

CURRICULUM VITAE – FRANK J. SANSOSTI

Kent State University
School Psychology Program
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
405 White Hall
Kent, OH 44242
Office Phone: 330.672.0059
Email: fsansost@kent.edu

EDUCATIONAL BACKGROUND

- August, 2005 **Doctor of Philosophy (Ph.D.), School Psychology**
Area of Emphasis: Pediatric School Psychology
University of South Florida, Tampa, Florida
APA-Accredited and NASP-Approved School Psychology Program
- August, 2001 **Masters of Arts (M.A.), Curriculum & Instruction/School Psychology**
University of South Florida, Tampa, Florida
APA-Accredited and NASP-Approved School Psychology Program
- May, 1998 **Bachelor of Science (B.S.), Psychology**
University of Pittsburgh, Pittsburgh, Pennsylvania

PROFESSIONAL EXPERIENCE

ADMINISTRATIVE POSITIONS

- 8/15 – Present **Assistant Director, Lifespan Development & Educational Sciences**
Kent State University, Kent, OH
- Support the Director to ensure all administrative responsibilities are addressed.
 - Engage in advocacy and outreach within the community to increase and/or improve partnerships.
 - Develop, distribute, and maintain marketing strategies for training programs; improve the visibility of the School
 - Garner external funds through endowments/donations
- 5/11 – Present **Program Coordinator, School Psychology Program**
Kent State University, Kent, OH
- Develop semester-by-semester schedule for core courses, including the identification and support of adjunct instructors.
 - Engage in a host of recruitment activities (e.g., career fairs, website)
 - Monitor applications and coordinate/conduct admission interviews for prospective students.
 - Develop, maintain, and disseminate a variety of accreditation reports to APA, NASP, and other relevant state and university bodies.
- 8/05 – 6/06 **District Autism Consultant**
District School Board of Pasco County, Land O' Lakes, FL

- Consult with educators and administrators regarding educational planning for students with autism spectrum disorders.
- Provide professional development training/workshops pertaining to the best practice approaches for the education of students with autism spectrum disorders.

ACADEMIC POSITIONS AND TEACHING EXPERIENCE

8/18 – Present

Professor, School Psychology
Kent State University, Kent, OH

- Courses Taught:
 - Internship in School Psychology
 - Issues and Approaches in School Psychology
 - Role and Functional of the School Psychologist
 - Developmental Assessment
 - Introduction to Digital Citizenship for School Psychologists

8/12 – 7/18

Associate Professor, School Psychology
Kent State University, Kent, OH

- Courses Taught:
 - Diagnosis of Childhood Disorders in Schools
 - Internship in School Psychology
 - Developmental Assessment
 - Introduction to Neuropsychology

8/06 – 7/12

Assistant Professor, School Psychology
Kent State University, Kent, OH

- Courses Taught:
 - Diagnosis of Childhood Disorders in Schools
 - Cognitive Assessment for Children in Schools
 - Issues in Special Education
 - Seminar in School Psychology
 - Internship in School Psychology
 - Developmental Assessment
 - Consultation

4/06 – 8/06

Adjunct Professor, School Psychology
College of Education, University of South Florida, Tampa, FL

- Course Taught:
 - Behavior Theory and Classroom Learning
 - Psychological Foundations of Education

CLINICAL POSITIONS

8/04 – 6/06

School Psychologist
District School Board of Pasco County, Land O' Lakes, FL

- Engage in problem-solving process at an individual and systems level to resolve various academic and behavioral concerns for students.
- Conduct psycho-educational and behavioral assessments.
- Develop and implement various academic and behavioral interventions for students.

9/01 – 5/04

Psychological Service Assistant

Child Development Center, Tampa Children's Hospital, Tampa, FL

- Led and co-led social skills groups with children and adolescents with autism spectrum disorders.
- Created and organized activities for social skills groups.
- Conducted school consults with public and private schools.
- Assisted in clinical observations of group and individual behaviors.

7/98 – 12/99

Therapeutic Staff Support

Allegheny Children's Initiative, Pittsburgh, PA

- Provide in-home services to families and children with social, emotional, and/or behavioral problems.
- Develop and implement different teaching approaches for children and their families as outlined by specific written behavior plans.
- Consulted with various service providers and families regarding diagnosis and interventions for children with autism spectrum disorder.

8/98 – 8/00

Therapeutic Staff Support/Camp Site Supervisor (Summers only)

Autism Center, Camp SITE, Children's Hospital of Pittsburgh, Pittsburgh, PA

- Develop various socialization and communication skills for children with autism, as well as strategies for addressing problematic behavior.
- Document and chart progress of children with autism in the camp setting.
- Coordinate relations between children with and without disabilities.

6/96 – 6/98

Supervised Clinical Mental Health

Child Development Unit (CDU), Children's Hospital of Pittsburgh, Pittsburgh, PA

- Assist in childhood assessment teams diagnosing developmental disabilities.
- Assist in organizing planned interventions following diagnoses.
- Report generation regarding grant proposals and specific cases.
- Data collection of children's social environments.

PUBLICATIONS

BOOKS

Was, C., **Sansosti, F.J.**, & Morris, B. (Eds.) (2017). *Eye-tracking technology applications in educational research*. Hershey, PA: IGI Global.

Sansosti, F.J., Powell-Smith, K.A., & Cowan, R.J. (2010). *High functioning autism/Asperger Syndrome in schools: Assessment and intervention*. New York: Guilford Press.

REFEREED JOURNAL ARTICLES

*Was, C.A., **Sansosti, F.J.**, & Graham, E. (2018). Eye movements while processing syntactically ambiguous sentences in adolescents with autism spectrum disorders: Preliminary outcomes and benchmarking data. *Global Journal of Intellectual and Developmental Disabilities, 4*, 1-6.

***Sansosti, F.J.**, Merchant, D., Koch, L., Rumrill, P., & Herrera, A. (2017). Providing supportive transition services to individuals with autism spectrum disorder: Considerations for vocational rehabilitation professionals. *Journal of Vocational Rehabilitation, 47*, 207-222.

Sansosti F.J., Cimera, R.E., Koch, L., & Rumrill, P. (2017). Ensuring positive transition planning for individuals with attention deficit hyperactivity disorder. *Journal of Vocational Rehabilitation, 47*, 149-157.

