



NASP ADVOCACY ACADEMY

Building Capacity to Address Shortages in School Psychology



2021 Advocacy Academy: Speaker Bios

Chuck Archer, M.A.

NASP Government and Professional Relations (GPR) Committee Member (Central Regional Rep)

Chuck Archer is a recently retired practitioner with over 40 years of service in our field. Most of those years were spent in the Zanesville City Schools (OH) as a Research Psychologist, which included duties related to data analysis and sharing current trends in education with staff. Mr. Archer was active in his state association, the Ohio School Psychologists Association, serving as a past-president and spending over 20 years chairing their Legislative Committee. He was also NASP's GPR Liaison to Ohio for 15 years. Chuck has recently completed a term as Delegate for the State of Ohio to NASP, and is the newest addition to the GPR Committee, representing the Central Region.

Renee Bradley, Ph.D.

Deputy Division Director, Research to Practice Division Office of Special Education Programs, US Department of Education

Dr. Renee Bradley has over thirty-five years of experience in special education. She began her career as a teacher of students with emotional and behavioral disabilities. During those eight years she worked in a variety of settings from self-contained to an inclusion program to providing homebound services working with children preschool through high school. After working in a teacher training master's program for non-traditional students, Renee joined the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division in 1997. Among her accomplishments she has served as the project officer for the National Center on Positive Behavioral Interventions, coordinated the OSEP Attract, Prepare and Retain Personnel Initiative, the Learning Disabilities Initiative, and the Partnership Project. Renee has written and contributed to numerous publications and is a frequent presenter on special education issues. Renee has a bachelors and master's in special education from the College of Charleston and her Ph.D. in Leadership and Policy from the University of South Carolina.

Kathy Cowan

Director of Communications, National Association of School Psychologists

Kathy Cowan is NASP's Director of Communications. Kathy is responsible for coordinating general communications, crisis communications, and media relations for NASP, as well as supporting the communications needs of NASP programs, advocacy, and marketing. Prior to joining NASP in 2000, she was Director of Communications and Community Outreach for Crossway Community, a nonprofit residential program for homeless women and their children.

Katie Dockweiler, Ed.D., N.C.S.P.

Policy Researcher and NASP Communications Committee Chair

Dr. Katie Dockweiler is a policy researcher and practicing school psychologist in Las Vegas, Nevada. She currently serves on the Nevada State Board of Education, appointed by the Senate, and is actively engaged in contributing to statewide legislation and the drafting of regulations. She is a recipient of the Certificate of Appreciation award by the National Association of School Psychologists for her work surrounding advocacy and policy change at the state and district levels. Dr. Dockweiler developed the ARTERY Pipeline Framework for School Psychologists to foster states' growth of career pathways and workforce opportunities. This ratio improvement model seeks to systemically create avenues for long-term ratio solutions for statewide capacity and sustainability. She strongly believes in proactive supports for students and co-founded the school-based mental health risk management

company Healthy Minds, Safe Schools. HMSS seeks to identify and remediate student risk for internalized and externalized behaviors while following smart teaming principles for implementation efficacy. Additional areas of expertise include bilingual psycho-educational assessment, systems organization using neo-institutional theory, and trauma informed practices within a cultural ecological framework. She proudly serves as Chair of the National Association of School Psychologists Communications Committee promoting collaborative messaging, advocacy, and the role of school psychologists across a variety of contexts. Finally, Dr. Dockweiler is the Director of Government and Professional Relations, and Past-President, of the Nevada Association of School Psychologists.

Peter Faustino, Psy.D.

NASP New York Delegate and GPR Committee Member (NE Regional Rep)

Dr. Peter Faustino has been working as a school psychologist for more than 20 years. He is currently the NY Delegate for the National Association of School Psychologists, serving on the NASP Board of Directors as the Delegate Representative from the Northeastern Region, and is a member of NASP's Government and Professional Relations (GPR) committee. Dr. Faustino is also the Past-President of the NY Association of School Psychologists. Dr. Faustino proudly works at Scarsdale High School, serves on the Family Services Committee for Autism Speaks and maintains a private practice with the Developmental Assessment and Intervention Center (DAIC) in Bedford Hills, NY & Greenwich, CT. He presents frequently at state and national conferences.

Rita Foy Moss, M.Ed.

