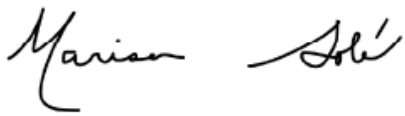


Dear Esteemed Colleague:

My name is Marisa Solé, and I am seeking professional connections with psychologists who conduct private practice assessment with children and adolescents. Specifically, I am available to assist with evaluation overflow in a part-time or per-diem manner starting in October. My area of specialty is neurodevelopmental assessment (e.g., autism spectrum disorder, intellectual developmental disorder, specific learning disorders) in the child/adolescent population. I received ADOS-2 training at UC San Francisco across all modules, will have completed a neurodevelopmental disorders postdoctoral fellowship on September 30th, and I am Spanish speaking. I am currently a registered psychology associate and am pre-licensed – I have passed my EPPP and will be taking the CPLEE in September (so, will hopefully be fully licensed by October). Below you will find my CV and contact information. Thanks!

A handwritten signature in black ink that reads "Marisa Solé". The signature is written in a cursive, flowing style.

Marisa Solé, PhD, BCBA, NCSP
Psychology Associate License #: PSB94027810

Marisa Solé, PhD, BCBA, NCSP

MarisaSolePhD@gmail.com • (916) 613-8379 • San Francisco, CA

EDUCATION

- Oct. 2023 **Doctor of Philosophy, School Psychology**
Lehigh University, Bethlehem, PA
- American Psychological Association (APA) accredited; National Association of School Psychologists (NASP) approved
 - *Training Concentration:* Pediatric Health
 - *Dissertation:* US-Born, Latine Parenting Practices: Ethnic-Racial Socialization During the First Four Years of Life
 - *Advisor:* Patricia H. Manz, PhD
- Sept. 2021 **Certificate Program, Behavior Analysis**
Lehigh University, Bethlehem, PA
- Behavior Analyst Certification Board/Association for Behavior Analysis International Verified Course Sequence
- May 2020 **Master of Education, Human Development**
Lehigh University, Bethlehem, PA
- *Qualifying Project:* Home Visitor Perspectives and Perceptions on Ethnic-Racial Socialization Practices
 - *Advisor:* Patricia H. Manz, PhD
- June 2016 **Bachelor of Arts, double-major in Psychology and Spanish & double-minor in Applied Psychology and Educational Studies**
University of California, Santa Barbara (UCSB), Santa Barbara, CA
- *Graduated with College Honors*

CERTIFICATIONS

- May 2024 **Nationally Certified School Psychologist (NCSP Certification Number #67406)**, National Association of School Psychologists
- Sept. 2021 **Board Certified Behavior Analyst (BCBA Certification Number #1-21-53369)**, Behavior Analyst Certification Board
- July 2021 **Educational Specialist I, School Psychologist PK–12 Certificate (#9671636)**, Pennsylvania Department of Education
- May 2012 **California State Seal of Biliteracy (SSB; Spanish)**, California Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011)

POSTDOCTORAL PSYCHOLOGY FELLOWSHIP

Oct. 2023 – Present

Sutter Health, California Pacific Medical Center, Kalmanovitz Child Development Center: Assessment of Neurodevelopmental Disorders fellowship track,
San Francisco, CA

Training Director: Joseph Gumina, PhD, ABPP

Supervisors: Joseph Gumina, PhD, ABPP & Brianna Coffino, PhD

Conducts comprehensive assessments of neurodevelopmental disorders (e.g., autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), learning disabilities, language disorders, intellectual disabilities) within a diverse child and adolescent patient population. Implements therapeutic principles during feedback of comprehensive assessments in English and Spanish. Maintains a caseload of 10 treatment sessions per week; individual psychotherapy in English and Spanish primarily with adolescents, and behavioral parent training with parents of neurodiverse children. Consults and collaborates with psychology staff members during weekly case conferences, which include case conceptualization presentations. Attends weekly didactic seminars on a variety of psychological topics relevant to the child and adolescent population. Fellowship completion is on September 30th, 2024; this date is flexible pending job offers.