***Sansosti, F.J.**, Doolan, M.L., Remaklus, B., Krupko, A., & Sansosti, J.M. (2015). Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative meta-analysis of single-subject research. *Review Journal of Autism and Developmental Disabilities, 2*, 128-140.

*Noltemeyer, A., **Sansosti, F.J.**, & Wade, A. (2015). Strategies for student success: Promoting social skills development in students with autism spectrum disorders. *The Ohio School Psychologist, 60*, 14-17.

Noltemeyer, A., Boone, W.D., **Sansosti, F.J.** (2014). Assessing systems level RTI implementation for reading: Development and piloting of the RTIS-R. *Assessment for Effective Intervention, 40*, 40-52.

***Sansosti, F.J.**, Was, C., Rawson, K., & Remaklus, B. (2013). Eye movements during processing of text requiring bridging inferences in adolescents with higher functioning autism spectrum disorders: A preliminary investigation. *Research in Autism Spectrum Disorders, 7*, 1535-1542.

Ayres, K.M., Mechling, L., & **Sansosti, F.J.** (2013). The use of mobile technologies to assist life skills/independence for students with moderate/severe intellectual disability and or autism spectrum disorders: Considerations for the future of school psychology. *Psychology in the Schools, 50*, 259-271.

Sansosti, F.J., & Sansosti, J.M. (2013). Effective school-based service delivery for students with autism spectrum disorders: Where we are and where we need to go. *Psychology in the Schools, 50*, 229-244.

Sansosti, J.M., & **Sansosti, F.J.** (2012). Inclusion for students with high-functioning autism spectrum disorders: Definitions and decision making. *Psychology in the Schools, 49*, 917-931.

- Noltemeyer, A., & **Sansosti, F.J.** (2012). Tiered models of integrated academic and behavioral support: Effect of implementation level and initial student performance on academic outcomes. *Contemporary School Psychology, 16*, 117-127.
- ***Sansosti, F.J.**, Lavik, K.B., & Sansosti, J.M. (2012). Family experiences through the autism diagnostic process. *Focus on Autism and Other Developmental Disabilities, 27*, 81-92.
- ***Sansosti, F.J.**, Candel, L.C., Davis, G.A., & Sansosti, J.M. (2012). Perceptions of Ohio school psychologists regarding assessment and intervention for students with autism spectrum disorders. *The Ohio School Psychologist, 57*, 9-15.
- Sansosti, F.J.** (2012). Reducing the threatening and aggressive behavior of a middle school student with Asperger syndrome. *Preventing School Failure, 56*, 8-18.
- ***Sansosti, F.J.**, Goss, S., & Noltemeyer, A. (2011). Perspectives of special education directors on response to intervention in secondary schools. *Contemporary School Psychology, 15*, 9-20.
- Morrison, J.Q., Ellenwood, A., **Sansosti, F.J.**, Cochrane, W., Jenkins, J., Evans, J., McNamara, K., Witte, R., & Miranda, A.H. (2011). Evaluation of the Ohio internship program in school psychology: Five-year summary, 2004-05 to 2008-09. *Trainer's Forum: Journal of the Trainer's of School Psychologists, 29*, 36-56.
- ***Sansosti, F.J.**, Noltemeyer, A., & Goss, S. (2010). Principals' perceptions of the importance and availability of response to intervention practices within high school settings. *School Psychology Review, 39*, 286-295.
- ***Sansosti, F.J.**, Telzrow, C. & Noltemeyer, A. (2010). Barriers and facilitators to implementing response to intervention in secondary schools: Qualitative perspectives of school psychologists. *School Psychology Forum, 4*, 1-21.
- Sansosti, F.J.** (2010). Teaching social skills to children with autism spectrum disorders using tiers of support: A guide for school-based professionals. *Psychology in the Schools, 47*, 257-281.
- Morrison, J.Q., **Sansosti, F.J.**, & Hadley, W.M. (2009). Parent perceptions of the anticipated needs and expectations for support for their college-bound students with Asperger's Syndrome. *Journal of Postsecondary Education and Disability, 22*, 78-87.
- ***Sansosti, F.J.**, & Noltemeyer, A. (2008). Viewing response-to-intervention through an educational change paradigm: What can we learn? *California School Psychologist, 13*, 55-66.
- Sansosti, F.J.** (2008). Teaching social behavior to children with autism spectrum disorders using Social Stories™: Implications for school-based practice. *Journal of Speech Language Pathology and Applied Behavior Analysis*. Special Compiled Issue, 2(4) - 3(1), 36-45.
- Sansosti, F.J.**, Powell-Smith, K.A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high functioning autism spectrum disorders. *Journal of Positive Behavior Interventions, 10*, 162-178.
- *Noltemeyer, A., Goss, S.M., & **Sansosti, F.J.** (2008). Blueprint III: A primer for school psychologists. *The Ohio School Psychologist, 54*(1), 13-17.

Tobin, R.M., **Sansosti, F.J.**, & McIntyre, L.L. (2007). Developing emotional competence in preschoolers: A review of regulation research and recommendations for practice. *The California School Psychologist*, 12, 105-118.

*Telzrow, C.F., Noltemeyer, A., & **Sansosti, F.J.** (2007). Response to John Zbornik's assessment: There is more than meets the eye. *The Ohio School Psychologist*, 52(2), 1-5.

Sansosti, F.J., Powell-Smith, K.A. (2006). Using social stories to improve the social behavior of children with Asperger's syndrome. *Journal of Positive Behavior Interventions*, 8(1), 43-57.

Sansosti, F.J., Powell-Smith, K.A., & Kincaid, D. (2004). A research synthesis of social story interventions for children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 19(4), 194-204.

REFEREED CHAPTERS IN BOOKS

Sansosti, F.J., Harjusola-Webb, S., & Sansosti, J.M. (in press). Autism spectrum disorder: Helping handout for the general education classroom and home. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists.

Sansosti, F.J., & Unger, D. (in press). Intellectual disability: Helping handout for the home. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists.

Sansosti, F.J., Unger, D., & Sansosti, J.M. (in press). Intellectual disability: Helping handout for the general education teacher. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists.

Sansosti, F.J. (2018). Publishing in *Journal of Applied School Psychology* (pp. 138-144). In R.G. Floyd (Ed.) *Publishing in School Psychology and Related Fields: An Insider's Guide*. New York, NY: Routledge.

