

GW/NASP 2011 Public Policy Institute Biographical Sketches

Sarah J. Allen, PhD

Office of Special Education Programs
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Dr. Allen is a project director in the U.S. Department of Education, Office of Special Education Programs (OSEP). Within OSEP, she leads initiatives that focus on comprehensive integrated educational systems, professional development, and pathways for sustainable systemic change. Prior to her work with OSEP, she was a project director for the U.S. Department of Education, Office of Safe and Drug-Free Schools. There she led the Grants for the Integration of Schools and Mental Health Systems Program and related initiatives, including federal and non-federal partnerships and inter-agency task forces. These are aimed at supporting positive learning and school climates; promoting positive mental health and youth development for all children and youth; providing effective mental health services through school-based prevention and intervention programs; and building infrastructure to support school community partnerships for the delivery of comprehensive, coordinated systems of care aimed at maximizing the academic achievement and the emotional, mental, and behavioral health outcomes of students.

Dr. Allen holds master's and doctoral degrees in psychology from the University of Nebraska–Lincoln and is a certified school psychologist. Prior to working at the Department of Education, Dr. Allen was an associate professor and the Director of Graduate Programs in School Psychology at the University of Cincinnati. She has consulted with local and state educational agencies providing guidance on policy and procedures, training and technical assistance, and evaluation of personnel development programs and large-scale school improvement efforts for more than 15 years. Dr. Allen has two school-aged children, who both attend public schools.

Sally A. Baas, EdS

School Psychologist and Professor
Concordia University, St. Paul, Minnesota
GPR Committee Co-chair
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Sally A. Baas directs the Southeast Asian Teacher, Hmong Culture and Language, English as a Second Language and Special Education Programs at Concordia University, St. Paul, Minnesota. She is a school psychologist and university instructor, who has spent many of her professional years working cross culturally in P-12 grade settings. Her doctoral study is in the area of Hmong culture, language, and leadership, with specific focus on “What does it mean to be Hmong?” Her areas of expertise include Hmong culture and language, cross-cultural models, assessment, child and adolescent development, social emotional learning, children’s mental health, crisis response, leadership, and training. Currently, she is the Minnesota Teacher Performance Assessment Coordinator.

Sally has served NASP in a variety of capacities, including as Minnesota Delegate and Regional Representative, GPR co-chair and central region representative, and as a committee member on Child and Professional Relations and the Native American Task Force. She is energized to help propel the roll out of the NASP Model for Comprehensive Integrated School Psychological Services, as well as legislation at the state and national level to strategically keep school psychologists using their advanced training for children and youth in schools.

Renee Bradley, PhD

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

Dr. Renee Bradley has more than twenty-five years 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.

In 1997, Renee joined the U.S. Department of Education, Office of Special Education Programs as a program specialist on the National Initiatives Team. In 1998, she became the Special Assistant to the Director of Research to Practice. Currently she serves as the **Deputy Director of OSEP's Research to Practice Division**. Among her responsibilities she is the project officer for the National Center on Positive Behavioral Interventions. She coordinated the OSEP LD Initiative and served as the project officer for the National Research Center on Learning Disabilities. She has written and contributed to numerous publications, serves on several professional publication boards, and is a frequent presenter on special education issues. Renee has a bachelors and masters in special education from the College of Charleston and her Ph.D. in Leadership and Policy from the University of South Carolina

Kelsey Carroll

High School Graduate

Kelsey Carroll is the central subject of the new documentary *Education Revolution* (working title). Kelsey has dealt with tremendous challenges in her life including homelessness, self-mutilation, ADHD, and anxiety. While a student at Somersworth High School in New Hampshire, she was suspended for dealing drugs at age 13 and did not obtain any educational credits as a freshman, resulting in being held back to repeat her first year of high school. She was considering dropping out of school and was a likely candidate for the juvenile justice system. However, through intensive self-directed planning and wraparound supports at Somersworth High (a PBIS school), she graduated in June, 2010. Kelsey, now 20, is researching colleges with the hope of working towards a career in law enforcement or the emergency medical field. The film follows Kelsey throughout the ups and downs of her senior year and her transition to post-graduate education and employment.

