

# **Jyoti A. Kolodziej, Ph.D., NCSP**

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## **EDUCATION**

**Doctor of Philosophy, Guidance and Psychological Services--School Psychology, Indiana State University** July 2015  
**NASP Approved & APA Accredited, Grade Point Average: 3.99/4.00**

**Master of Education, Guidance and Psychological Services--School Psychology, Indiana State University** August 2011  
**NASP Approved, Grade Point Average: 4.00/4.00**

**Graduate Coursework in School Psychology, Northern Illinois University**  
**NASP Approved, Grade Point Average: 4.00/4.00**

**Bachelor of Arts, English Literature, University of Illinois at Urbana-Champaign** May 2005  
**Grade Point Average: 3.20/4.00**

## **PROFESSIONAL CERTIFICATIONS**

- Cardiopulmonary Resuscitation (CPR) & Automated External Defibrillator (AED) February 2015-February 2017
- Crisis Prevention Intervention (CPI) Certified December 2014-Present
- ISPA Supervisor Credential (Completed Trainings and Supervisory Hours Pending) March 2022-Present
- Nationally Certified School Psychologist (NCSP) February 2015-Present
- Professional Educator License (PEL), Illinois State Licensed School Psychologist July 2015-Present

## **PROFESSIONAL AFFILIATIONS**

- American Psychological Association, Member August 2009-Present
- Illinois School Psychologists' Association, Member September 2013-Present
- Indiana Association of School Psychologists, Student Member August 2009-August 2013
- International Society of Infant Studies, Member February 2012-February 2015
- National Association of School Psychologists, Member / NCSP August 2009-Present
- Society of Research and Child Development, Member September 2010-Present
- Student Affiliates in School Psychology, Student Affiliate (Previously Diversity Chair, Treasurer, & Fund-Raising Chair) August 2009-August 2015

## **LEADERSHIP ACTIVITIES**

- Asian American Pacific Islander Student Union Facilitator August 2021 – June 2023
- Building Committee Voting Member September 2021 – June 2023
- **Dissertation Committee Member at Indiana State University** **June 2021 - Present**
- Diversity / Fundraising Chair & Treasurer, Student Affiliates in School Psychology August 2009 – August 2013
- Equity Group Member October 2020 – June 2023
- Illinois School Psychologists' Association, Regional Director for Region 2 July 2021 – June 2023
- Leadership Team Member (Student Support Team) September 2021 – June 2022
- **MTSS (Multi-Tiered System of Supports) Committee Member with Psychologists** **August 2018 – Present**
- National Association of School Psychologists (NASP) Mentor August 2019-August 2020
- Parent Teacher Organization (PTO) Secretary September 2021 – June 2022
- Parent Teacher Organization (PTO) September 2022 – June 2024
- Professional Learning Community (PLC) Planning Committee, Rockford Public Schools, Psychology Department August 2015-August 2016
- **Rockford Education Association, Association Representative** **July 2015 – Present**
- Rockford Education Association, Solidarity Committee August 2018 – August 2019
- Rockford Promise Mentor August 2020 – August 2021
- **Safety Committee/Crisis Team Member** **August 2020 - Present**
- Social-Emotional Task Force August 2018 – August 2019
- **Youth Mental Health Systems of Care Task Force Member for Winnebago and Boone County** February 2020 – Present

## **WORK EXPERIENCE**

**School Psychologist**, Supervisor: Jen Belfield, Ed.S., School Psychologist  
Rockford Public Schools, #205, *Rockford, IL*