***Sansosti, F.J.**, & Herrera, A. (2017). Neurodevelopmental disabilities: Autism spectrum disorder and attention deficit hyperactivity disorder. In L. Koch & P. Rumrill (Eds.) *Medical, Psychosocial, and Vocational Aspects of Emerging Disabilities for Rehabilitation Counselors* (pp. 69-102). New York: Springer.

***Sansosti, F.J.**, & Mizenko, M.L. (2016). Evidence-based interventions for autism spectrum disorders in children and adolescents (pp. 471-482). In L. Theodore (Ed.), *Handbook of Applied Interventions for Children and Adolescents*. Springer Publishing.

Sansosti, F.J., & Bedesem, P. (2015). The use of mobile technologies for student at-risk of identified with behavioral disorders within school-based contexts (pp. 114-127). In N. Siltan (Ed.), *Recent Advances in Assistive Technologies to Support Children with Developmental Disorders*. Hershey, PA: IGI Global.

***Sansosti, F.J.**, Mizenko, M.L., & Krupko, A. (2014). The use of computer-based technologies to increase the academic, behavioral, and social outcomes of students with autism spectrum disorders in schools: Considerations for best approaches in educational practice (pp. 53-70). In N. Siltan (Ed.), *Innovative Technologies to Benefit Children with Autism*. Hershey, PA: IGI Global.

Powell-Smith, Stoner, G., K.A., Bilter, K. J., & **Sansosti, F.J.** (2008). Best practices in the use of a problem-solving model for service delivery to students with severe and low

incidence disabilities. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology-V* (pp. 1233-1248). Bethesda, MD: National Association of School Psychologists.

Sansosti, F.J., & Powell-Smith, K.A. (2006). High functioning autism/Asperger's syndrome. In G. Bear & K. Minke (Eds). *Children's Needs III: Understanding and Addressing the Developmental Needs of Children* (pp. 949-963). Bethesda, MD: National Association of School Psychologists.

EDITORIAL/OTHER PUBLICATIONS

Hughes, T., Minke, K., & **Sansosti, F.J.** (2017). Expanding school psychology service delivery within the context of national health and mental health reform. *Journal of Applied School Psychology, 33*, 171-178.

Ferdig, R.E., Pytash, K.E., Kosko, K.W., Gandolfini, E., Mathews, R., Bedesem, P., Harjusola-Webb, S., **Sansosti, F.J.**, Lu, C.C., Kratcoski, A., Mulvey, B., & Boyle, S. (2016). *Use and perceptions of mobile applications and technologies by those interested in special education*. Kent, OH: Kent State University.

*Lautenschleger, J., & **Sansosti, F.J.** (2016). Kent State University's leadership in school psychology scholarship program. *Communiqué, 44*(8), 35.

Sansosti, F.J. (2014). Furthering highly rigorous applied research in school psychology in an era of educational reform and accountability. *Journal of Applied School Psychology, 30*, 1-4.

Noltemeyer, A., & **Sansosti, F.J.** (2010). Co-teaching: Relevant considerations for school psychologists. *Communiqué, 39*(3), 1, 17-18.

Sansosti, F.J. (2005). *Using video modeled social stories to increase the social communication skills of children with high functioning autism/asperger's syndrome*. Unpublished dissertation, University of South Florida, Tampa, FL.

Sansosti, F.J. (2005). Supporting students with autism spectrum disorders: A best practice resource guide for educators. Unpublished technical manual, District School Board of Pasco County.

Sansosti, F.J. (2005). School based behavioral support teams: Resource planning/training guide. Unpublished technical manual, District School Board of Pasco County.

Sansosti, F.J., & Sansosti, J.M. (2004). Evaluating intervention outcomes: Evaluating outcomes for students with autism spectrum disorders. *Communiqué, 33*(2), 14.

Sansosti, J.M., & **Sansosti, F.J.** (2004). Research reviews: Evidenced based strategies for students with autism. *Communiqué, 33*(2), 12.

Sansosti, F.J. (2004). CARD works to develop a social skills curriculum for individuals with Asperger's Syndrome. *Center for Autism and Related Disabilities (CARD) Quarterly, 7*, 5.

Sansosti, F.J., & Sansosti, J.M. (2004). Sarasota area social skills experience (SASSE): Trainer's manual and social skills curriculum. Unpublished technical manual, Center for Autism and Related Disabilities, University of South Florida.

Sansosti, F.J. (2003). *Effectiveness of social story interventions for children with Asperger's syndrome*. Unpublished education specialist thesis, University of South Florida, Tampa, FL.

REPRINTED JOURNAL ARTICLES

- *Noltemeyer, A., **Sansosti, F.J.**, & Wade, A. (2016). Strategies for student success: Promoting social skills development in students with autism spectrum disorders. Reprinted in *Maine Association of School Psychologists Matters*, 27, 16-21.
- Sansosti, F.J.**, & Powell-Smith, K.A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high-functioning autism spectrum disorders. Reprinted in *Research Bulletin Issue No. 7*, Middeltown Centre for Autism, Ireland, September, 2012.

BOOK REVIEWS/INVITED ENDORSEMENTS

- Sansosti, F.J.**, (2008). *Assessment of autism spectrum disorders*. Review and endorsement completed for Guilford Publications.
- *Noltemeyer, A., Goss, S., & **Sansosti, F.J.** (2008). RTI guide for teachers. *Communiqué*, 37(3) 41-42.
- *Noltemeyer, A., Brown, C.L., & **Sansosti, F.J.** (2007). RTI training for related services. *Communiqué*, 36(4), 36.

PRESENTATIONS AND WORKSHOPS

INTERNATIONAL PROFESSIONAL MEETINGS

- Sansosti, F.J.** (2018, March). *Building a bridge to reading fluency for students with autism spectrum disorder*. Paper to be presented at the International Convention of Psychological Science, Paris, France.
- Was, C., **Sansosti, F.J.**, & Graham, E. (2017, March). *Eye movements while processing syntactically ambiguous sentences in adolescents with higher functioning autism spectrum disorders*. Paper presented at the International Convention of Psychological Science, Vienna, Austria.
- Sansosti, F.J.** (2016, March). *Promoting the development of skills in students with autism spectrum disorders through the use of technology*. Invited paper to the Oxford Round Table, Oxford, England—not attended.
- Sansosti, F.J.**, & Was, C. (2012, May). *Eye movements of children with higher functioning autism during process of text requiring bridging inferences*. Poster presented at the Association for Psychological Science, Chicago, IL.
- Sansosti, F.J.** (2011, November). *Tiered instruction models*. Discussant for the Pecha Kucha session at the Division of Early Childhood's (DEC) 27th International Conference on Young Children with Special Needs and Their Families, Washington, D.C.
- Sansosti, F.J.** (2010, March). *Systemic social skills instruction for children with autism spectrum disorders in school*. Paper presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO.
- ***Sansosti, F.J.**, & Keller, A. (2010, March). *Teaching children with autism spectrum disorders via computers: A meta-analysis*. Poster presented at the International Conference on Positive Behavior Support, St. Louis, MO.