PREDOCTORAL PSYCHOLOGY INTERNSHIP

July 2022 – June 2023

Children's Hospital Los Angeles (CHLA)/USC Center for Excellence in Developmental Disabilities (UCEDD): Assessment, Consultation, and Evaluation internship track,
Los Angeles, CA

APA-Accredited internship

Training Director: Amy E. West, PhD, ABPP

Supervisors: Emily Haranin, PhD, NCSP, Heather Hall, PhD, Veronica Chavez, PsyD, & Brianna Marecki, PhD

Provided individual and family psychotherapy utilizing evidence-based practices with cultural responsiveness to address a wide range of behavioral and mental health concerns. Foster positive relationships as a bicultural broker with Spanish-speaking, immigrant, and underserved patient populations within a specialty mental health Medi-Cal population. Complete detailed intake assessments to guide case conceptualization and treatment planning. Co-facilitate (with Dr. Silvia Gutierrez) weekly Spanish Incredible Years school age parent groups focused on positive parenting practices and behavior management strategies. Conduct and write brief and comprehensive psychodiagnostic evaluations utilizing integrative, culturally sensitive, and trauma informed assessment approaches. Lead appointments and consult with interprofessional providers (i.e., developmental behavioral pediatricians, nurse care managers, social workers, occupational

therapists) in the School Age Clinic, a clinic which provides tertiary care services to children and adolescents with complex internalizing and externalizing challenges who may benefit from medication as part of their comprehensive treatment plan.

PRACTICUM EXPERIENCE

- July 2021 – May 2022 **Neuropsychological Assessment**, Nemours Children’s Health (formerly Nemours A.I. duPont Hospital for Children), Wilmington, DE
Supervisor: Laura Freeman, PhD
Conducted neuropsychological assessments for pediatric populations (e.g., seizure disorders, genetic disorders, traumatic brain injury, stroke, toxin or drug exposure) with comorbid medical, learning, attentional, behavioral, psychiatric, and/or social concerns. Areas of assessment included performance validity, intellectual abilities, language, memory, attention, visual/spatial skills, fine motor skills, social/emotional/adaptive functioning, executive functioning, and academic achievement. Participated in intake sessions, wrote sections of integrated assessment reports, and participated in the provision of feedback to parents.
- Aug. 2020 – July 2021 **First State School**, a collaboration between Wilmington Hospital (Christiana Care Health System), Red Clay Consolidated School District, and Nemours Children’s Health, Wilmington, DE
Supervisor: Steven Reader, PhD
Provided weekly individual and group counseling sessions to students with significant chronic illness conditions in a year-round, hospital-based school. Counseled students on topics related to medical adherence, adjustment to illness, coping with stressors, and enhancing academic and social functioning. Consulted with student medical teams and school personnel during biweekly conferences to develop psychosocial goals for students.
- Aug. 2019 – July 2021 **Newcomer Academy & District-Wide Bilingual/Bicultural School Psychology Services**, Allentown, PA
Supervisor: Lourdes Sánchez, PhD
Conducted psychoeducational evaluations for Spanish-speaking students (grades K–12). Presented evaluation report findings to caregivers and other educational stakeholders during individualized education plan (IEP) meetings. Discerned if student academic problems were due to linguistic factors, trauma related to immigration or refuge, and/or limited formal schooling. Screened early intervention records to determine if and what type of evaluations were needed for transition to kindergarten. Attended case conferences with the district psychology team.
- Aug. 2019 – Dec. 2020 **Lehigh University Autism Services**, Bethlehem, PA

Supervisors: Noor Syed, PhD, BCBA-D & Ana Dueñas, PhD, BCBA-D

Developed, implemented, monitored, and revised as necessary in-person and telehealth skill acquisition and behavior reduction programs for young children with autism. Utilized theoretical and evidence-based principles of applied behavior analysis (ABA) and naturalistic developmental behavioral interventions (NDBI) in program development. Collected and evaluated data during each session. Reviewed client progress during team meetings to evaluate modifications for programming. Trained caregivers to implement behavior programs within the home and community.

