: Strategies for School Psychologists*. Paper presented at the annual conference of the National Association of School Psychologists. Seattle, WA.
- *Black, W., **Fedewa, A. L.**, & Hirsch, A. (2013, February). *Effects of safe school programs and policies on the social climate for LGBT youth: Implications and Practical Strategies for School Psychologists*. Paper accepted for the annual conference of the National Association of School Psychologists. Seattle, WA.
- Erwin, H. E., Beighle, A., **Fedewa, A. L.**, *Candelaria, A., & *Schwartz, J. (2012, October). *Relationship between classroom physical activity and student behaviors: An exploratory study*. Paper presented at the American School Health Association Conference, San Antonio, TX.
- *Candelaria, A. M., **Fedewa, A. L.**, & Ahn, S. (2012, February). *The effects of anger management on children's social and emotional outcomes: A meta-analysis*. Poster presented at the annual conference of the Southeastern Psychological Association. New Orleans, LA.
- *Koufoudakis, R., Erwin, H., Beighle, A. & **Fedewa, A. L.** (2012, March). *Effects of goal setting on children's recess physical activity levels*. Paper presented at the annual conference of

the American Alliance of Health and Physical Education, Recreation, and Dance.
Boston, MA.

Usher, E. L., **Fedewa, A. L.**, & *Dreyer, E. (2011, August). *Elementary school students' health-related self-beliefs*. Paper presented at the annual conference of the American Psychological Association. Washington, DC.

Fedewa, A. L., & Ahn, S. (2011, August). *The effects of bullying and peer victimization on sexual minority and heterosexual youth: A quantitative meta-analysis of the literature*. Poster presented at the annual conference of the American Psychological Association. Washington, DC.

*Banks, J. & **Fedewa, A. L.** (2011, August). *Counselors' attitudes toward domestic violence in same-sex vs. opposite sex relationships*. Paper presented at the annual conference of the American Psychological Association. Washington, DC.

Fedewa, A. L. & Hirsch, A.M. (2011, February). *A spectrum of identity: Gender variant children and schools*. Paper presented at the annual conference of the National Association for School Psychologists, San Francisco, CA.

Fedewa, A. L. (2010, August). *Risk and protective factors of children raised by same-sex parents*. Paper presented at the annual conference of the American Psychological Association, San Diego, CA.

Fedewa, A. L. (2010, March). *Parent practices and home-school partnerships: A differential effect for children with same-sex parents?* Poster presented at the annual conference of the National Association of School Psychologists, Chicago, IL.

Baker, J. A., Eiland, D. A., Makepeace, N. N., Grant, S. D., **Crowl, A. L.**, Clark, T. P., Gauld, P. J., & Maupin, A. N. (2007, August). *Early teacher-student relationships and future developmental trajectories: Implications for students with externalizing behaviors*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.

Crowl, A. (2007, March). *School Belonging in Children of Lesbian Gay Parents*. Poster presented at the annual conference of the National Association for School Psychologists, New York, NY.

Lewandowski, S. C., **Crowl, A.**, Sportsman, E. (2007, March). *Pre-service teachers' perceptions of expert vs. choice consultation*. Poster presented at the annual conference of the National Association for School Psychologists, New York, NY.

Carlson, J. S., Brinkman, T., Pham, A. Tomac, R., Wigent, C., Wilkinson, A., Segool, N., Grant, S., **Crowl, A.**, & Clark, T. (2006, August). *Exploring behavioral risk and protective factors in at-risk preschoolers*. Poster presented at the annual conference of the American Psychological Association. New Orleans, LA.

Crowl, A., & Ahn, S. (2006, May). *Understanding Developmental Differences Among Children*

Raised by Homosexual vs. Heterosexual Parents. Poster solicited for presentation at the annual conference at the Real Families, Real Facts: Research Symposium on LGBT-headed Families. Philadelphia, PA.

Crowl, A. (2006, March). *Understanding Developmental Differences Among Children Raised by Homosexual vs. Heterosexual Parents*. Poster presented at the annual conference of the National Association for School Psychologists, Anaheim, CA.

Crowl, A., & Grant, S. (2006, March). *They Just Don't Get it: Cultural Discontinuity in Today's Schools*. Paper presented at the annual conference of the National Association for School Psychologists, Anaheim, CA.