- Sansosti, F.J.** (2009, June). *Enseñanza de habilidades sociales para niños con autismo de alto funcionamiento y síndrome de Asperger*. Keynote address presented at the II Congreso Iberoamericano, Cordoba, Argentina, SA.
- Sansosti, F.J.** (2009, June). *Promoviendo el desarrollo de habilidades sociales en niños con autismo a través del uso de tecnología basada en la computación*. Breakout session presented at the II Congreso Iberoamericano, Cordoba, Argentina, SA.
- Sansosti, F.J., & Morrison, J.Q.** (2008, March). *The supports needed for college bound students with Asperger's Syndrome*. Poster presented at the International Conference on Positive Behavior Support, Chicago, IL.

NATIONAL PROFESSIONAL MEETINGS

- *Worthington, J.M., & **Sansosti, F.J.** (2017, February). *Peer-mediated social skills instruction and autism: A meta-analysis*. Paper presentation to be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Sansosti, F.J.,** (2017, February). *Improving reading fluency for students with autism spectrum disorder*. Poster presentation to be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- ***Sansosti, F.J.,** Mizenko, M.L., & Krupko, A. (2014, February). *Effectiveness of computer-assisted instruction for students with autism spectrum disorder*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- *Ruiz, B. & **Sansosti, F.J.** (2014, February). *Reading comprehension difficulties in students with ASD: Eye tracking evidence*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Allen, R.J., Hanchon, T.A., Decker, S.L., **Sansosti, F.J.,** Skinner, C.H., Morrison, J.Q., (2013, February). *Preparing the next generation of school psychologists: Challenges and opportunities*. Symposium presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Noltemyer, A.L., **Sansosti, F.J.,** & Boone, W.J. (2013, February). *Assessing systems level RTI implementation for reading: Development of the RTIS-R*. Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Sansosti, F.J.** (2011, February). *Teaching social skills to children with autism: A tiered approach*. Mini-skills workshop presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- ***Sansosti, F.J.,** & Bobak, K. (2010, March). *Family experiences associated with early identification and intervention of ASD*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Sansosti, F.J.** (2008, February). *Practical solutions for supporting students with high functioning autism/Asperger's Syndrome*. Half-day Professional Skills (CEU) workshop presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- ***Sansosti, F.J.,** Telzrow, C.F., Noltmeyer, A., Goss, S., Graden, J. (2008, February). *RTI in secondary schools: Qualitative, quantitative, and practice implications*. Symposium presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

- Sansosti, F.J.** (2007, March) *Supporting students with high functioning autism/Asperger's Syndrome in Schools*. Full-day Professional Skills (CEU) workshop presented at the National Association of School Psychologists Annual Convention, New York, NY.
- Sansosti, F.J., & Powell-Smith, K.A.** (2006, March). *Multimedia social skills interventions for children with autism spectrum disorders*. Mini-skills workshop presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
- Sansosti, F.J., & Powell-Smith, K.A.** (2006, March). *Educating children with high functioning autism/Asperger's Syndrome: Strategies for school success*. Half-day Professional Skills (CEU) workshop presented for the National Association of School Psychologists Annual Convention, Anaheim, CA.
- Sansosti, F.J.** (2006, March). *Social stories and video modeling: Effects on social communication of children with high functioning autism*. Poster presented at the National Association of School Psychologists Annual Convention in Anaheim, CA.
- Sansosti, F.J.** (2004, April). *Enhancing academic, social, and behavioral outcomes for students with Asperger's Syndrome*. Mini-skills workshop presented for the National Association of School Psychologists Annual Convention, Dallas, TX.
- Sansosti, F.J., & Powell-Smith, K.A.** (2004, April). *Asperger's syndrome 101: Understanding and planning for success*. Mini-skills workshop presented for the National Association of School Psychologists Annual Convention, Dallas, TX.
- Sansosti, F.J., & Powell-Smith, K.A.** (2003, May). *The effects of social stories on the social communication of children with Asperger's Syndrome*. Poster presented at the Association for Behavior Analysis Annual Convention, San Francisco, California.
- DeMarie, D., Morris, C., **Sansosti, F.J., & Kirpalani, S.** (2003, April). *What our school is like: The words and photographs of 5- to 9-year-old children*. Poster presented at the biennial conference of the Society for Research in Child Development, Tampa, Florida.
- Sansosti, F.J., & Powell-Smith, K.A.** (2003, April). *Effectiveness of social story interventions for children with Asperger's Syndrome*. Poster presented at the National Association of School Psychologists' Annual Convention, Toronto, Canada.
- Sansosti, F.J.** (2002, February). *Examination of program efficacy of an anger management intervention for at-risk students*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

STATE AND REGIONAL PROFESSIONAL MEETINGS

- Sansosti, F.J.** (2017, November). *Teaching social skills to children with autism spectrum disorder through multi-tiered service delivery*. Half-day workshop presented at the Arizona Association of School Psychologists Conference, Tuscon, Arizona.
- Sansosti, F.J.** (2017, August). *Meaningful interventions for students with autism spectrum disorder: Practical school-based approaches*. Half-day workshop presented at the Wyoming School Psychology Association Summer Institute on Autism, Jackson Hole, Wyoming.
- Sansosti, F.J.** (2017, August). *Purposeful assessment for students with autism spectrum disorder: Creating meaningful practice linked to intervention*. Half-day workshop presented at the Wyoming School Psychology Association Summer Institute on Autism, Jackson Hole, Wyoming.