Group Lead, Office of Safe and Supportive Schools, Office of Elementary and Secondary Education, US Department of Education

Rita Moss is a Group Lead in the Office of Safe and Supportive Schools, Office of Elementary and Secondary Education at the U.S. Department of Education. In her years of service at the Department of Education, she has served in leadership and management positions as an Education Program Analyst; Education Research Analyst; Education Program Manager; Contracting Officer Representative (COR) for federally supported technical assistance and training contracts and state content assessment contracts. She provided leadership in her role as Team Lead for the former Title IV Safe and Drug-Free Schools State Coordinators Program. Over the years, her subject matter expertise has been enriched by many opportunities to lead numerous new Department initiatives to address school improvement efforts, address critical areas of need to improve the conditions for learning, and to improve access to systems of care and support for students, school personnel, families, and their communities. In addition, she has provided leadership and expertise in the development of key Administrative priorities lead by the Department of Education and lead collaborative programming with other federal partners and interagency working groups. She provided professional leadership and guidance in the development and implementation of various discretionary grant programs to provide funding support to state educational agencies, Local educational agencies, schools, and non-profit organizations. Prior to joining the Department of Education, she was a high school teacher and researcher of urban issues.

Meaghan C. Guiney, Ph.D., N.C.S.P.

Assistant Professor, Fairleigh Dickinson University (NJ)

Dr. Meaghan Guiney is an Assistant Professor at Fairleigh Dickinson University in Teaneck, NJ. Since 2018, she has served on NASP's Board of Directors as the Strategic Liaison for Professional Standards. In this role she is a member of the Board's strategic goal team for Workforce Shortages. Meaghan's research interests are related to supervision and professional issues in school psychology. She serves as the university-based supervisor for school psychology interns at FDU, including students completing grant-funded internships through the Supportive Schools Newark partnership.

Karen Horn, M.S.W.

School-Based Mental Health Professionals Educational Consultant, WI Department of Public Instruction

Karen Horn is the School Based Mental Health Professionals Consultant, project manager for the WI School Based Mental Health Professionals Project. She leads DPI's federal grant on the recruitment and retention of school based mental health professionals. Karen comes to DPI from Milwaukee Public Schools (MPS). She has a Director of Special Education and Pupil Services license, as well as a Master's in Social Work. She was the District

Attendance Manager and School Social Worker at MPS. She has 15 years of experience as a school social worker and district-level project manager.

Shawna Rader Kelly, Ed.S., N.C.S.P.

School Psychologist and NASP Strategic Liaison

Shawna Rader Kelly is a full-time school psychologist for the Bozeman Public Schools in Bozeman, Montana, where she serves as the school psychologist at Bozeman High School. Shawna also works as an educational consultant for the Montana Office of Public Instruction, providing training and support to schools implementing multitiered systems of support. Shawna is a credentialing specialist in her state and works with faculty at the University of Montana in the school psychology program to coordinate an annual Supervision Institute, training fellow school psychologists to provide supervision to interns and practicum students.

Emily S. Klein, Ed.S. N.C.S.P.

School Psychologist and NASP Assistance to States Committee Chair

Emily S. Klein is a school psychologist at Skyline Middle School in the Red Clay Consolidated School District, located in Wilmington, Delaware. Emily has served in a variety of professional leadership roles at the local, state and national levels in the interest of advocating for students and the practice of school psychology. Currently, Emily is a member of the Delaware State Education Association (DSEA) Executive Board, President-Elect of the Delaware Association of School Psychologists (DASP), and the Chair of the NASP Assistance-to-States committee. She is an adjunct instructor in the school psychology program at the University of Delaware and is currently pursuing her doctorate in Educational Leadership. The focus of her doctoral project is developing and evaluating a new state-wide mentoring program for early-career school psychologists.

Laurie Klose, Ph.D.

NASP President (FY 22)

Dr. Laurie Klose has served as a school-based practitioner in California, Massachusetts, and Texas and school psychology program faculty member at Texas State University and Trinity University. Her school psychology leadership positions include chair of the NASP Ethics and Professional Practices Board, NASP delegate from Texas, and the Southeast Region delegate representative. She has also served as president of the Texas Association of School Psychologists, and has participated on numerous state and national committees. In addition to these leadership experiences, Dr. Klose has engaged in extensive professional advocacy at the local, state, and national levels. Dr. Klose has dedicated much of her professional life to promoting the profession of school psychology. Dr. Klose brings to her NASP presidency 27 years of work in the field of school psychology. After working as a campus- and district-level school psychologist for 12 years, she began her 15 years as a graduate educator. During her time at Texas State, she was a founding contributor to the Clinic for Autism Research, Evaluation, and Support and the Assessment Clinic. She maintains an extensive network with former students by engaging in collaboration and mentoring. Last spring, Dr. Klose founded a consulting business focused on professional development, individual assessment, program evaluation, and parent advocacy.