Joanne Cashman

Director of the IDEA Partnership
National Association of State Directors of Special Education (NASDSE)
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Joanne Cashman is the Director of the IDEA Partnership at NASDSE. The Partnership is an innovative investment by the Office of Special Education Programs (OSEP) at the U.S. Department of Education to bring state education agencies and national organizations together and focus them on improving outcomes for students with disabilities. The Partnership affiliates 53 national organizations that represent policymakers, service providers, administrators and families. Before joining NASDSE, Dr. Cashman served as the project director of the Interdisciplinary Doctoral Training Program at the George Washington University (GWU). She continues to be a frequent lecturer in special education policy and interagency service coordination at GWU. Prior to coming to Washington, Dr. Cashman was concurrently building principal and supervisor of special education for the Shikellamy School District in Sunbury, Pennsylvania. She worked for 27 years to improve disability education and awareness at the local and state levels and continues to work with the Pennsylvania Bureau of Special Education and the Pennsylvania Interagency Team.

Dr. Cashman is a frequent presenter for state and national audiences and has authored articles, practice manuals, and book chapters. Her research interests include shared policy agendas and cross-cutting policy strategies, service learning, self-determination and self-advocacy for individuals with disabilities, organizational learning, knowledge management, and communities of practice.

Kathy Cowan
Director of Communications
National Association of School Psychologists
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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.

Barbara J. Duffield
Policy Director
National Association for the Education of Homeless Children and Youth
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Barbara Duffield is the Policy Director for the National Association for the Education of Homeless Children and Youth (NAEHCY). NAEHCY, a national membership association, serves as the voice and the social conscience for the education of children and youth in homeless situations. Ms. Duffield works closely with educators, service providers, federal agencies, and Congressional offices to strengthen policy and practice on issues related to family and youth homelessness. She received her bachelor's degree *summa cum laude* in political science from the University of Michigan in 1990.

Albert P. DuPont, EdD
Principal
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Albert P. DuPont is a principal in the District of Columbia Public Schools and also has experience working as a principal in the Montgomery County Public Schools (Maryland). Over the years, he has served as a teacher, central office administrator, and school-based administrator. As a principal, he has led schools in developing a tiered-intervention system to meet the needs of all students. He also serves as a mentor to other school leaders in the implementation of response to intervention (RTI). In addition to his responsibilities as a school administrator, he serves as a national mentor for the RTI Action Network. He has facilitated training nationally and locally in the areas of RTI and school leadership.

Maurice J. Elias, PhD
Professor and Director of Clinical Training, Psychology Department
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Maurice J. Elias is a professor and Director of Clinical Training in the psychology department at Rutgers University. He is also the Academic Director of Rutgers' Civic Engagement and Service Education Partnerships Program (CESEP); Coordinator of Rutgers' Internship Program in Applied, School, and Community Psychology; Past President of the Society for Community Research and Action/Division of Community Psychology of American Psychological Association (APA); Director of Rutgers Social-Emotional Learning Lab; Coordinator of Improving School Climate for Academic and Life Success (ISCALS) at Rutgers' Center for Applied Psychology; and a founding member of the Leadership Team for the Collaborative for Academic, Social, and Emotional Learning (www.CASEL.org). He has been elected as a Fellow in five divisions of the APA and in the National Association of School Psychologists. Dr. Elias is a past winner of the Lela Rowland Prevention Award, the Ernest McMahon Class

of 1930 Award for Service to New Jersey, and the American Psychological Association/Society for Community Research and Action's Distinguished Contribution to Practice and Ethnic Minority Mentoring Awards.