- Sansosti, F.J.** (2016, April). *Assisting the development of academic and social-skills interventions for students with autism spectrum disorder: Best practices for school psychologists*. Half-day workshop to be presented at the Georgia Association of School Psychologists Spring Conference, Cordele, Georgia.
- Sansosti, F.J.** (2015, April). *Providing the best psycho-educational supports for students with Autism Spectrum Disorders*. Half-day workshop presented at the Miami University School Psychology Colloquium, Oxford, OH.
- Sansosti, F.J.** (2014, November) *Promoting the educational outcomes of students with higher functioning autism spectrum disorders*. Full-day workshop presented at the Louisiana School Psychological Association Conference, Lafayette, LA.
- Sansosti, F.J.** (2013, January). *A tiered model for teaching social skills to children with higher functioning autism spectrum disorders in schools*. Break-out session presented at the Center for Autism and Related Disabilities (CARD) Conference. St. Petersburg, FL.
- Sansosti, F.J.** (2012, October). *Promoting the social functioning of students with autism spectrum disorders through systemic educational supports*. Half-day workshop presented at the Melmark New England Expert Speakers Series, Andover, MA.
- Sansosti, F.J.** (2012, September). *Fostering academic, behavioral, and social functioning in students with higher functioning autism spectrum disorders*. Full-day workshop presented at the South Dakota Association of School Psychologists Fall Conference, Chamberlain, SD.
- Sansosti, F.J.** (2012, May). *School-based approaches for promoting positive social-behavioral functioning in students with higher functioning autism spectrum disorders*. Full-day workshop presented at the Delaware Association of School Psychologists Spring Conference, Dover, DE.
- Sansosti, F.J.** (2011, June). *Promoting social skills development for children with Asperger Syndrome in the inclusive classroom*. Full-day workshop presented for the Burlington County Inclusion Project, Westampton, NJ.
- *Ruiz, B. & **Sansosti, F.J.** (2011, April). *Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative synthesis of single-subject research*. Poster presented at the Ohio Association of School Psychologists, Spring Convention, Columbus, OH.
- *Denzer, A.Q., & **Sansosti, F.J.** (2011, April). *The effectiveness of a self-monitoring intervention on the behavior of a high school male*. Poster presented at the Ohio Association of School Psychologists, Spring Convention, Columbus, OH.
- Sansosti, F.J.** (2010, June). *Understanding high functioning autism and Asperger spectrum issues related to learning challenges in the schools*. Full-day workshop presented at Burlington County's 2nd Annual Mental Health in the School Day, Edgewater Park, NJ.
- Sansosti, F.J.** (2009, December). *Providing comprehensive assessment driven interventions to students with higher functioning autism spectrum disorders: A guide for school-based practitioners*. Full-day workshop presented at the New Jersey Association of School Psychologists Winter Conference, Jamesburg, NJ.
- Sansosti, F.J.** (2009, February). *Response to intervention: Systemic change for improving outcomes*. Full-day (invited) workshop presented at the Ohio Association of Secondary School Administrators Assistant Principals Conference, Columbus, OH.

- Sansosti, F.J.** (2008, October). *Educating children with high functioning autism/Asperger's Syndrome in schools*. Full-day workshop presented at the North Carolina Association of School Psychologists Annual Conference, Charlotte, NC.
- Sansosti, F.J.** (2008, October). *Educating students with high functioning autism/Asperger's Syndrome: Simple strategies for success in inclusive environments*. Full-day workshop presented at the Missouri Association of School Psychologists Annual Convention, St. Louis, MO.
- Sansosti, F.J.** (2008, March). *Enhancing the educational, behavioral, and social outcomes of students with autism spectrum disorders: Simple solutions for everyday concerns*. Full-day workshop presented at the Michigan Association of School Psychologists Critical Issues Conference, East Lansing, MI.
- Sansosti, F.J.** (2006, July). *Educating students with high functioning autism/Asperger's Syndrome in Schools*. Breakout session workshop presented at the 5th Annual Autism Summer Institute, Tampa, FL.
- Sansosti, F.J.** (2006, July). *The effectiveness and use of Social StoriesTM in educational settings for individuals with autism spectrum disorders*. Breakout session workshop presented at the 5th Annual Autism Summer Institute, Tampa, FL.
- Sansosti, F.J.** (2005, November). *A computer-based social skills intervention for children with autism spectrum disorders*. Workshop presented for the Florida Association of School Psychologists Annual Conference, Hollywood, FL.
- Sansosti, F.J.** (2004, November). *Asperger's Syndrome or nonverbal learning disability? Confronting the puzzle*. Paper presented at the Florida Association of School Psychologists Annual Conference, Sarasota, FL.
- Sansosti, F.J., & Powell-Smith, K.A.** (2004, March). *Educating children with Asperger's Syndrome: Strategies for school success*. Full-day (CEU) workshop presented for the California Association of School Psychologists Annual Convention, San Francisco, CA.
- Sansosti, F.J.** (2003, November). *Autism spectrum disorders: Research and politics in the age of evidence-based practice*. Workshop presented for the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
- Sansosti, F.J., & Powell-Smith, K.A.** (2002, November). *Asperger's Syndrome: Standing in the Shadows of Autism*. Workshop presented for the Florida Association of School Psychologists Annual Conference, Jacksonville, FL.
- Sansosti, F.J., & Lajoie, D.** (2001, November). *Efficacy of an anger management intervention for at-risk students*. Paper presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Sansosti, F.J.** (2001, February). *Preliminary analysis of a conflict resolution program for secondary-level students (symposia)*. Paper presented at the Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, Tampa, FL.

LOCAL PRESENTATIONS/PROFESSIONAL MEETINGS

- Sansosti, F.J.** (October, 2017). Panel Discussant for *Successful advocacy throughout the lifespan: Self-advocates, parents, and professionals*. Autism Society of Greater Akron Autism Summit, Akron, OH.