Lynn Makor

School Psychology Consultant, NC Department of Public Instruction

Lynn Makor has served as the Consultant for School Psychology with the North Carolina Department of Public Instruction since April 2014. Prior to this role, Lynn served as a school psychologist practitioner and lead school psychologist in a school district of 42,000 students. At the state level, Lynn regularly collects licensee and workforce data. She uses these data to advocate for workforce development efforts in addressing the pipeline and retention of highly qualified school psychological service providers to support NC's 1.5 million students. Lynn has also been directly involved in developing both state and district level policies related to evaluation and identification of students with special needs, most specifically Autism Spectrum Disorder, Intellectual Disabilities, Specific Learning Disabilities and Traumatic Brain Injury. Lynn is also responsible for coordination and maintenance of the North Carolina Registry of Approved Providers for TBI, which consists of approximately 25% of the school psychology workforce who have received specialized training in conducting IDEA evaluations for TBI consideration. Lynn has also led the development of a policy on effective monitoring of students who have sustained concussions in their return to the educational environment. Within the North Carolina School

Psychology Association, Lynn works to support all respective committees and contributes to joint guidance documents issued by NCSPPA's Professional Practices Committee, as well as other relevant working groups within the state professional association.

Kathy McNamara, Ph.D.

Professor of Psychology and School Psychology Program Director, Cleveland State University (OH)

Dr. Kathy McNamara is a Professor of Psychology and former director of the Cleveland State University School Psychology program. She earned her PhD at Kent State University, and has served as a NASP Delegate, Delegate Representative, Chair of the Ethics & Professional Practices Committee and the Research Committee, and Member of the Board of Directors. She chaired the Ohio Inter-University Council for School Psychology, of which she has been a member since 1994. She has received a number of awards, including the Clyde V. Bartlett Distinguished Service Award from the Ohio School Psychologists Association and a NASP Presidential Award. Kathy's publications and professional presentations address the professional practice of School Psychology; professional ethics; and Multi-Tiered Systems of Support. After working as a school psychologist for 15 years, Kathy joined the CSU faculty in 1994, where she has taught courses and supervised interns in the program, which she directed from 1996 to 2010, and again from 2018 to the present. Since 2016, Kathy has served as the Associate Dean for Faculty Affairs in the CSU College of Sciences & Health Professions.

Tess Melendrez

NASP GPR Committee (Western Regional Rep)

Tess Melendrez is a doctoral candidate working towards her Ph.D. in Public Policy and Administration. She was a practicing school psychologist for 7 years and then moved into a position as a program specialist. Tess now supports mild/moderate programming at four secondary schools and sits on task force groups to support systemic programs related to mental health and students with disabilities. Tess' advocacy interests are in the areas of mental health, school psychologist shortages, and leadership.

Linda Raffaele Mendez, Ph.D.

Assistant Professor of Psychology, Fairleigh Dickinson University—Metro Campus (NJ)

Dr. Linda Raffaele Mendez has been a trainer of school psychologists for the past 25 years. She was a core faculty member in the School Psychology Program at the University of South Florida for 22 years prior to joining the School Psychology faculty at Fairleigh Dickinson University (FDU) in 2018. At FDU, she teaches school-based mental health classes to students in the M.A./Certification, 5 Year Psy.D., and Advanced Psy.D. programs in School Psychology. She also supervises doctoral students in providing CBT to youth in public schools as well as through the FDU Center for Psychological Services. Over the course of her career, her research has focused on understanding and supporting youth with special needs in schools, particularly students who have experienced marginalization and those with challenging behaviors. She has special interests in trauma-informed care in education and CBT for trauma. Dr. Raffaele Mendez is the author of over 35 peer-reviewed journal articles and book chapters and has received multiple grants to support her work. Her first book, *Cognitive-Behavioral Therapy in Schools: A Tiered Approach to Youth Mental Health Services*, was published by Routledge in 2016. She is currently the Principal Investigator for Supportive Schools Newark, a 5-year grant funded by the Department of Education in collaboration with the Newark Public Schools.