Dr. Elias lectures nationally and internationally, has been featured on numerous television and radio programs, is frequently sought out as an expert in magazines and newspapers, and devotes his research and writing to the area of social-emotional and character development in children, schools, and families. He has written an award-winning weekly parenting column, most recently for the *Sunday Newark Star-Ledger*, Family Accent. His books include *Emotionally Intelligent Parenting* (2000); *Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention* (Haworth, 2003); *Social Decision Making/Social Problem Solving Curricula for Elementary and Middle School Students* (2006), *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom* (2006); *Bullying, Victimization, and Peer Harassment: A Handbook of Prevention and Intervention* (2007); *Urban Dreams: Stories of Hope, Character, and Resilience* (2008), and *School Climate: Building Safe, Supportive and Engaging Classrooms & Schools* (2011). He writes a blog on Social-Emotional and Character Development for the George Lucas Educational Foundation at www.edutopia.org.

Katie Eklund, MSW, PhD

School Psychologist
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Katie Eklund is a school psychologist for Fountain Fort Carson School District in Colorado Springs, Colorado. She completed her doctoral program in counseling, clinical, and school psychology at the University of California, Santa Barbara and her master's degree in social work at the University of Michigan. She has previously worked as a school social worker, school administrator, adjunct professor, and high school track coach. Dr. Eklund has co-authored a number of publications on universal screening for behavioral and emotional concerns. Her research interests include prevention and early intervention for childhood behavioral and emotional problems, positive psychology, and support for military children and families.

Deborah Fineberg, MA

School Psychologist
Upper Darby School District, PA

Deborah Fineberg is school psychologist serving several elementary schools within the Upper Darby School District, just outside Philadelphia, Pennsylvania. Deborah is a graduate of the University of Pennsylvania, as well as Bryn Mawr College, and has been working as a full-time school psychologist for the past five years. Her professional interests include the use of data to inform classroom-, school-, and district-level practice and policy.

Michael Gamel-McCormick, PhD

Disability and Education Policy Advisor for Chairman Tom Harkin
U.S. Senate Committee on Health, Education, Labor, and Pensions
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Michael Gamel-McCormick is a disability and education policy advisor with the Senate Committee on Health, Education, Labor, and Pensions, under the chairmanship of Senator Tom Harkin. He is also a professor of human development and family studies at the University of Delaware with specialties in disabilities, early childhood education and early intervention, and family supports and policy.

Dr. Gamel-McCormick earned his PhD in human development and education from Virginia Commonwealth University with a specialization in special education and early intervention. He earned his master's degree in family and school

counseling from the University of Wisconsin and two bachelor's degrees from the University of Delaware in child development and psychology, with a teaching certificate in early childhood education.

Prior to his current fellowship position, Dr. Gamel-McCormick was Dean of the College of Education and Public Policy at the University of Delaware. He was the Interim Chair of the Department of Human Development and Family Studies from 2007-2008 and was Director of the Center for Disabilities Studies, the Delaware University Center for Excellence in Developmental Disabilities from 2000-2008. Dr. Gamel-McCormick has also been the director of an early intervention program in rural Virginia, the director of children's services for a large urban community services agency, the coordinator of an early childhood special education technical assistance center, a preschool and kindergarten teacher, and a respite care provider. He has consulted with hundreds of early childhood education and early intervention programs throughout the country and around the world.

Dr. Gamel-McCormick is a co-author of *Young Children with Special Needs: A Developmentally Appropriate Approach* and numerous articles on inclusion, early intervention, Head Start, and professional development of early childhood educators. His research and writing has centered on children with disabilities, their families, and the impact of poverty on individuals with disabilities.

Dan Habib

Filmmaker in Residence

Institute on Disability at the University of New Hampshire

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Dan Habib, the creator of the award-winning documentary, *Including Samuel*, is Filmmaker in Residence at the Institute on Disability at the University of New Hampshire (UNH). Until joining UNH in April of 2008, Habib was the photography editor of the *Concord Monitor*. In 2006 and 2008, he was named the national Photography Editor of the Year for papers with a circulation under 100,000. He is a six-time New Hampshire Photographer of the Year, and he has been a judge of the Pulitzer Prizes, Pictures of the Year and Best of Photojournalism. His freelance work, including extensive documentary work in China, has appeared in numerous publications, including *Time*, *Newsweek*, *Yankee*, *Life*, *Boston Magazine*, *Mother Jones*, and the *New York Times*. Habib and his wife, Betsy, live in Concord, New Hampshire, with their sons Isaiah and Samuel.