- Sansosti, F.J.** (April, 2017). Panel Discussant for *Autism: That's me. My friend. My life.* Autism Society of Greater Akron, Kent State University, Kent, OH
- Sansosti, F.J.** (March, 2015). *Improving educational outcomes of students with autism spectrum disorders through technology.* Mini-skills session presented to Issues and Approaches course, Kent State University, Kent, OH.
- Sansosti, F.J.** (January, 2013). *Raising expectations for students with moderate and significant cognitive disabilities.* Workshop presented to State Support Team, Region 8, Cuyahoga Falls, OH.
- Sansosti, F.J.** (2011, April). *Educational determination of autism spectrum disorders: Critical distinctions that make a difference.* Workshop presented to the Cleveland Association of School Psychologists, Cleveland, OH.
- *Ruiz, B. & **Sansosti, F.J.** (2011, March). *Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative synthesis of single-subject research.* Poster presented at the Education Research Exchange Conference, Youngstown, OH.
- Sansosti, F.J.** (2011, February). *Using videos, computers, and other modern technological paraphernalia to facility knowledge and meaning for children with autism spectrum disorders.* District development training provided to the Akron Public Schools, Akron, OH.
- Sansosti, F.J.** (2010, November). *Systemic educational practices for students with autism spectrum disorders.* District development training provided to the Mentor Public School District, Mentor, OH.
- Sansosti, F.J.** (2010, June). *Using computers to teach social skills to students with autism within inclusive classrooms.* Mini-Skill workshop presented at the Topics in Child Development Conference, Kent, OH.
- Sansosti, F.J.** (2010, April). *Enhancing the education of students with higher functioning autism spectrum disorders.* Mini-skill workshop (invited) presented at the Kent-Akron Association of School Psychologists, Akron, OH.
- Sansosti, F.J.** (2010, April). *Teaching middle school students with autism spectrum disorders: A field manual for educators.* District development training provided to the North Allegheny School District, Pittsburgh, PA.
- Sansosti, F.J.** (2009, November). *Using response to intervention to support the education of all students.* District development training provided to Geneva Local Schools, Geneva, OH.
- Sansosti, F.J.** (2009, June). *Did he say that out loud! Examining [and enhancing] the social skill deficits in individuals with higher functioning autism spectrum disorders in schools.* Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J.** (2009, March). *Linking assessment and intervention to meet the behavioral and social-emotional needs of children.* Workshop (invited) presented at Kent State's School Psychology Seminar Series, Kent, OH.

- Sansosti, F.J.** (2009, February). *Ask the school psychologist*. Informational session for parents (invited) conducted at the Greater Akron Autism Society of America ASPIES, Akron, OH.
- Sansosti, F.J.** (2008, June). *Response to intervention: Rethinking the way we remediate learning difficulties*. District professional development training provided to Mentor City Schools, Mentor, OH.
- Sansosti, F.J.** (2008, June). *Meeting the behavioral needs of middle school children with Asperger's Syndrome*. Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J.** (2008, May). *Response to intervention: A guide for understanding and starting change*. District professional development training provided to Warren City Schools, Warren, OH.
- Sansosti, F.J.** (2008, January). *Assisting students with autism spectrum disorders*. District professional development training provided to Streetsboro City Schools, Streetsboro, OH.
- Sansosti, F.J., & Sansosti, J.M.** (2007, September). *Addressing the social, academic, and behavioral needs of students with autism spectrum disorders: Practical solutions for everyday challenges*. Workshop (invited) presented at Kent State's School Psychology Seminar Series, Kent, OH.
- Sansosti, F.J., & Sansosti, J.M.** (2007, September). *Increasing social skills for students with high functioning autism, ADHD, and social anxiety: Strategies for in and out of the classroom*. Workshop (invited) presented at PSI's Annual Fall Meeting, Independence, OH.
- Sansosti, F.J.** (2007, August). *Getting started with response to intervention: Building blocks for implementation*. District professional development training provide to Warren City Schools, Warren, OH.
- Sansosti, F.J.,** (2007, April). *Social skills instruction using computer-based technology*. Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J.** (2006, November). *Teaching children with high functioning autism and asperger's syndrome*. Workshop (invited) presented at the 1st Annual Joint Educational Symposium, Perry, OH.
- Sansosti, F.J.** (2006, November). *Response to intervention: A new paradigm in an era of educational reform*. Workshop (invited) presented at the 1st Annual Joint Educational Symposium, Perry, OH.
- Sansosti, F.J.** (2006, October). *Getting started with response to intervention: Building blocks for implementation*. Leadership training provided to LaMuth Middle School, Painesville, OH.
- Sansosti, F.J.** (2006, February). *Response to intervention: A guide for understanding and starting change*. Professional development training provided to LaMuth Middle School, Painesville, OH.
- Sansosti, F.J.** (2002, July). *Single-subject case design: An applied example*. Invited lecture presentation for Behavior Theory and Classroom Learning class. University of South Florida, Tampa, Florida.

TEACHING, ADVISING, AND SUPERVISION

COURSES TAUGHT

Diagnosis of Childhood Disorders in Schools (Graduate)
Cognitive Assessment for Children in Schools (Graduate)
Issues in Special Education (Graduate)
Professional Seminar in School Psychology (Graduate)
Research Seminar in School Psychology (Graduate)
Role and Function of School Psychologists (Graduate)
Developmental Assessment (Graduate)
Consultation (Graduate)
Internship in School Psychology (Graduate)

DISSERTATIONS: DIRECTED OR CO-DIRECTED

- Worthington, J. (in progress). *The impact of peer-mediated instruction and intervention for teaching social skills to students with autism spectrum disorder: Examination of active versus passive as a function of age.* (Director).
- Mizenko, M.L. (in progress). *Using mobile technologies for increasing the academic skills of students with autism spectrum disorder: A quantitative meta-analysis using hierarchical linear modeling.* (Director).
- Remaklus, B. (in progress). *Eye movements and reading comprehension skills during processing of lexically ambiguous text in children with high functioning autism spectrum disorder.* (Director).
- Goss, S. (2014). *The development of a self-report scale measuring affective, cognitive, and meta-cognitive dimensions related to study skill and self-regulation skill utilization with middle schools students.* (Director).
- Lavik, K. (2014). *The effectiveness of a goal setting with reinforcement intervention for improving the writing skills of high school students.* (Director).
- Noltemeyer, A.L. (2009). *An examination of the relationship between integrated systems model implementation level and student academic and behavioral outcomes.* (Co-Director).

DISSERTATIONS: PROGRAM AREA MEMBER

- Wood, J. (2016). *Predicting school success from a disruption in educational experience.*
- Merkle, E. (2010). *Predicting urban elementary student success and passage on Ohio's high-stakes achievement measures using DIBELS reading and informal math assessment.*
- Roshong, E. (2009). *Comparison of analysis of covariance and propensity score analysis in evaluating effectiveness of tier-2 interventions.*
- Wojcik, J. (2008). *School achievement gains of elementary school students identified as gifted in an urban public school district: An exploratory study using hierarchical linear modeling.*

DISSERTATIONS: OUTSIDE AREA MEMBER

- Avellone, L. (2015) *The provision of personal liberties to individuals with intellectual disabilities.* (Special Education)

- Gikas, S. (2013). *Social narrative interventions for students with autism*. (Special Education).
- Friedt, B. (2012). *Identifying evidence-based practices in special education through high-quality meta-analysis*. (Special Education).