Becca Murdoch

Manager of Policy and Advocacy, National Association of School Psychologists

Becca Murdoch is the Manager of Policy and Advocacy for the National Association of School Psychologists (NASP). In her role at NASP, Becca works with public policy makers, educational and health professionals, and other stakeholders in education and mental health to advocate for the importance and value of school psychology, school psychologists and school psychological services. She represents NASP in the Child, Adolescent, Education Working Group of the Mental Health Liaison Group, collaborating with other organizations on efforts to improve the mental health and well-being of students. Before joining NASP, Becca served as a legislative correspondent in the office of Senator Doug Jones (AL) on a portfolio that included education, agriculture, and immigration issues. She graduated from the University of Alabama's College of Communication and Information Sciences with a B.A. in 2017.

Kari Oyen, Ph.D., L.P., N.C.S.P.

Assistant Professor, University of South Dakota, and NASP GPR Committee Chair and Central Regional Representative

Dr. Kari Oyen is an Assistant Professor of School Psychology. Dr. Oyen earned her doctorate in school psychology from the University of South Dakota. Her primary focus of research is the identity and unique practice of rural education. Her research investigates the role of the provision of services in rural settings and how that relates to student outcomes. She also examines the impact of trauma and child maltreatment on student outcomes in rural settings. She also examines the role of advocacy in public service settings. She engages in quantitative methods to examine the role of rural education and variables that impact a comprehensive role and access to services. Dr. Oyen is the past President of the South Dakota Association of School Psychologists and the Co-Chair of the National Association of School Psychologists Government Professional Relations Committee. Dr. Oyen is on the writing team for the 2020 revision of the NASP practice model. She has published research in Contemporary School Psychology and Psychological Services.

Tim Peerenboom (he/him), M.S.Ed.

School Psychology Consultant, WI Department of Public Instruction

Tim obtained a bachelor's degree in Psychology with an emphasis in Child and Youth Care from The University of Wisconsin-La Crosse in 2002 and went on to earn a Master's degree in School Psychology from UW Stout in 2003. He later went on to earn a Master's Degree in Educational Leadership from Cardinal Stritch University in 2009. Prior to joining the DPI in August 2019, Tim has had the privilege of serving children, families and communities in a wide variety of roles, locations and settings. During his 18-year career, he has served as a School Psychologist, Autism Specialist and Director of Special Education and Pupil Services. He has experience working with children aged 3-21 in a variety of public education service models including traditional public schools, a Regional Education Service Agency, an Early Childhood Evaluation Clinic, a Project Based Learning charter school and an AMI Montessori school. He has served in urban, rural and suburban school districts spanning from Portland, OR to Washington, D.C. Now that he has returned home to Wisconsin, Tim enjoys spending time with friends and family, especially his wife and two children.

Eric Rossen, Ph.D., N.C.S.P.

Director, Professional Development and Standards, National Association of School Psychologists

Dr. Eric Rossen is a Nationally Certified School Psychologist, licensed psychologist in Maryland, and a credentialed National Register Health Service Psychologist. He has experience working in public schools as well as in independent practice, has served as a college instructor and adjunct faculty at the University of Missouri and Prince George's Community College, and is currently the Director of Professional Development and Standards for the National Association of School Psychologists (NASP). Eric has authored numerous articles and books including *Supporting and Educating Traumatized Students: A Guide for School Based Professionals*. Eric can be found on Twitter @E_Rossen.

Anastasia (Stacy) Kalamaros Skalski, Ph.D.