Lisa Harrison

Program Specialist

Office of Safe and Drug-Free Schools

US Department of Education

Lisa Harrison is a Program Specialist within the Office of Safe and Drug-Free Schools, under the Health, Mental Health, Environmental Health, and Physical Education (HMHEHPE) group at the U.S. Department of Education. Under this group, I administer programs that promote the health and well being of students and families as outlined in Title V, Elementary and Secondary Education Act of 1965 authorized by the America's Schools Act of 1994. These Programs provide financial assistance for activities that promote the health and well being of students in elementary and secondary schools, and institutions of higher education. Activities are carried out by state and local educational agencies and by other public and private nonprofit organizations. Currently, I am responsible for managing, monitoring and evaluating discretionary grant programs with a concentration on youth development. I have 14 years of experience within the field of education.

Candis Hogan, PhD, NCSP, LPC

GPR Committee Member

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Candis Hogan serves as NASP's GPR Committee Central Region Representative, Delegate for Oklahoma, and Delegate Representative on Executive Council, 2011-2013. As Oklahoma School Psychologists Association's (OSPA) GPR Chair over 10 years and OSPA's spokesperson for legislation for an NCSP bonus stipend equivalent to that of National Certification for Teachers (NCT), she created a coalition with the Occupational Safety Health Administration (OSHA) and Oklahoma Education Agency (OEA). In 2007, the first NCSP stipends of \$5000 were awarded. In December 2010, when funding for NCSP stipends would give \$80 while NCTs received \$5000, she rallied the OSPA/OSHA/OEA coalition into emergency action and advocated for equity at the January 2011 State School Board meeting, where they voted to combine funds and award the same bonus stipend of about \$3800 to NCSPs, speech language pathologists, and NCTs.

Robert N. Ianacone, EdD

Associate Dean of Operations

Graduate School of Education & Human Development

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Dr. Ianacone received his EdD in 1976 from the University of Florida with an emphasis in career/secondary programming for the handicapped. He received his master's of science in 1971 at the State University of New York at Buffalo with a certificate in learning disabilities and emotional disturbance, and his bachelor of science degree in 1968 at the State University of New York at Buffalo. His post-doctoral study was conducted at the University of South Florida in 1976 and 1977. His specialization and research interests in the field of special education include transition from school to work, special education, career assessment and career development, federal education and disability policy, educational change processes, graduate education and leadership development, and grant development. His areas of interests in technology include technology integration, educational technology policy, learning with technology, and web-based learning.

Dr. Ianacone is a founder and initiator of the Transition Special Education program area, with the first federally funded transition special education master's training project (formerly vocational special education) in the nation in 1987. Since then, numerous projects have been developed and funded at the master's, educational specialist, and doctoral levels, and include two Model Demonstration Research projects. He was Associate Professor and Coordinator of Supportive Training Transition and Education Programs at GW and has taught courses at the master's, education specialist, and doctoral levels. Dr. Ianacone is a past president of the Council for Exceptional Children, Division on Career Development and Transition.

Julie James, PhD

School Psychologist

Upper Darby School District, Pennsylvania

Julie E. James is a certified school psychologist at Bywood Elementary School in the Upper Darby School District, where she has worked for the past two years. She earned her doctorate in clinical developmental psychology at Bryn Mawr College in 2009.