DISSERTATIONS: GRADUATE FACULTY MEMBER

- Villano, M.C. (2016). *Outsourcing and the unrelated business income tax: A survey of college and university business officers*. (Higher Education Administration).
- Stoyle, K. (2016). *Supporting mathematical explanation justification and argumentation through multimedia: A quantitative study of student performance* (Instructional Technology).
- Lewis, K. (2016). *When it comes to testing, is having a positive outlook too optimistic?* (Educational Psychology).
- Beziat, T. (2012). *The testing effect and judgments of learning: Their effects on reading comprehension*. (Educational Psychology).
- Al-Harty, I. (2011). *Knowledge monitoring, goal orientations, self-efficacy, and academic performance: A path analysis*. (Educational Psychology).
- Yee, S.P. (2012). Students' metaphors for mathematical problem solving. (Curriculum & Instruction).

RESEARCH FUNDING

FUNDED CONTRACTS

- Sansosti, F.J.** (2018). *School Psychology Internship Coordination and Recruitment*. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period from August 2018 to June 2019. Amount Awarded = \$10,000.
- Sansosti, F.J.** (2018). Addressing the Critical Shortage of School Psychologists in Ohio through Out-of-State Development. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period expected from June 2018 to June 2019. Amount Awarded = \$250,000.
- Sansosti, F.J.** (2018). *School Psychology Internship Coordination and Recruitment*. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period from February 2018 to June 2018. Amount Awarded = \$10,000.

FUNDED RESEARCH

- Ferdig, R. Bedesem, P., Harjusola-Webb, S., **Sansosti, F.J.**, & Lu, C.C. (2015). *Exploring Mobile Apps for Special Education STEAM Teaching and Learning*. Grant funded by AT&T Foundation. Funding period from July 2015 to September 2016. Amount awarded = \$198,432.
- Sansosti, F.J.**, Was, C.A., & Rawson, K.A. (2010). *Eye-Tracking Measures During Processing of Text for Comprehension in Children with High Functioning Autism Spectrum Disorders: A Comparative Analysis*. Grant funded by the Initiative for Clinical and Translational Research (ICTR) Collaborative Health Research Award, Kent State

University. Funding period from January 2011 to July 2011. Amount awarded = \$ 8,750.00.

Sansosti, F.J. (2008). *Understanding Family Experiences through the Diagnostic Wonderland of Autism Spectrum Disorders*. Grant funded by the University Research Council, Kent State University. Funding period from March 2008 to August 2008. Amount awarded = \$ 2,500.00.

Sansosti, F.J. (2008). *Computer Assisted Social Skills Lessons (CASSL): An Approach for Teaching Children with Autism Spectrum Disorders*. Grant funded by the Ohio Board of Regents, Research Incentive Program. Funding period from June 2008 to May 2009. Amount awarded = \$ 44,291.00.

Sansosti, F.J. (2007). *Response-to-Intervention in Secondary Schools: Using Focus Group Methodology to Explore Common Themes*. Grant funded by the University Research Council, Kent State University. Funding period from January 2007 to June 2007. Amount awarded = \$ 2,500.00.

Sansosti, F.J. (2002). *Effectiveness of Social Story Interventions for Children with Asperger's Syndrome*. Grant funded by The Gray Center for Social Learning and Understanding. Funding period from August 2002 to December 2003. Amount awarded = \$ 2,125.00.

UNFUNDED RESEARCH PROPOSALS

Feldman-Sparber, C. (2015). Use of Video Modeling to Increase Employment-Related Social Skills for Students with Intellectual Disabilities. Proposal reviewed but not funded by the Institute for Educational Sciences (IES), U.S. Department of Education. Amount Requested = \$ 749,509. Role: Design Consultant.

Was, C. A., **Sansosti, F.J.**, Morris, B., & Rawson, K. (2014). Eye-Tracking Measures During Processing of Text for Comprehension in Children with High Functioning Autism Spectrum Disorders: A Comparative Analysis. Proposal reviewed but not funded by the Institute for Educational Sciences (IES), U.S. Department of Education. Amount Requested = \$1,014,171. Role: Co-PI.

Sansosti, J.M., & **Sansosti, F.J.** (2013). Project ExSEL: Cultivating Educators Abilities to Implement Social and Emotional Learning Strategies. Proposal reviewed but not funded by Autism Speaks Family Services Community Grant. Amount Requested = \$5,000. Role: Co-PI

Was, C. A., **Sansosti, F.J.**, & Morris, B. (2012). Eye Movements of Children with High Functioning Autism During Text Processing. Proposal reviewed but not funded by Simons Foundation Autism Research Initiative. Amount Requested = \$60,000. Role: Co-PI

Was, C. A., **Sansosti, F.J.**, & Morris, B. (2012). Eye-Tracking Measures During Processing of Text for Comprehension in Children with High Functioning Autism Spectrum Disorders: A Comparative Analysis. Proposal reviewed but not funded by the Institute for Educational Sciences (IES), U.S. Department of Education. Amount Requested = \$1,014,171. Role: Co-PI.

Sansosti, F.J. (2011). *Computer-Based Social Skills Lessons for Children with High Functioning Autism/Asperger Syndrome*. Proposal (resubmission) reviewed but not by Autism Speaks. Amount Requested = \$ 119,564.00. Role: PI.

- Sansosti, F.J.** (2010). *Using Multimedia Technology to Teach social skills to students with autism spectrum disorders*. Proposal reviewed but not funded by Autism Speaks. Amount Requested = \$ 118,980.00. Role: PI.
- Sansosti, F.J.** (2010). *Evaluation of Computer-Based Social Skills Lessons for Children with Autism*. Proposal reviewed but not funded by the National Institutes of Health. Amount Proposed = \$133,938.00. Role: PI.
- Sansosti, F.J., Was, C.A., & Rawson, K.A.** (2010). *Eye Tracking During Processing of Text in Children with High Functioning Autism*. Proposal reviewed but not funded by the National Institutes of Health. Amount Proposed = \$855,956.00. Role: Co-PI.
- Sansosti, F.J., & Was, C.A.** (2009). *Eye Fixations and Gaze During Reading for Students with High Functioning Autism*. Proposal reviewed but not funded by the National Institutes of Health. Amount Proposed = \$325,000.00. Role: Co-PI.
- Sansosti, F.J.** (2009). *Increasing Social Skills in Children with High Functioning Autism Spectrum Disorders in Inclusive Contexts Through an Interactive Multimedia Program*. Proposal reviewed but not funded by the Organization of Autism Research. Amount Proposed = \$26,969.00. Role: Co-PI.
- Reschly, A.R., & **Sansosti, F.J.** (2008). *Parent Perspective of Response to Intervention*. Proposal reviewed but not funded by the National Center for Learning Disabilities. Amount Proposed = \$129,813.00. Role: Co-PI.