Aug. 2019 – June 2020

Star Wellness KidsCare Integrated Pediatric Primary Care, Bethlehem, PA

Supervisor: Jennifer Brisbane, PsyD

Provided short-term, solution-focused consultation (i.e., intake interviews, psychotherapy) for emotional, behavioral, or social needs of pediatric patients in a federally qualified health center (FQHC). Documented sessions in the patient’s electronic medical chart to integrate care with medical providers. Collaborated with pediatricians, nurse practitioners, physician assistants, and social workers in the practice. Worked with families to find appropriate community- or school-based services for their child’s needs.

Aug. 2018 – May 2019

William Penn Alternative School, Allentown, PA

Supervisor: Janet Ayacú, EdS

Conducted psychoeducational evaluations in Spanish and English for students enrolled in a Pennsylvania Alternative Education for Disruptive Youth (grades 6–12) program due to “persistently disruptive” behaviors (e.g., violation of school policy and rules, having or using drugs or a weapon on school property, committing criminal acts at school or during school-affiliated activities). Developed and implemented behavior interventions with progress monitoring under a conjoint behavioral consultation framework. Provided consultation to teachers related to classroom management strategies. Observed and assisted with threat assessments.

ASSESEMENT EXPERIENCE

Cognitive Assessments

- Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2)
- Kaufman Assessment Battery for Children, Second Edition (KABC-II) – English & Spanish
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
- Stanford-Binet Intelligence Scales, Fifth Edition (SB-5)
- Test of Nonverbal Intelligence, Third Edition (TONI-3)
- Universal Nonverbal Intelligence Test, Second Edition (UNIT-2)

- Weschler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
- Weschler Intelligence Scale for Children, Fifth Edition (WISC-V) – English & Spanish
- Weschler Nonverbal Scale of Ability (WNV)
- Weschler Pre-School and Primary Scales of Intelligence, Fourth Edition (WPPSI-IV)
- Woodcock-Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV) – English & Spanish

Academic Assessments

- Bateria IV Woodcock-Muñoz: Pruebas de Aprovechamiento (Bateria IV APROV)
- Bracken School Readiness Assessment, Third Edition (BSRA-3)
- Feifer Assessment of Reading (FAR), Writing (FAW), and Mathematics (FAM)
- Gray Oral Reading Tests, Fifth Edition (GORT-5)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- Weschler Individual Achievement Test, Fourth Edition (WIAT-IV)
- Woodcock Johnson IV Tests of Achievement (WJ-IV)

Language Assessments

- Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)
- Woodcock Johnson IV Tests of Oral Language – English & Spanish

Learning and Memory Assessments

- Children and Adolescent Memory Profile (CHaMP)
- California Verbal Learning Test, Children's Edition (CVLT-C)
- California Verbal Learning Test, Third Edition (CVLT-3)
- Weschler Memory Scale, Fourth Edition (WMS-IV)
- Wide Range Assessment of Memory and Learning, Third Edition (WRAML-3)

Attention and Executive Functioning Assessments

- Delis-Kaplan Executive Function System (D-KEFS)
- Tower of London-DX, Second Edition

Visual/Visual-Motor Integration and Fine Motor Assessments

- The Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition
- Grooved Pegboard
- Wide Range Assessment of Visual Motor Abilities (WRAVMA): Pegboard