Director, Professional Policy and Practice, National Association of School Psychologists

Dr. Anastasia (Stacy) Skalski is Director of Professional Policy and Practice for the National Association of School Psychologists (NASP), where she works collaboratively with national policy makers, state leaders, educational and health professionals, and elected officials to advocate for expanding school-based mental health services for children and youth. Dr. Skalski has thirty years of experience as a school psychologist practitioner, professor, school administrator, and advocate for children's mental health. Prior to joining the NASP staff in 2005, Dr. Skalski served as Coordinator of Mental Health Services for the Douglas County School District (DCSD), Castle Rock, Colorado; as Assistant Research Professor in School Psychology and Initial Teacher Preparation at the University of Colorado at Denver; and as a school psychologist for the Douglas County and Cherry Creek School Districts. Over the last two decades, she has written numerous articles and delivered hundreds of professional presentations, trainings, and in-services across the USA on legal issues, advocacy, assessment, behavior planning, school violence prevention, crisis intervention, response to intervention, and professional issues in school mental health. Dr. Skalski received her BA in psychology from Hanover College in Indiana (1985), her MA in educational

psychology from the University of Denver (1986), and her PhD in school psychology from the University of Denver (1991).

Kelly Vaillancourt Strobach, Ph.D., N.C.S.P.

Director of Policy and Advocacy, National Association of School Psychologists

Dr. Kelly Vaillancourt Strobach is the Director of Policy and Advocacy for the National Association of School Psychologists, where she works collaboratively with public policy makers, educational and health professionals, and elected officials to advocate for the importance and value of school psychology, school psychologists and school psychological services. She also represents NASP on a number of coalitions working to advocate for public policies and practices that support NASP's mission and serves on the Board of Directors for the Committee for Education Funding and the Title-IVA coalition. Prior to joining the NASP staff in 2011, Kelly spent seven years practicing as a school psychologist in Loudoun County Public Schools (VA). Dr. Strobach has developed, authored, and coauthored numerous articles and resources, including NASP's *Framework for Safe and Successful Schools* and has presented nationally on issues related to school safety, school mental health, effective discipline policies, and the relationship between education policy and school practices. Kelly earned her BA in Psychology from the University of North Carolina at Chapel Hill, her MA and Certificate of Advanced Study (CAS) in School Psychology from Appalachian State University, and her PhD in Education Policy at George Mason University.

Nikki Sutton, Psy.D., N.C.S.P.

District Program Manager of MTSS Implementation (GA) and NASP Strategic Liaison and GPR Committee Co-Chair

Dr. Nikki Sutton is a Past President of FASP and current co-chair of the NASP GPR committee. Florida is where Nikki was born and raised and earned her undergraduate and graduate degrees. She earned degrees from Florida State University, University of West Florida, University of South Florida, and Argosy University. She was employed with Hillsborough County Public Schools in Tampa, Florida as site-based school psychologist for 9 years, a Regional MTSS Facilitator for 2 years, and an Early Childhood MTSS Facilitator for 1 year. In December 2017, Nikki relocated to Columbus, GA where she currently serves as the District Program Manager of MTSS Implementation. Nikki is an active member of NASP, serving as one of the Southeast Region Representatives for the Government and Professional Relations Committee. She is actively involved in community service through her membership in Delta Sigma Theta Sorority, Inc. and enjoys movies/Netflix nights, reading, travel, festivals, sporting events, and fitness related activities in her spare time.

Julia Szarko, Ph.D, N.C.S.P.

School Psychologist and NASP GPR Committee (NE Regional Rep)

Dr. Julia E. Szarko is currently a school psychologist in the Central Bucks School District in Doylestown, PA. Julia completed an MS and PhD in School Psychology from The Pennsylvania State University in 1996 and 2000, respectively. She has a background in testing performance and behaviors of children with autism and related developmental disabilities, and she has extensive experience in student and system level intervention and support. Julia joined Central Bucks School District in 2005 after spending 8 years practicing as a school psychologist in Virginia. She has served on the Association of School Psychologists of Pennsylvania (ASPP) legislative board since 2007, including positions of Legislative Chair, President, Secretary, and organizer for the association's annual conventions. Julia was selected as the 2021 School Psychologist of the Year for her commitment to the profession through her advocacy work addressing not only the needs of the children, families, and schools she works with, but for also working on improving systems to better schools and the profession.

Nate von der Embse, Ph.D.

Associate Professor, University of South Florida and NASP GPR Committee Past-Chair

Dr. Nathaniel P. von der Embse is an Associate Professor of school psychology at the University of South Florida and former Chair of the Government and Professional Relations Committee for NASP. Dr. von der Embse serves as an associate editor for the Journal of School Psychology, and his research interests include universal screening for behavioral and mental health, teacher stress and student test anxiety, and training educators in population-based mental health services. He received the 2018 Lightner Witmer Award for early career scholarship from Division 16 of the American Psychological Association.