Lien, M., Carlson, J., Clark, T., **Crowl, A.**, Grant, S., Segool, N., & Wilkinson, A. (2006, March). *The Validity of the DECA for Early Mental Health Screening in Head Start*. Poster presented at the annual conference of the National Association for School Psychologists, Anaheim, CA.

Baker, J., Carlson, J., **Crowl, A.**, Clark, T., & Hughey, C. (2005, August). *Developmentally Appropriate Classroom Contexts for Children with Externalizing Behavior Problems*. Poster presented at the annual conference of the American Psychological Association, Washington, D.C.

Carlson, J., Clark, T., **Crowl, A.**, Grant, S., Segool, N., Wilkinson, A., Baker, J., Oka, E., Mariage, T., & Mayer, M. (2005, August). *Exploring Behavioral Risk and Protective Factors in at-risk Preschoolers*. Poster presented at the annual conference of the American Psychological Association, Washington, D.C.

Crowl, A., & Shimpi, P. (2005, April). *Social and Linguistic Influences on Language Development in a High-Risk African American Sample From 1 Month to 10 Years*. Poster presented at the annual meeting of the Society for Research in Child Development, Atlanta, Georgia.

Research Grants/Training Fellowships (17):

Funded:

Fedewa, A.L. & Mayo, M. (2019). *Farm to backpack: Connecting children to seasonal produce through the Friday Backpack Program* (\$10,000). University of Kentucky Sustainable Food Grant.

Fedewa, A.L. (2019). Mindfulness in elementary school teachers: Effects on teacher stress, mental health, and mindfulness in the classroom. (\$7,500). University of Kentucky Creative Activities Research Grant. Role: Principal Investigator.

Phemister, J. (Principal), Cox, A. (Co-Principal), Campbell, M. (Collaborator), Crankshaw, N. (Collaborator), Durham, R. (Collaborator), Dreckman, M. (Collaborator), Erwin, H. (Collaborator), **Fedewa, A. (Collaborator)**, Gallimore, J. (Collaborator), Geneve, R. (Collaborator), Hart, J. (Collaborator), Rue, M. (Collaborator), Sass, C. (Collaborator), Scroggin, J. (Collaborator), Sexton, N. (Collaborator), Shaw, H. (Collaborator), Stephens, C. (Collaborator). (\$41,000). *Shaping Tomorrow's Environmental Stewards and Improving Site Ecology: Nature Playscape and Native Landscape at the Child*

Fedewa, A.L., Jasperson, M. & Erwin, H. (2018). *A school-based physical activity intervention for children with and without ADHD symptomology.* (\$20,000) University of Kentucky Human Development Institute Grant for Institutional Excellence. Role: Principal Investigator.

*Comis, M. & **Fedewa, A. L.** (\$500). *Parental barriers for involving children with Autism Spectrum Disorder in team sports.* I am an Athlete. Role: Co-Investigator

Allday, A., Campbell J., **Fedewa, A.L.** & Hammond, R. (2018-2023). **RElated Service Providers Education, Consultation and Training for Children with Disabilities** (\$325,000). Interdisciplinary Preparation in Special Education, Early Intervention and Related Services for Personnel Serving Children with Disabilities who Have High Needs (CFDA 84.325K). OSEP: Interdisciplinary Preparation in Special Education. Role: Co-Investigator.

Nonn, K., Hyden, H., Meeker, A., VanMeter, G., & **Fedewa, A.L.** (2017). *Plant and Play: Integrating play and physical activity in an edible landscape.* (\$125,000). The Knights Foundation. Role: Consultant.

Fedewa, A.L. (2017). *Increasing Adolescent Physical Activity During the School Day* (\$7,100). University of Kentucky Creative Activities Research Grant. Role: Principal Investigator.

Fedewa, A. L. (2016). Using Squeaky Pianos to encourage movement and play among families and children (\$500). Kaboom! Play Everywhere Challenge, Robert Wood Johnson Foundation Finalist Award. Role: Principal Investigator.

Fedewa, A. L. (2015). Pedal Power: A pilot study to assess the use of FitDesks® in schools to enhance physical activity and reduce childhood obesity (\$4,850). *Center for Clinical and Translational Sciences Small Grant Award (#UL1TR000117)*. Role: Principal Investigator

Fedewa, A. L. (2014). *Social Psychological Aspects of Behavior: Improving Online Instruction to Enhance Student Experience* (\$4,000). University of Kentucky eLearning Initiative. Role: Recipient (Training Grant)

Fedewa, A. L. & Erwin, H. A. (2012). *Evaluating the effects of a physical activity intervention program on the satisfaction and activity levels of preschool children with and without identified disabilities* (\$1,000). Health and Wellness Incentive Program Sponsored by the Human Development Institute. Role: Principal Investigator

Fedewa, A. L. (2010). *Risk and protective factors of children with same-sex parents* (\$7,000). University of Kentucky Summer Research Fellowship.