Behavior and Social-Emotional Assessments

- Adaptive Behavior Assessment System (ABAS-3)
- Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
- Autism Spectrum Rating Scales (ASRS)
- Beck Anxiety Inventory (BAI)
- Beck Depression Inventory (BDI)
- Behavioral Assessment System for Children, Third Edition (BASC-3)
- Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2)
- Childhood Autism Rating Scale, Second Edition (CARS-2)
- Children’s Depression Inventory, Second Edition (CDI-2)
- Conners 4th Edition (Conners 4)
- Gilliam Autism Rating Scale, Third Edition (GARS-3)
- Revised Children’s Manifest Anxiety Scale, Second Edition (RCMAS-2)
- Roberts Apperception Test for Children: 2 (Roberts-2)
- Scales of Independent Behavior – Revised (SIB-R)
- Social Communication Questionnaire, (SCQ) – English & Spanish
- Social Responsiveness Scale, Second Edition (SRS-2)
- Vineland Adaptive Behavior Scales, Third Edition (VABS-3)

ADDITIONAL PROFESSIONAL TRAINING

March 2024	ADOS-2 Training Workshops for Modules 1-4 & Toddler Module , University of California, San Francisco, Center for Autism Spectrum Disorder and Neurodevelopmental Disorders Trained in all ADOS-2 modules during a three-day, 20.5 hour introductory and clinical workshop hosted by certified trainers, Dr. Sarah Dufek and Dr. Nancy Sullivan.
July 2022	Coping Cat and C.A.T. Project Training , CBT4CBT and supplemental expert training by Dr. Amy West at CHLA Trained in Coping Cat and C.A.T. Project: evidence-based manualized, psychosocial, cognitive-behavioral interventions for children and adolescents with anxiety disorders.
July 2022	The Incredible Years (IY): School Age Basic Parent and Child (Dinosaur School) Group Leader Trainings , CHLA Trained in two IY programs: evidence-based manualized parent and child series which respectively focus on positive parenting practices and behavior management, and social-emotional skills.
Nov. 2020	Pennsylvania Student Assistance Program (SAP) K–12 (21-hour training) , Caron Foundation

A team process training designed to assist interprofessional school personnel in identifying concerns including illicit drug use and mental health challenges which impede K–12 student success.

July 2020

Understanding Bilingual Learners in United States Schools (18-hour training), University of Nebraska – Lincoln, International Coalition for Multilingual Education and Equity
An eWorkshop for school psychologists to learn how to improve educational and mental health contexts of bilingual learners via legally, ethically, and culturally sound service delivery.

RESEARCH EXPERIENCE

June 2021 – Dec. 2021

Health Equity Activation and Research Team (HEART): Partnerships for Inclusion Health, Lehigh University
Department of Sociology and Anthropology Program in Health, Medicine, & Society.
Research Supervisor: Sirry Alang, PhD
Interviewed healthcare professionals about working with stigmatized community members (i.e., sex workers, people experiencing addiction, homelessness, or incarcerations) and roles in addressing mistrust and repairing harm with said populations.

Aug. 2020 – Dec. 2021

Latine Caregivers of Children with Autism as Partners in Early Intensive Behavioral Intervention Services, Lehigh University, College of Education (COE).
Research Supervisor: Ana Dueñas, PhD, BCBA-D
Facilitated eco-cultural English and Spanish interviews to assess cultural factors that impact parent interpretation of autism diagnosis and intervention. Administered and interpreted behavioral and social-emotional rating scales along with criterion-referenced assessments to determine eligibility for project participation for children (aged 2–5) with ASD. Met individually with parents on a weekly, virtual basis to support the learning of ABA concepts via Behavior Skills Training (i.e., instructions, modeling, rehearsal, feedback).

Sept. 2017 – May 2020

Synergy of Care, Lehigh University, COE.
Research Supervisors: Patricia H. Manz, PhD, George DuPaul, PhD, & Brook Sawyer, PhD
Reviewed literature and presented on the state of integrated systems of care (i.e., medical homes, home visiting, Part C early intervention, early education and care centers, and child welfare) for low-income, infants and toddlers with developmental risks.

