

EDUCATION

Applied Behavior Analysis Course Sequence , Florida Institute of Technology	Completed April 2013
Masters of Science, School Psychology , California State University, Fresno	Awarded May 2006
Bachelor of Arts, Psychology , California State University, Fresno	Awarded August 2003
▪ Completed coursework towards minor in Speech Language Pathology	
▪ Certificate in Applied Behavior Analysis	
▪ Four Semesters: American Sign Language	

CREDENTIALS & CERTIFICATES

Board Certified Behavior Analyst (BCBA)	Awarded February 2014
Administrative Credential	Awarded August 2010
Preliminary Administrative Credential	Awarded August 2007
Behavior Intervention Case Manger (BICM) Certificate	Awarded May, 2006
Professional Clear Pupil Personnel Services Credential	Awarded July 2006
National Certification in School Psychology (NCSP)	Awarded September, 2006
School Psychologist Internship Credential	Awarded May, 2005

PROFESSIONAL EXPERIENCES

Clovis Unified School District (Program Specialist)	August 2015-present
Rosedale Union School District (School Psychologist)	August 2012-June 2015
Greenfield Union School District (Coordinator of Special Education)	August 2011-July 2012
Rosedale Union School District (Coordinator of Special Education)	August 2007-July 2011
Rosedale Union School District (School Psychologist)	August 2006-August 2007
Rosedale Union School District (School Psychologist Intern)	August 2005-August 2006

UNIVERSITY TEACHING EXPERIENCES

California State University, Fresno (Adjunct Faculty)	August 2013-Present
National University (Adjunct Faculty)	September 2008-Present

COORDINATION OF SPECIAL EDUCATION AND PROGRAM SPECIALIST EXPERIENCE INCLUDES: Develop and monitor special education budget, evaluate Least Restrictive Environment (LRE) compliance, Supervision of Speech Language Pathologists, School Psychologists, and Program Facilitator, Monitored district compliance with state and federal rules and regulations relating to special education, monitored the quality of special education programs in the district, Developed and implemented special education procedures for the district, Provides administrative support to the district and building level administrators regarding special education, Served as designated special education contact person for the district with respect to SELPA-level communications and activities, Participated in AB Mental Health SELPA committee, Attendance at Children's Treatment Mental Health meetings, Informed district staff of special education procedures, trends, innovations and practices, Compiled and completed all state mandated reports regarding special education pupil information, Followed legal regulations and time-lines, Consulted with legal counsel regarding educational programming for students, represented the District during Fair Hearing Proceedings for special education students, Individually assessed students to determine present educational performance levels for the development of the Individualized Education Program (IEP), Assisted in the development of annual goals and objectives for the IEP, Developed multi-disciplinary team assessment reports, Participated in decisions of eligibility and offers of FAPE, Consulted with parents and school staff members to assist them in the following: creating and maintaining a functional and positive environment for learning; Acquiring knowledge of child development and childhood exceptionalities; and identifying community resources and/or agencies who provide services to children with learning and/or personal adjustment problems, assisted and consulted with school staff members in helping students solve learning and behavior problems, maintained professional competence through participation in staff development activities, and developed and provided staff development opportunities.

School Psychologist and Internship Experience includes: Early Start Assessment Team; Facilitate and write IEPs; DIBELS norming; AIMSweb norming; Trained teachers and instructional assistants to use DIBELS/AIMSweb; Consulting for intervention services, and monitoring progress; Teaching phonological awareness skills; Headsprout reading intervention implementation and monitoring; Consultation with parents, teachers, and other professionals; Academic and behavioral intervention planning, implementation, and evaluation; Student Study Team participation and facilitation; Psychological-educational assessments; Manifestation Determination; Behavior Support Plan; Social skills training in general education and Communicatively Delayed classrooms; Anger management groups; Individual counseling; Peer mediation, Assisted with Bully Prevention Program; IEP

participation and facilitation; Section 504 participation and facilitation; Application of Applied behavior Analysis principles and strategies; and a power point presentation on the Response to Intervention model and DIBELS.

INTERNSHIP (1,500 hours) & PRACTICUM EXPERIENCE (500 hours)

August 2005-June 2006

Rosedale Union School District, Patriot Elementary, Independence Elementary, Almondale Elementary, Freedom Middle School
Raisin City Unified School District, Raisin City K-8
Central Unified School District, Saroyan Elementary School
Fresno County Office of Education, American Union School District K-8
Fresno County Office of Education, Herndon/Barstow (ED Intervention)

PROFESSIONAL CERTIFICATIONS

National Crisis Prevention Institute Nonviolent Crisis Intervention October 2005-present
PREPaRE Crisis Prevention & Intervention Training Workshop 1 & 2 May 2012 & August 2012
PREPaRE Crisis Prevention & Intervention Training Trainer of Trainers February 2013 & June 2014
Active Shooter Response Trainer of Trainers April 2013
Applied Suicide Intervention Skills Training (ASIST) June 2013

RELATED WORK EXPERIENCE

Adjunct Faculty National University and CSU, Fresno

Courses taught include: Advanced Applied Behavior Analysis, Psych-Academic Assessment, Consultation in the Schools, Cognitive Psychology, Psychological Testing, University Intern Supervision, Tests and Measurement, Developmental psychology, Program Evaluation, Social/Emotional Assessment, and Research in Education, Crisis Prevention and Preparedness Training, Mental Health interventions related to crisis events, suicide/threat assessment and support.

THESIS/FIELD EXPERIENCE

Thesis

California State University, Fresno

Research investigated the relationship between student self-perception, teacher expectations, and actual reading achievement as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Social Skills Facilitator

September 2002-February 2004

Fresno County Office of Education

Facilitated social skills groups for preschool children identified as being at-risk for internalizing and externalizing behaviors, entering data, and analyzing data using SPSS.

Instructional Assistant

September 2001-May 2004

Clovis Unified School District (Program for Acquisition of Language Skills-PALS)

Taught language skills, social skills, adaptive skills, functional/independent skills and academic skills to preschool children with autism using discrete trial training, group instruction, behavioral techniques, the Picture Exchange Communication System (PECS), and TEACCH programs. Assisted students preparing to transition to kindergarten within the general education classroom by allowing the child to access the core instructional program.

PROFESSIONAL ORGANIZATIONS

National Association of School Psychologists (NASP)
California Association for Behavior Analysis (Cal-ABA)

PROFESSIONAL REFERENCES

Dr. Thomas Ewing
Director of Pupil Services
Rosedale Union School District
(661) 588-6000

Karlyn Farber
Program Specialist
Kern County Consortium SELPA
(661) 636-4828

Bill Matthew
Program Lead
National University
(661) 978-9238