Mary Beth Klotz, PhD, NCSP

Director of IDEA Projects & Technical Assistance
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Mary Beth Klotz has served as NASP's Director of IDEA Projects and Technical Assistance since 1999. She is NASP's staff liaison for numerous national leadership groups, coalitions, and grant projects, including the RTI Action Network's Advisory Council, the Consortium for Citizens with Disabilities, the IDEA Partnership Project, the Education Revolution Film Advisory Board, and the National Universal Design for Learning Task Force. In addition, Dr. Klotz has represented NASP on the National Joint Committee on Learning Disabilities (NJCLD) since 2001 and was elected chair of the NJCLD for 2006 through 2013. She serves as the staff liaison for several NASP committees, including the Multicultural Affairs Committee; the Bilingual School Psychology Interest Group; the Gay, Lesbian, Bisexual, Transgender, and Questioning Youth Committee; the Ethics and Professional Practices Committee; and the Child and Professional Advocacy Committee.

Dr. Klotz is a contributing editor and writes the IDEA in Practice column and numerous other articles for *Communiqué*, NASP's professional newspaper. She also develops fact sheets and informational resources for the NASP website and e-newsletters, and is a frequent presenter at NASP's annual convention and summer conferences, as well as at conferences of other educational and mental health organizations. A nationally certified school psychologist, Dr. Klotz's previous work experience includes 15 years of direct service in public school settings in Maryland and Washington, D.C., as a school psychologist and a special education teacher.

Carol Kochhar-Bryant, PhD

Professor, Graduate School of Education & Human Development
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As Professor of Special Education for 20 years at the George Washington University, Dr. Kochhar-Bryant has designed advanced graduate programs in special education, education of at-risk youth, and interdisciplinary training. She currently consults with public school districts, state departments of education and federal agencies and has collaborated in international special education research with the World Bank. Her research interests and experience include research and evaluation of state special education systemic reform initiatives; evaluation of the six special education Federal Regional Resource Centers, special education services in a 22-site juvenile and adult correctional education system, job training and employment preparation programs, community-based services (including case management), residential services, vocational services, institutional services, and respite care services. Trained in special education and psychology, Dr. Kochhar-Bryant has directed residential services for individuals with disabilities, in-patient psychiatric services, and community service coordination/case management services. Dr. Kochhar-Bryant is Past President of the Division on Career Development and Transition of the International Council for Exceptional Children.

Jeneé Littrell, MS, MEd

Director of Guidance and Wellness
Grossmont Union High School District

Jeneé Littrell is the Director of Guidance and Wellness for Grossmont Union High School District in San Diego County. In addition to overseeing the guidance and mental staff, she serves as the Project Director of a Safe Schools/Healthy Students grant. Before serving in her current role at the district level, she served as a counselor at Santana High School, where she had worked since 2001, when the school experienced a tragic shooting by a ninth grade student. The shooting resulted in the killing of two students and wounding of 13 students and staff. She was charged with bringing services and programs to the school to assist in the recovery process.

She has long been in a leader in addressing social justice issues in education and has most recently focused her work and attention on preventing and addressing the Commercial Exploitation of Children (CSEC). She has worked with local law enforcement, mental health, probation, child welfare services and legislators to develop the first Council on CSEC and Human Trafficking Prevention in the state of California.

Philip Lazarus, PhD

President

National Association of School Psychologists

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Philip J. Lazarus is President of the National Association of School Psychologists and an associate professor and Director of the School Psychology Training Program at Florida International University. He is a licensed school psychologist and licensed psychologist in Florida, where he has maintained a private practice for 25 years, specializing in work with children, adolescents, and families. He also consults with schools, law firms, and businesses.

Dr. Lazarus is the co-editor of the texts, *Psychoeducational Evaluation of Children and Adolescents with Low-Incidence Handicaps* and *Best Practices in School Crisis Prevention and Intervention*. He has written more than ten book chapters and more than three dozen scholarly articles. Dr. Lazarus has been interviewed by many national media sources regarding anxiety and depression in children, responding to natural disasters, coping with trauma following school shootings, bullying in schools, threat assessment, and identifying troubled students. He is the recipient of numerous awards for his contribution to the profession.