Sept. 2016 – Dec. 2019

Project Little Talks, Lehigh University, COE.
Research Supervisor: Patricia H. Manz, PhD
Expanded the Little Talks curriculum, a book-sharing intervention for children living in poverty, from an infant and toddler audience

- to preschool. Coded and scored parent-child interaction videos for fidelity purposes. Summarized Spanish-speaking exit interviews.
- Sept. 2015 – June 2016 **Power of Play Project**, UCSB Department of Counseling, Clinical, & School Psychology.
Research Supervisor: Shane Jimerson, PhD
 Facilitated conflict resolution through IDEAL problem-solving steps among grades K–6 students. Synthesized and interpreted student behavior in weekly journals, surveys, and meetings.
- Dec. 2014 – June 2016 **Self & Social Identity Lab**, UCSB Department of Psychological & Brain Sciences.
Research Supervisor: Brenda Major, PhD
Research Assistant: Served as an experimenter, confederate, and data collector in studies which assessed cognitive, behavioral, emotional and physiological responses to perceived discrimination.
- Aug. 2014 – Aug. 2015 **Proyecto HÉROES**, UCSB Department of Counseling, Clinical, & School Psychology.
Research Supervisor: Maryam Kia-Keating, PhD
 Assisted with organizing community forum events addressing violence- and trauma-related health disparities faced by Latine youth. Transcribed and translated Spanish and English interviews.

PROFESSIONAL EXPERIENCE

- Aug. 2021 – May 2022 **Adolescent Depression Prevention and Treatment Lab (ADePT)**, Department of Child and Adolescent Psychiatry and Behavioral Sciences, Children’s Hospital of Philadelphia (CHOP)
Clinical Evaluator: Administered the Kiddie Schedule for Affective Disorders and Schizophrenia Child Version (K-SADS-PL) semi-structured interview to adolescents in order to measure current and past depressive symptoms. Conducted suicide risk assessments under the supervision of licensed psychologists.
- Aug. 2018 – May 2020 **COE Multicultural Resource Center**, Lehigh University, COE
Graduate Assistant Coordinator: Organized and participated in meetings with faculty, staff, and students on topics supporting social justice, multiculturalism, and equity. Developed, advertised, and reviewed travel and research grant applications for students in the COE. Planned events and established yearly goals to promote diversity, equity, and inclusion efforts within the college.
- Aug. 2018 – Mar. 2019 **Restorative Justice Practices in Schools Colloquium**, Bethlehem, PA
Co-Organizer: Collaborated with peers and planned a restorative justice colloquium for ~100 local educators, graduate students, and researchers. Acquired \$3,500 in internal grant funding.
- Aug. 2016 – Aug. 2018 **KidsPeace Intensive Behavioral Health Services**, Bethlehem, PA

Therapeutic Staff Support: Provided ABA intervention to toddlers, children, and adolescents with ASD. Collected and interpreted client data. Worked collaboratively with team members, supervisors, family, and school personnel to ensure that the behavior plans were meeting each client's unique needs.

PUBLICATIONS

- Peterson, L.S., Pham, S., & **Solé, M.** (2021). Supporting English learners during virtual learning. *Communiqué*, 49(6), 14–17.
- Manz, P. H., Levert, D., Lee, M., Cai, Y., **Solé, M.**, & Gross, Y. (2020). Assessing parental supports through a cultural lens. In V. Alfonso, B. Bracken, & R. Nagle (Eds.), *Psychoeducational assessment of preschool children* (5th ed., pp. 98–128). Lawrence Erlbaum Association.
- Manz, P. H., Rigdard, T., Faison, J., Whitenack, J., Ventresco, N., Carr, D., **Solé, M.**, and Cai, Y. (2018). Little Talks: A modular treatment approach for promoting infant and toddler language acquisition through parents' preferences and competencies. In S. Sonnenschein & B. Sawyer (Eds.), *Academic socialization of young Black and Latino children – Building on family strengths* (1st ed., pp. 165–186). Springer International Publisher.