SERVICE AND CITIZENSHIP

COMMITTEE WORK

Integrated National, University, and College Level

Chair, Out of the Darkness Campus Walk for the American Foundation for Suicide Prevention/Kent State University/Education, Health, and Human Services, Summer 2014 to 2015.

Campus Training Representative, American Psychological Association (APA), Education Government Relations Office—Fall 2014 to present

State-Level

Selection Committee, Valorie Wolcott Mendelson Ohio School Psychology Association Scholarship, Summer 2014 to Present

President, Inter-University Council (IUC) for Ohio School Psychology, Fall 2012 to Fall 2014.

Treasurer, Inter-University Council (IUC) for Ohio School Psychology, Spring 2010 to Spring 2012.

Secretary, Inter-University Council (IUC) for Ohio School Psychology, Spring 2010 to Spring 2012.

Member, Inter-University Council (IUC) for Ohio School Psychology, Fall 2007 to Present.

University-Level

Member, Provost's Promotion Advisory Board, Kent State University, 2018 – 2019 AY.

Member, Administrative (Dean) Review Committee, Kent State University, Fall 2018 to Present.

Alternate Member, Student Media Policy Board, Kent State University, Spring 2017 to Present.

Member, Carnegie Community Engagement Task Force, Kent State University, Spring 2016 to Fall 2018.

Member, Provost's Tenure Advisory Board, Kent State University, 2015 – 2016 AY.

Member, ADA Oversight Committee, Kent State University, Fall 2015 to Fall 2016.

Member, Faculty Professional Development Center Redesign Steering Committee Advisory Board, Kent State University, Fall 2013 to Summer 2014.

College-Level

Co-Chair, Recruitment and Retention Planning Committee, Fall 2018 to Present.

Member, Strategic Planning Committee [Organizational Stewardship], College of Education, Health, and Human Services, Summer 2018 to Present.

Member, Student Appeals Committee, College of Education, Health, and Human Services, Fall 2018 to Present.

Member, College Advisory Council, College of Education, Health, and Human Services, Fall 2014 to Spring 2016; Fall 2018 to Present

Member, Office of Diversity Outreach and Development Advisory Board, College of Education, Health, and Human Services, Fall 2014 to Spring 2016.

Member, Assessment Task Force (reviewing assessment tools and goals), College of Education, Health, and Human Services, Summer 2013 to 2015.

Member, Alumni Survey Task Force, College of Education, Health, and Human Services, Summer 2013 to 2015.

Member, Hall of Fame Review Committee, College of Education, Health, and Human Services, Fall 2012 to 2014.

Member, Research Council, College of Education, Health, and Human Services Fall 2010 to 2013.

Member, College Curriculum Committee, College of Education, Health, and Human Services, Fall 2009 to Spring 2011.

School-Level

Member, Advisory, Tenure, and Promotion Committee (Full Professor), Lifespan Development and Educational Sciences, Kent State University, Fall 2018 to Present.

Member, LDES Planning Steering Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2013 to 2014.

Member, Faculty Advisory Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2009 to present.

Member, Curriculum Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2007 to Spring 2012.

Member, Search Committee for Assistant Professor of Educational Psychology,
Educational Foundations and Special Services, Kent State University Fall 2006 to
Spring 2007.

Program-Level

Coordinator, Spring 2012 to Present.

Co-Director, School Psychology Seminar Series, Spring 2007 to Present.

Chair, Search Committee for Assistant/Associate Professor of School Psychology, Fall
2007 to Summer 2008.

Community-Level

Member, Autism Summit Steering Committee, Autism Society of Greater Akron, Spring
2017 to present.

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS

National Association of School Psychologists (NASP) Speaker's Bureau—Active since 2008

National Association of School Psychologists (NASP)—Member since 2000

Association for Positive Behavior Support (APBS)—Member since 2003

Ohio School Psychologists Association (OSPA)—Member since 2006

International School Psychology Association (ISPA)—Member since 2014

JOURNAL EDITORSHIP/EDITORIAL BOARDS/AD-HOC REVIEWS

Editor, *Journal of Applied School Psychology*, Spring 2013 to present.

Editorial Board Member, *School Psychology Quarterly*, Spring 2008 to present

Consulting Editor, *Focus on Autism and Other Developmental Disabilities*, Fall 2006 to
present.

Ad-Hoc Reviewer, *Research in Developmental Disabilities*, Fall 2014 to present.

Ad-Hoc Reviewer, *Topics in Early Childhood Special Education*, Fall 2014 to present.

Ad-Hoc Reviewer, *Journal of Autism and Developmental Disorders*. Spring 2011 to present.

Ad-Hoc Reviewer, *Journal of Psychoeducational Assessment*. Spring 2011 to present.

Ad-Hoc Reviewer, *Remedial and Special Education*. Fall 2009 to present.

Ad-Hoc Reviewer, *Autism*. Summer 2009 to present.

Ad-Hoc Reviewer, *School Psychology Review*, Fall 2006 to present.

Ad-Hoc Reviewer, *Journal of Positive Behavior Interventions*. Fall 2004 to present.

PROFESSIONAL CERTIFICATES/RENEWAL

2005 – Present Nationally Certified School Psychologist (NCSP) – expires 6/2020

2004 – 2010 Florida Certified School Psychologist – expired 6/2010

AWARDS /COMMENDATIONS/NOMINATIONS

2014 Individual Contributor Completer, Institute for Excellence, Kent State University

2013 Service Award, *School Psychology Quarterly*

2010 School Psychology Quarterly, Nominated for Editor

2005 Provost's Commendation for Outstanding Teaching by a Graduate Student

- 2002 University of South Florida, Tampa, FL
Graduate Studies Award Nominee
- 2001 Florida Association of School Psychologists (FASP)
Child and Family Studies Team Achievement Award
Safe School Healthy Students Initiative
Louis de la Parte Florida Mental Health Institute, Tampa, FL