Dr. Lazarus has served as the President of the Florida Association of School Psychologists (FASP) and is founder and Vice President of FASP Children's Services Fund, Chairperson of the Florida Council of Trainers and Supervisors, and founder and Chairperson of the Florida Board of Examiners in School Psychology. He is the founder of the Florida Emergency Assistance Team of FASP and has responded to Hurricanes Andrew, Charley, Frances, and Ivan. He is a founder and Past-Chairperson of the NASP National Emergency Assistance Team, which has provided direct crisis assistance in the aftermath of tragic school shootings, natural disasters, and acts of terrorism. Dr. Lazarus led the NASP crisis response in Mississippi and Louisiana in the aftermath of Hurricane Katrina. He is also a founder of Camp Kadima, a camp for physically and mentally challenged youth that now serves more than 75 youngsters.

Kara Marchione

Senior Education Policy Advisor

U.S. House of Representatives Committee on Education and the Workforce (Minority)

Kara Marchione is Senior Education Policy Advisor for the U.S. House of Representatives Committee on Education and the Workforce (minority staff). Before coming to the Committee, Ms. Marchione spent three years as Legislative Director for Congressman Dave Loebsack from the 2nd District of Iowa, where she worked on education, labor, and health care issues. She also spent seven years in the U.S. Senate, where she worked first in the personal office of Senator Edward M. Kennedy and later as a policy advisor for the Senate Committee on Health, Education, Labor, and Pensions. She holds a bachelor of arts in communications, law, economics, and government from American University in Washington, DC. Ms. Marchione is a native of West Chester, Pennsylvania.

Daniel P. McGarry

Assistant Superintendent for Curriculum
Upper Darby School District, Pennsylvania

Daniel P. McGarry was born and raised in Drexel Hill, Pennsylvania, where he resides with his wife and three young sons. He is a product of the parochial school system and the Upper Darby School District, where he is now employed. He is a graduate of the University of North Carolina at Wilmington and St. Joseph's University and is currently an EdD candidate in educational leadership at Newman University. Mr. McGarry has taught at the secondary level in the Upper Darby and West Chester School Districts. He has held the positions of assistant principal and principal at the middle and elementary school levels, before becoming Assistant Superintendent for Curriculum.

Joel Packer

Executive Director
The Committee for Education Funding
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Joel Packer has successfully represented educators, school districts, state universities, and college students before Congress and the administration for more than 35 years. Currently, Mr. Packer is a principal at The Raben Group, where he combines messaging, coalition building, policy analysis, and direct advocacy on a broad range of education and budget issues. His clients include the Committee for Education Funding, where he serves as Executive Director; the National Education Association (NEA); the Los Angeles Unified School District; the Latino Elected and Appointed Officials National Education Taskforce; and First Focus.

Mr. Packer worked at NEA for 25 years, most recently as Director of Educational Policy and Practice, where he oversaw key issues, including school readiness, standards, testing and accountability, teaching and learning conditions, educator quality, parent involvement, funding, special education, high school reform, 21st century skills/STEM issues, English Language Learners, voucher programs, and charter schools. Mr. Packer also led NEA's policy and advocacy work on the Elementary and Secondary Education Act and was the organization's lead liaison with the U.S. Department of Education. He previously was an NEA lobbyist, covering issues including higher education, family and medical leave, the Brady bill, school prayer, civil rights, judicial nominations, health care, and environmental hazards in schools. In 1993, Mr. Packer served as Deputy Assistant Secretary for Congressional and Intergovernmental Affairs in the U.S. Department of Labor.

Mr. Packer has testified numerous times before congressional committees and spoken before a broad range of organizations. He is regularly quoted in the media and has appeared on many radio talk shows. He holds a bachelor's degree from the State University of New York at Binghamton.