MANUSCRIPTS IN DEVELOPMENT

- Dueñas A., **Solé, M.**, Blasko, A., & Cordero, Y. (2024). *Using the eco-cultural family interview for initial cultural adaptation of a caregiver-mediated NDBI for Latine families* [Manuscript submitted for consideration]. Lehigh University & San Diego State University.
- Dueñas, A., D'Agostino, S., **Solé, M.**, & Blasko, A. (2024). *Caregiver-mediated NDBI for Latine mothers of young children with autism: Assessment of parent fidelity and social communication* [Manuscript submitted for consideration]. Lehigh University, San Diego State University, & Utah State University.

REFEREED PRESENTATIONS

- Yohannan, J., **Solé, M.**, Tanaka, M., & Adodo, I. (2022, February 15–18). *Dismantling white supremacy, colonization, and cultural competency in school psychology* [Symposium]. NASP Annual Convention, Boston, MA.
- Solé, M.**, Wood, C., Koller, K. A., & Manz, P. H. (2022, February 15–18). *Examining early communication trajectories in English- and Spanish-speaking children* [Paper presentation]. NASP Annual Convention, Boston, MA.
- Solé, M.** (2022, February 15–18). *Bilingual school psychology: A medley of training experiences* [Practitioner conversation]. NASP Annual Convention, Boston, MA.
- Solé, M.**, & Manz, P. H., (2021, October 11–14). *Parents As Teachers home visitor perspectives on ethnic-racial socialization during home visiting sessions* [Poster presentation]. Parents As Teachers Annual International Conference, Baltimore, MD.

- Wood, C., Solé, M., Koller, K. A., & Manz, P. H. (2021, February 23–26). *Expressive communication patterns of dual language learners in early childhood* [Poster presentation]. NASP Annual Convention, Virtual.
- Solé, M., & Levert, D., (2020, February 18–21). *Joining the movement: Transitioning from cultural competency to cultural humility* [Practitioner conversation]. NASP Annual Convention, Baltimore, MD.
- Solé, M. (2019, August 8–11). *Ethnic-racial socialization of infants and toddlers: Implications for school psychology* [Theoretical Pecha Kucha]. APA Convention: Division 16 (School Psychology) Student Research Forum, Chicago, IL.
- Manz, P. H, Ventresco, N., Carr, D., Levert, D., Solé, M., Cai, Y., DuPaul, G., & Sawyer, B. (2019, February 26–March 1). *Integrating child development service systems: Unlocking potential for low-income children* [Paper presentation]. NASP Annual Convention, Atlanta, GA.
- Solé, M., Cai, Y., & Levert, D., (2019, February 26–March 1). *Impact of a curriculum-based home-visiting program on maternal depression and early literacy* [Poster presentation]. NASP Annual Convention, Atlanta, GA.
- Levert, D., Solé, M., Cai, Y., & Manz, P. H. (2018, June 25–27). *Little Talks: Improving maternal depression through parent-child interaction* [Poster presentation]. National Research Conference on Early Childhood (NRCEC), Washington, D.C.
- Solé, M. (2018, June 8–9). *Ethnic-racial socialization practices: Immigrants, infants, and toddlers, oh my!* [Paper presentation]. Cross-University Collaborative Mentoring Conference (CUCMC) hosted by Harvard University Graduate School of Education, Boston, MA.

INVITED LECTURES & WORKSHOPS

- | | |
|-------------------|---|
| Oct. 2020 & 2021 | <p>Ethnic-Racial Socialization: What is it, and why should we care?, Lehigh University COE Children in Context course, Bethlehem, PA
Presented a lecture on ethnic-racial socialization and its relevance in education and psychology in a multicultural course.</p> |
| Sept. 2020 & 2021 | <p>Embracing Discomfort: Identity, Privilege, and Cultural Humility, Lehigh University COE Children in Context course, Bethlehem, PA
Co-presented a lecture on cultural humility in a multicultural course. Guided first-year graduate students through activities, such as creating a cultural identity wheel and bias reflections.</p> |
| Mar. 2020 | <p>Cultural Awareness, Competency, & Humility: Implications for Applied Behavior Analysis, Lehigh University Autism Services, Bethlehem, PA</p> |

Co-presented a workshop on the development of cultural awareness skills for behavior analysts. Discussed the applicability of a culturally humble framework in the field of ABA.