Crowl, A. L. (2007). *School Belonging in Children with Lesbian Parents* (\$1,200). National PsychCorp Annual Trainers of School Psychology Professional Development Award.

Crowl, A. L. (2007). *Home-School Collaboration as a Requisite for Success in Children with Same-Sex and Heterosexual Parents* (\$500). Michigan Association of School Psychologists Graduate Student Research Award.

Crowl, A. L. (2006). *Spencer Research Training Grant Fellowship* (\$12,000). Spencer Research Foundation.

Crowl, A. L. (2006). *Summer Research Fellowship* (\$6,000). Michigan State University Graduate Summer Research Fellowship Program.

Crowl, A. L. (2006). *School Belonging, Self-Esteem, and Social Support in Children with Same-Sex Parents* (\$837). Spencer Small Grant Research Program.

Crowl, A. L. (2005). *A Meta-Analysis of Developmental Outcomes for Children with Same-Sex and Heterosexual Parents* (\$1,000). Graduate Student Research Enhancement Award.

Grants Applied For But Not Received (25):

Fedewa, A.L. (2020). A Mindfulness-Based Intervention for Teachers during COVID-19 (\$10,000) University of Kentucky COVID-19 Social Sciences Grant. Role: Principal Investigator.

Fedewa, A. L., Mazur, J., Ault, M., Erwin, H. & Ahn, S. (2018). Enhancing physical activity levels of children with disabilities through gaming. *Developing Interventions for Health-Enhancing Physical Activity* (\$925,000). National Institute on Disability, Independent Living and Rehabilitation Research. Role: Principal Investigator

Fedewa, A.L., Erwin, H. E., Usher, E. & Ahn, S. (2018). *Pedal to Learn: Improving Student Academic Outcomes for Adolescents* (\$1,400,000). Institute of Educational Sciences. Role: Principal Investigator.

Fedewa, A.L. & Erwin, H. E. (2017). *An activity intervention to improve academic outcomes for adolescents* (\$49,500). Spencer Small Grant Foundation.

Fedewa, A. L., Mazur, J., Ault, M., Erwin, H., Bausch, M. & Toland, M. (2016). Enhancing physical activity levels of children with disabilities through gaming. *Developing Interventions for Health-Enhancing Physical Activity* (\$275,000). National Institute of Health (R21/33). Role: Principal Investigator

Fedewa, A. L. (2016). Using Cycling Work Stations in Special Education Classrooms (\$4,900). *Center for Clinical and Translational Sciences Small Grant Award (#UL1TR000117)*. Role: Principal Investigator

Fedewa, A.L. & Erwin, H. (2016). A school-based physical activity intervention for children with and without ADHD symptomology. (\$19,900) University of Kentucky Research Support Grant. Role: Principal Investigator.

Fitzgerald, K. & **Fedewa, A. L.** (2015). Using bicycle desks in an alternative school setting to increase physical activity and decrease disciplinary rates. *Action for Healthy Kids*. Role: Co-Principal Investigator

Mazur, J., **Fedewa, A. L., Erwin, H. & Collins, B.** (2015). Enhancing physical activity levels of children with disabilities through gaming. *Developing Interventions for Health-Enhancing Physical Activity* (\$275,000). National Institute of Health (R21/33). Role: Co-Principal Investigator

Fedewa, A. L. (2015). Pedal Power: A pilot study to assess the use of FitDesks® in schools to enhance physical activity and reduce childhood obesity. *Center for Clinical and Translational Sciences Pilot Award*. Role: Principal Investigator

Fedewa, A. L. (2014). *The effects of physical activity on the behavior of pre-school children at-risk for ADHD*. (\$10,000). American Psychological Foundation John and Polly Sparks Early Career Grant for Psychologists Investigating Serious Emotional Disturbance (SED).

Fedewa, A. L. (2014). *Better Bites to Backpacks and Go Noodle to Classrooms!*

(\$20,000). General Mills Nutrition Grant. Role: Principal Investigator.