Lisette Partelow

Senior Legislative Assistant
Congressman David Loebsack (IA-2)
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Ms. Partelow is a senior legislative assistant in Congressman Loebsack's office, where she works on issues related to education, health, taxes, small businesses, and Social Security, among others. Prior to her current position, she was a legislative associate at the Alliance for Excellent Education, a staff assistant for the U.S. House of Representatives Committee on Education and Labor, a graduate consultant for the New York City Center for Economic Opportunity, a graduate intern in the Oregon Governor's office, and a research assistant for the American Institutes for Research. Ms. Partelow received her master's in public affairs and domestic policy from Princeton University in 2008 and her undergraduate degree in psychology and public policy from Connecticut College in 2003.

Trisha Pedley

School Psychology Graduate Student
Loyola Marymount University, California
GPR Committee Member
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Trisha Pedley is a second-year graduate student attending the School Psychology Program at Loyola Marymount University in Los Angeles. Prior to graduate school, she earned her B.S. in human development and a minor in communications from the University of California, Davis. It was there that she found her interest in studying autism spectrum disorders, which led her to become a behavioral therapist. As an intern for former California Governor, Arnold Schwarzenegger, she was inspired to use her interest in public policy to further mental health advocacy for children. She found her niche in school psychology after meeting GPR leaders at the 2010 NASP Convention. In fall 2011, she will be starting her practicum position within the Los Angeles Unified School District.

Kathleen McNaught, JD

Assistant Staff Director of Child Welfare
American Bar Association
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Kathleen McNaught is an assistant staff director of Child Welfare at the American Bar Association's Center on Children and the Law. Ms. McNaught provides training and technical assistance around the country on a variety of child welfare legal issues, in particular issues related to the educational needs of children in foster care. She is Project Director for the Legal Center for Foster Care and Education, a collaboration between the ABA, Casey Family Programs, The Annie E. Casey Foundation, Education Law Center, and Juvenile Law Center. She has authored several publications on the topic, including *Learning Curves: Education Advocacy for Children in Foster Care* and *Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care*. Ms. McNaught has also written on the issue of achieving permanency for older adolescents in care, including a guide for judges and attorneys on the unique needs and issues faced by older youth aging out of the foster care system. Prior to joining the Center, Ms. McNaught spent seven years practicing law in the state of Maryland. She was a staff attorney for three years for Maryland's Legal Aid Bureau in their Child Advocacy Unit. She went on to private practice, representing parents and children in child welfare cases, as well as in education, delinquency, and custody matters. She received her JD from The American University, Washington College of Law in 1994, and her BA from Franklin and Marshall College in 1991.

Anastasia (Stacy) Kalamaros Skalski, PhD

Director, Public Policy
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Dr. Stacy Skalski is Director of Public Policy 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. She has more than twenty years of experience as a 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, 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).

Amy Smith

Educational Consultant
Pennsylvania Training and Technical Assistance Network
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Amy Smith is an educational consultant for Pennsylvania's Training and Technical Assistance Network, the training arm of the Bureau of Special Education. She was a member of the original state leadership team charged with developing Pennsylvania's model and has continued as state lead in the eastern region. Her primary role is working with districts implementing response to intervention, delivering trainings, and developing material related to response to intervention. Amy has served on the NASP Executive Council for five years, currently serving as President-Elect. Her previous leadership positions include Advocacy Program Manager, Pennsylvania Delegate, Northeast Region Delegate Representative, and President of Pennsylvania's State Association.

Laura Speer, MPA

Senior Associate and National KIDS COUNT Coordinator
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Laura Speer is Associate Director for Policy Reform and Advocacy at the Annie E Casey Foundation, where she has primary responsibility for the National KIDS COUNT Project including annual publications, the KIDS COUNT Data Center, and social media presence. Having spent a number of years doing state- and local-level child advocacy work, Ms. Speer began her work at the Foundation in September of 2003. She serves as a key liaison and resource person for staff in the KIDS COUNT network of state grantees, facilitating their access to technical assistance, information, and peer support as well as with the growing number of child advocates in Latin America interested in data based advocacy. Ms. Speer has a bachelor of arts in economics from the University of Massachusetts at Amherst and a master's in public administration from New York University.