AWARDS & GRANTS

- June 2022 **Internship Travel Scholarship**, The National Register of Health Service Psychologists and the American Psychological Foundation
Awarded a scholarship of \$1,000 as a doctoral student transitioning to a new location for internship as a health service psychologist.
- Apr. 2020 **Pennsylvania Psychological Foundation Education Award: Adrian Wilson Memorial**, Pennsylvania Psychological Association
Awarded a scholarship of \$2,000 as a student in a psychology doctoral program who demonstrates high levels of academic performance, service to the field, and community involvement.
- Apr. 2020 **The Dr. Thomas D. Oakland Scholarship**, Ecuador Professional Preparation Program
Awarded a travel scholarship of \$500 as a student who has made a positive impact on culturally and linguistically diverse populations in the field of school psychology.
- Feb. 2020 **The Dr. Edward S. Shapiro “Go Beyond” Award**, Lehigh University
Awarded \$500 towards professional development as a student whose leadership experiences and unique opportunities as a scientist-practitioner is enhancing the future of school psychology.
- June 2019 **APA Division 16 (School Psychology) Advanced Student Diversity Scholarship**
Awarded a scholarship of \$1,000 as a student who has enhanced diversity within their school psychology program.
- Oct. 2018 **Student Affairs bLUeprint Grant**, Lehigh University
Co-wrote a grant proposal on restorative justice practices in schools and implications for communities, received \$2,500.
- Mar. 2018 **COE Equity and Community Initiative Grant**, Lehigh University
Co-wrote a grant proposal focused on the school-to-prison pipeline and restorative justice as a prevention framework, received \$1,000.
- June 2016 **Chairperson’s Award**, UCSB
Provided outstanding service to the Psychology & Brain Sciences Department through involvement in research assistantships and the organization of student events related to psychology.

PROFESSIONAL AFFILIATIONS & LEADERSHIP

- 2024 – Present **Los Angeles County Psychological Association (LACPA)**
Special interest groups: Assessment, Child & Adolescent
- 2019 – Present **American Psychological Association**
Additional membership in the following divisions: Division 16 (School Psychology), Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), Division 53 (Society of Clinical Child and Adolescent Psychology), Division 54 (Society of Pediatric Psychology).
- 2019 – 2023 **Student Affiliates in School Psychology (SASP), Division 16**
Diversity Affairs Chair (2019-2021): Collaborated with Division 16 with regards to diversity, including the development of public statements regarding antiracism and the organization of the inaugural School Psychology Anti-Racism Unconference. Led the student diversity scholarship program which included scholarship advertisement, modifications to the rubric and scoring procedures, and facilitation of scholarship review meetings with a diversity committee. Developed a students of color APA listserv (DIV16SOC@apa.org) and Facebook community.
- 2018 – Present **National Association of School Psychologists**
Special interest groups: Autism and Pervasive Developmental Disorders, Behavioral School Psychology, Bilingual School Psychology, Neuropsychology in the Schools, Pediatric School Psychology.
- 2017 – 2022 **Lehigh University School Psychology Club**
Club President (2017-2018): Scheduled meetings and organized club events. Communicated with current students, alumni, faculty, and department. Served as a representative for the school psychology department when interacting with other campus clubs.
- 2015 – Present **Psi Chi, The International Honor Society in Psychology**
Chapter President (2015-2016): Organized chapter events. Communicated with students and the psychology department. Served as a representative for undergraduate psychology majors.