Fedewa, A. L. & Erwin, H. A. (2014). *A randomized control study examining the effects of physical activity on the behavior of preschool children at-risk for ADHD.* (\$17,500) University of Kentucky Research Support Grant. Role: Principal Investigator.

Fedewa, A. L., Gustafson, A., Erwin, H. A., & Ahn, S. (2013). *Healthier with a Buddy* (\$100,000). National Institute of Health (R03). Role: Principal Investigator

Fedewa, A. L. & Erwin, H. A. (2012). *A randomized control study examining the effects of physical activity on the behavior of preschool children at-risk for ADHD* (\$9,170). University of Kentucky Research Support Grant. Role: Principal Investigator

Mazur, J., **Fedewa, A. L.**, Ickes, M. & Collins, B. (2012). Good to Go! Evaluation Criteria for Internet Physical Activity Games for Children with Disabilities *Health Promotion for Children with Physical Disabilities through Physical Activity and Diet: Developing an Evidence Base* (\$275,000). National Institute of Health (R03). Role: Co-Principal Investigator

Fedewa, A. L. (2012). *A Pilot Study Examining the Effects of Physical Activity on the Behavior of Pre-School Children at-risk for ADHD* (\$10,000). University of Kentucky Research Support Grant. Role: Principal Investigator

Fedewa, A. L. (2011). *The effectiveness of after-school activity programs using Take10!* (\$10,000). General Mills Nutrition Grant. Role: Principal Investigator

Fedewa, A. L. (2010). *Physical activity implementation using the CATCH curriculum in after-school programs* (\$10,000). General Mills Nutrition Grant.

Erwin, H. A. & **Fedewa, A. L.** (2010). *Assessing the impact of after-school activity in rural areas* (\$150,000). AETNA Foundation. Role: Principal Investigator

Fedewa, A. L. (2010). *Teacher diversity training and school climate* (\$10,000). Robert Powe Research Fellowship. Role: Principal Investigator

Fedewa, A. L. (2009). *Exploring teachers' attitudes, perceptions, and behaviors of sexual minority youth and families: Effects of teacher diversity training on school climate* (\$10,000). Robert Powe Research Fellowship. Role: Principal Investigator

Fedewa, A. L. (2009). *Physical activity implementation using the CATCH curriculum in after-school programs* (\$10,000). General Mills Nutrition Grant. Role: Principal Investigator

Fedewa, A. L. (2009). *LGBT diversity training among rural high-school teachers: climate outcomes for teachers and students* (\$55,000). Spencer Post-doctoral Research Fellowship. Role: Principal Investigator

Fedewa, A. L. (2009). *Risk and protective factors among children with LGBT parents* (\$6,000). American Association of University Women Summer Grant. Role: Principal Investigator

Service:

- Professional Practice

- Full Licensure as a Psychologist in Kentucky (#129932; since 2010)

- Nationally Certified School Psychologist (#38848; since 2010)

- National Association of School Psychologists Approved Provider Reviewer
- Guest Editor (2015), Healthy Students, Better Learners: Implementing Global Physical Activity and Nutrition Programs for Diverse Populations in Schools and the Implications for School Psychologists, *School Psychology International*
- Peer-Reviewed Editorial Board Member
 - *Journal of School Psychology* (2010-Present)
 - *Journal of GLBT Family Studies* (2009-Present)
 - School Psychology Review* (2009-Present)
 - Journal of Occupational Therapy* (2012-2013)
- Journal Reviewer
 - Journal of Child & Psychiatric Nursing* (2008-Present)
 - Journal of Homosexuality* (2012-Present)
 - Journal of Pediatric Psychology* (2011-Present)
 - Nutrition, Metabolism and Cardiovascular Disease* (2012-Present)
- University of Kentucky
 - Tenure and Promotion Committee (2020-Present)
 - Faculty & Student Recognition Committee (2015-2019)
 - Undergraduate Certificate Program Committee (2015-2018)
 - Undergraduate Admissions Committee (2009-2015)
 - Strategic Planning Committee (2009-2015)
 - Technology/Website Committee (2012-Present)
 - Ecuador Shoulder to Shoulder Project (2010-2011)
 - Educational, School, and Counseling Psychology Search Committee (December, 2012)
- Fayette County Community Service
 - TWEENS Nutrition & Fitness Coalition Member (2009-Present)
 - Better Bites Committee Organizer (2010-Present)
 - School Wellness Action Plan Committee (2014-Present)