Debbie Staub, PhD

Education Advisor
Casey Family Programs
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Debbie Staub is an education advisor for Casey Family Programs, a national operating foundation located in Seattle, Washington, that serves children, youth, and families in the child welfare system. In this role, she works collaboratively with others on systems improvement efforts to address the educational needs of children and youth in foster care at the national, state, and local levels. A former special education teacher, Dr. Staub has been an advocate for educational success for all youth for the past 25 years. She is the author of numerous research articles and textbook chapters, and she is the author of *Delicate Threads: Friendships between Children With and Without Special Needs* (1999) and the co-author of *At the End of the Day: Lessons Learned in Inclusive Education* (2000).

Christopher Toppings

Policy Advisor
U.S. Senate Committee on Health, Education, Labor, and Pensions
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Christopher Toppings serves as a policy advisor on the U.S. Senate Committee on Health, Education, Labor, and Pensions (HELP) for Ranking Member, Michael B. Enzi (R-WY). In this role, he focuses on the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), Perkins Career and

Technical Education, and issues of public school choice. Prior to joining the HELP Committee, he was the lead policy advisor for education, labor, and pensions in the personal office of former HELP Committee Chairman, Judd Gregg (R-NH). Mr. Toppings is a graduate of Siena College, where he received his bachelor's degree in political science and computer science, and the University of London, where he received his master's degree in global politics and economics.

Michael D. Usdan, PhD

Senior Fellow and Past-President
Institute for Educational Leadership

Michael D. Usdan served as President of the Institute for Educational Leadership (IEL) from 1981 through 2001, when he became a senior fellow at the organization. Before joining IEL, Dr. Usdan was Connecticut's Commissioner of Higher Education from 1978 through 1981. From 1974 through 1978, he was President of the Merrill-Palmer Institute in Detroit. Dr. Usdan received his master's and doctoral degrees from Columbia University, having previously completed his undergraduate studies at Brown University. He worked on the staff of the late Dr. James B. Conant in the latter's famous studies of American education and has taught at Columbia University, City University of New York, Northwestern University, Fordham University, and in schools in New York City and White Plains. He also served as a member and president of the school board in the city of New Rochelle, New York, from 1969 to 1974.

Dr. Usdan has written many articles and books on various aspects of education. Several themes dominate his writing: problems related to urban education, the relationship of government and politics to education, and the growing interest in developing closer relationships between elementary, secondary, and higher education. He has been a consultant to local and state boards of education and educational organizations throughout the country and has spoken at meetings, both in the United States and internationally, in nations such as China, India, Nepal, Hungary, Russia, and Japan. Currently, among other affiliations, he is a member of the Editorial Advisory Board of the Phi Delta Kappan magazine and has recently served as a consultant to the National Board for Professional Teaching Standards, the U.S. Conference of Mayors, the Hunt Institute, the Southern Regional Education Board, the National Center for Public Policy and Higher Education, and the George Washington University.

Michael Wells, PhD

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Michael E. Wells is a grants management specialist and Team Lead at the U.S. Department of Education's Office of Safe and Drug-Free Schools. He is responsible for the team that monitors the Safe Schools Healthy/Students Initiative and is Project Lead on the Project SERV (School Emergency Response to Violence) grant program. Dr. Wells has worked in the fields of psychology and public education for over 30 years. He has had a private practice in psychotherapy, taught at the university level, has administered school safety and student services programs at the local and federal level, and has established and directed the operation of alternative public school programs. Dr. Wells received his doctorate in counseling and educational development from the University of North Carolina and is licensed as a psychologist and a professional counselor.

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June Lucas Zillich is a bilingual school psychologist with Montgomery County Public Schools in Rockville, Maryland, and teaches a class entitled *RTI & ELL* at Towson University. Ms. Zillich provides consultation and conducts evaluations for students throughout the district. She serves as the expert on response to intervention (RTI) for her

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