Doctoral Committee Service as Chair/Co-Chair:

1. Ashley Candelaria (School Psychology; Co-Chair: 2011-2013)
2. Jill Priesmeyer (School Psychology; Co-Chair: 2011-2014)
3. Zach Goble (School Psychology; Co-Chair: 2012-2014; EdS termination)
1. April Sigler (School Psychology; Co-Chair: 2012-2014; EdS termination)
2. Jennifer Hoffman (School Psychology; Co-Chair: 2012-2014)
3. Jordan Allen (School Psychology; Chair: 2016 EdS Termination)
4. Jill Rogers (School Psychology; Co-Chair: 2012-2016)
5. Alison Boswell (School Psychology; Chair: 2012-2016)
6. Jessica Gregory (School Psychology; Chair: 2016-2017)
7. Colleen Cornelius (School Psychology; Chair: 2015-2018)
8. Chelsea Sheehan (School Psychology; Co-Chair: 2015-2018)
9. Clair Tischner (School Psychology; Chair: 2020-Present)

10. Jordan Findley (School Psychology; Member 2019-Present)
11. Madison Yee (School Psychology; Member 2020-Present)

Doctoral Committee Service as Member (Active):

1. Pat Millett (School Psychology; Member: 2010-Present)
2. Jason Miller (Instructional Design; Member: 2017-Present)
3. Alyssa Mitchel-Chavez (School Psychology; Member 2019-Present)
4. Kelsey Redmayne (Counseling Psychology; Member 2019-Present)
5. Rena Curvey (Counseling Psychology; Member 2019-Present)
6. Rachel Jacob (School Psychology; Member 2019-Present)
7. Sara Ebner (School Psychology; Member 2020-Present)
8. Katherine Jensen (School Psychology; Member 2020-Present)

Doctoral Committee Service as Member (Prior):

1. Allen Eskridge (Educational Policy Studies; Outside Evaluator: 2013)
2. Richard Matika (Educational Policy Studies; Member: 2012-2013)
3. Meredith Simms (Kinesiology; Member: 2011-2013)
4. Melissa Murphy (School Psychology; Member: 2010-2013)
5. Jamye Banks (Counseling; Member: 2011--2014)
6. Martha Hinchey (School Psychology; Member: 2012-2015)
7. Angela Aaron (Counseling Psychology; Member: 2015)
8. Kirsten Gonzalez (Counseling Psychology; Member: 2012-2015)
9. Amanda Smith (School Psychology; Member: 2010-2017)
10. Igor Vasilj (Counseling Psychology; Member: 2014-2017)
11. Holly Brown (Counseling Psychology; Member April, 2018-September, 2018)
12. Danielle Rosenkrantz (Counseling Psychology; Member: 2012-2018)
13. Whitney Black (Counseling Psychology; Member: 2012-2018)
14. Della Mosley (Counseling Psychology; Member: 2012-2018)
15. Sang-Hee Hong (Counseling Psychology; Member: 2013-2020)
16. Alyssa Clements (Counseling Psychology; Member: 2017-2020)
17. Jamie Thompson (Curriculum & Instruction; Member: 2017-2020)
18. Kahyah Pinkman (School Psychology; Member 2019-2020)

Honors & Awards:

- Fulbright Finland Mid-Career Professional Development Award (2020)
- Teacher Who Made a Difference, UK (2014-2015)
- BIRCWH NIH Scholar (2013-2015)
- Phi Kappa Phi (2003 to 2009)
- Clifford E. Erickson Memorial Fund Award (2007)
- Office of Special Ed. Leadership Grant Fellow (2007)
- Richard H. Bahwell Prize in Psychology (2003)
- Regional Council Leader Scholarship (2002)
- Jack Kent Cooke National Merit Scholarship (2001)
- Coe College Clarke Merit Scholarship (2000)
- SSSP Mid Career Scholar (2015-2018)
- SSSP Early Career Scholar (2013)
- Spencer Research Fellow (2006)
- Phi Beta Kappa (2003 to 2009)
- Psi Chi Psychology Honor Society (2003)
- Coe College Fahrney Merit Scholarship (2002)
- Coe College Presidential Scholarship (2001)
- Golder Study Abroad Scholarship (2001)
- Coe College Clarke Merit Scholarship (2000)

Supervisory Experience:

Clinic Supervisor
University of Kentucky

08/13-05/18

- Supervise doctoral-level students for assessment related to learning disabilities, Attention-Deficit/Hyperactivity Disorder
- Supervise doctoral-level students on functional behavioral assessment cases

Teach Seminar in Theories of Supervision

08/10-05/14

University of Kentucky

- Teach skills related to supervising clients and peers for school psychology doctoral students
- Meet throughout the semester to review case studies related to supervision and lecture on content related to theories and practice of school psychology supervision.

Supervisor for School Psychology Training Grant

01/08-05/08

Project S.P.A.R.K.L.E., Office of Special Education US Dept. of Ed; Michigan State University

- Provide recommendations for curriculum-based assessment and accommodations to secondary-level students with disabilities in reading and writing skills
- Meet monthly with research assistants to evaluate their implementation of alternative literacy assessments and interventions

Supervisor of Teaching Assistants

08/07-05/08

Dynamics of Personal Adjustment, Michigan State University

- Evaluate teachers' lectures through observations for six TA's
- Lead bi-weekly meetings to provide instructional activities and ideas for lectures

Assessment Coordinator

08/07-05/08

Project Great Start & Pathways to Early Literacy, University of Michigan

- Train two research teams, each comprised of 30 researchers, on a number of standardized assessments: WJ-III, PPVT, PALS, WOW, & Rhyme Awareness
- Monitor implementation fidelity of assessments through observations and feedback
- Serve as field supervisor for research assistants' assessments of child care providers

Teaching Experience:

Professor

07/20-Present

Introduction to School Psychology, Psycho-educational Consultation, Social Psychology, Theories of Supervision, History and Systems of Psychology

University of Kentucky

Associate Professor

07/14-06/20

Introduction to School Psychology, Psycho-educational Consultation, Social Psychology, Legal and Ethical Issues in School Psychology

University of Kentucky

Assistant Professor

8/09-06/14

Introduction to School Psychology, Consultation, Social Psychology, Ethics Seminars: Supervision & Social Justice

University of Kentucky

Graduate Instructor

6/08-06/13

Psychology of Classroom Discipline

Educating Students with Challenging Behavior, Michigan State University

Supervisor: Dr. Evelyn Oka

Undergraduate Instructor

Dynamics of Personal Adjustment, Michigan State University
Supervisor: Dr. Evelyn Oka

8/06-12/07

Research & Related Work Experience:

Research Assistant, University of Michigan

05/08-07/08

Reliability of Teacher and Observer Records of Enacted Curriculum
Project Director: Dr. Susan Neuman

- Dictated teacher language and literacy activities in their implementation of preschool curriculum
- Determined accuracy of teacher and observer accounts through reliability analyses of transcribed records

Research Assistant, University of Michigan

12/06-05/08

Ready to Learn: Pathways to Literacy Achievement for High Poverty Children
Project Director: Dr. Susan Neuman

- Collect observational and child data to assess the effectiveness of the “World of Words” vocabulary curriculum for high poverty children
- Assess children using University-designed literacy measures of alliteration, rhyming, blending, segmenting, categorization and similarities

Research Assistant, University of Michigan

09/05-05/08

Project Great Start

Project Director: Dr. Susan Neuman

- Collect data for Project Great Start, a study designed to assess early environmental experiences in home- and center-based preschool care
- Conduct observations with the Early Language & Literacy Classroom Observation (ELLCO) and Center/Home Early Language & Literacy Observation (CHELLO) coding frameworks
- Assess preschool-aged children’s literacy and cognitive development with the Peabody Picture Vocabulary Test (PPVT-III) and Woodcock-Johnson Achievement Test (WJ-III)

Research Assistant, Michigan State University

08/04-05/08

Evidence-Based Interventions for Children Exhibiting Disruptive Behaviors
Project Director: Dr. John Carlson

- Attend weekly seminars in training for evidence-based practices in prevention and intervention, gather and analyze data from local Headstart preschool agencies, and present findings at National conferences
- Participated in peer-reviewed training for an evidence-based teacher-training program, *The Incredible Years*
- Entered and analyzed data from the Devereaux Early Childhood Assessment screener (DECA), collected from Lansing area Headstart preschools

Research Assistant, Michigan State University

01/06-05/06

Implementing RTI and CBM with Pre-Service Teachers

Project Director: Dr. Sara Bolt

- Created targeted interventions for children based on error analysis of three primary reading measures: Test of Word Reading Efficiency (TOWRE), Expressive One-Word Vocabulary Test (EOWPVT), and Woodcock-Johnson Achievement Test (WJ-III)

- Provided assessment and intervention support for tutors to develop effective strategies in working with 80 elementary-aged children with reading disabilities
- Monitored tutors' intervention fidelity and growth of children's reading development through a Response to Intervention (RTI) framework: using Curriculum-based measurements and DIBELS progress monitoring probes
- Evaluated whether application of the CBE framework, involving systematic analysis of student reading problems, lead to the selection of interventions that accelerated student learning

Research Assistant, University of Chicago Psychology Department 10/03–06/04
Spatial Representation and Permanence in 6-24 Month-Old Infants
 Project Director: Dr. Amanda Woodward

- Researched early word learning, cognitive, and social development in young infants
- Coded and analyzed data

Project Operations Manager, Ariel Community Academy 09/03–06/04
University of Chicago Project ODYSSEY
 Project Director: Dr. Danielle Allen

- Oversaw tutors and babysitting personnel for children and adults enrolled in a University of Chicago Project for economically and educationally disadvantaged adults
- Created individualized problem sets and educational games for children
- Monitored tutor/child relationship and serve as liaison between tutors and University of Chicago faculty

Research Assistant, Coe College Psychology Department 01/01–02/01
Young Fowl's Habituation to Amphetamine
 Project Director: Dr. Michael Baker

- Conducted conditioned placed preference with domestic fowl, including habituating fowl to the apparatus and using conditioning trials with amphetamine or placebo injection paired with visual stimulus
- Collected data and analyzed using SPSS

Professional Experience:

Sparrow Hospital, Department of Pediatrics 8/07-05/08
 Supervisor: Judy Brady, Ph.D

- Under supervision 16 hours/week
- Worked collaboratively with physicians, nurses, and medical residents in oncology, developmental assessment, cystic fibrosis, hematology, and cleft palate clinics
- Provided consultation to parents, medical personnel, as well as school staff to meet children's medical needs
- Assessed children in an inpatient setting through the use of various psychological batteries

Behavioral Resources & Institute for Neuropsychological Services (BRAINS) 6/07-05/08
 Supervisors: Rochelle Manor, Ph.D.; Michael Wolff, Psy.D.

- Under supervision 8 hours/week
- Assessed children in an outpatient setting through the use of neuropsychological, cognitive, achievement, personality, and adaptive batteries

- Worked collaboratively with speech, occupational, and physical therapists to provide comprehensive treatment plans for children
- Provided consultation to parents and teachers to ensure appropriate accommodations in meeting child's needs
- Wrote neuropsychological assessment and treatment reports for diagnostic and treatment purposes

Michigan State University, Elliott Elementary School

8/06-5/07

Supervisor: Kelly Guthrie, Ed.S., LPC

- Under supervision of school psychologist 16 hours/week
- Assessed children referred for special education services, using both formal and informal measures in gathering data
- Used evidence-based interventions to remediate basic skill difficulties in children
- Conducted universal literacy screenings using DIBELS three times a year
- Lead evidence-based universal prevention program, *Second Step*, for building social skills
- Reviewed case files, administered standardized achievement and ability tests, and wrote psychological reports for special education re-evaluation cases

Michigan State University, Pattengill Middle School

8/05-6/06

Supervisor: Steve Lukins, M.A.

- Worked collaboratively with school psychologist 8-10 hours/week
- Assessed children referred for special education services, using both formal and informal measures in gathering data
- Reviewed case files, administer standardized achievement and ability tests, and wrote psychological reports for special education re-evaluation cases

Michigan State University, Pattengill Middle School

01/06

- Presented parent and teacher training workshop, *Promoting Home-School Collaboration*
- Provided strategies to teachers and parents in working together to communicate more effectively with one another as well as develop partnerships that served to benefit the child's academic achievement in school

Michigan State University, Cornell Elementary School

02/05

- Presented parent training workshop, *Cyber Safety for Parents*
- Educated parents on the dangers of the internet, providing information about popular websites for children, risks as well as benefits of being online, and tips on purchasing and installing software for preventing online predators

Michigan State University, Ionia County ISD

10/04, 01/05, 05/05

- Administered DIBELS oral reading fluency and nonsense word probes to elementary school students

Michigan State University, Cornell Elementary School

08/04-05/05

- Assisted second grade students with individual and group work in reading, math, and science
- Developed and carried out a reading intervention based on curriculum-based assessment of an ESL student