July 2015 – Present

- Conduct initial evaluations and reevaluations using PowerSchool Special Education systems used in the Rockford Public School District, #205.
- Complete Education Determination Conference, Manifestation Determination, Functional Behavioral Assessments, and Behavioral Intervention Plan paperwork for educational disabilities such as Emotional Disturbances, Specific Learning Disabilities, Developmental Delays, Hearing Impairments, Intellectual Disabilities, Multiple Disabilities, Other Health Impairments, Autism, Orthopedic Impairments, etc.
- Specialize in Autism assessments across the district.
- Facilitate special education meetings across middle school, high school, elementary, and early childhood age ranges.
- Conduct multiple ADHD evaluations following guidelines put forth by the Rockford Public School District, #205.
- Provide consultation to families, teachers, and problem-solving teams and facilitate the creation of behavioral/social-emotional/academic/safety intervention plans for students.
- Provide individual and group counseling/therapy for early childhood and elementary aged students.
- Create and monitor academic/social-emotional/behavioral interventions in school setting.
- Provide consultation and leadership in the MTSS (Multi-Tiered System of Supports) process (including intervention and progress monitoring) in high school, middle school, elementary, and early childhood settings.
- Interview students, parents, and teachers.
- Write psycho-educational reports and review existing files/data.
- Participate/facilitate in case conferences with parents, teachers, staff, and students.
- Administer and interpret cognitive, achievement, social/emotional, behavioral, personality, and neuropsychological assessments.
- Assist in the facilitation of Professional Learning Community (PLC) meeting, leadership meetings, problem solving meetings, MTSS meetings, and safety committees.
- Provide consultation to the district's MTSS (Multi-Tiered System of Supports) with district psychologists.

**President, Illinois School Psychologists Association**

June 2024 – Present

Illinois School Psychologists Association, Non-for-Profit Professional Organization

- Preside over Governing Board meetings; Attend Public Policy Institute through the National Association of School Psychologists and use training to recommend ISPA initiatives currently in development; Coordinate activities of committees, workgroups, and other leadership; Establish year-long theme to unify organization-wide vision.

## **TEACHING**

**Adjunct Professor**, Supervisor: Dr. Carolyn Vander Schee Pluim  
Northern Illinois University, *DeKalb, IL*

December 2022 – Present

Educational Psychology (EPS) 300-Educational Psychology; EPS 405/505: Issues in Human Development in the Elementary Through High School Years

- Designed and facilitated weekly class sessions.
- Developed and implemented course activities.
- Maintained effective and timely correspondence with students.
- Managed/graded student progress/evaluations.

**President-Elect, Illinois School Psychologists Association**

June 2023 – June 2024

Illinois School Psychologists Association, Non-for-Profit Professional Organization

- Contributed to Executive Committee roles and responsibilities; Prepared Governing Board agendas; Managed workgroup/committee tasks.

### **SUPERVISED CLINICAL EXPERIENCE**

**Doctoral-Level Psychologist Intern**, Supervisor: Carla Tietz, Psy.D., Licensed Clinical Psychologist, July 2014 – June 2015  
Kerry Burd, Licensed School Psychologist, and Christina Badgley, Rockford Public Schools, #205, *Rockford, IL*

- Conducted initial evaluations and reevaluations using the IEPPlus system used in the Rockford Public School District, #205.
- Completed Education Determination Conference paperwork for educational disabilities.
- Facilitated special education meetings for early childhood, elementary, middle school, and high school aged students.
- Conducted ADHD evaluations following guidelines put forth by the Rockford Public School District, #205.
- Provided consultation to families, teachers, and problem-solving teams and facilitated the creation of behavioral/academic intervention plans for students.
- Created, conducted, and monitored academic and behavioral interventions in school settings.
- Provided individual and group counseling/therapy for elementary, middle school, and high school aged students.
- Interviewed students, parents, and teachers.
- Wrote psycho-educational reports and reviewed existing files/data.
- Participated in group and individual supervision meetings.
- Participated in case conferences with parents, teachers, staff, and students.
- Administered and interpreted cognitive, achievement, behavioral, personality, and neuropsychological assessments.

**School Psychology Extern**, Supervisor: Robin Shamsaie, Ph.D., HSPP June 2011 – July 2013  
Gibault Children's Services Founded by the Indiana Knights of Columbus, *Terre Haute, IN*

- Conducted initial evaluations, reevaluations, and court-ordered clinical comprehensive evaluations.
- Provided consultation to families, teachers, residence hall supervisors, and administrators and facilitated the creation of behavioral and academic intervention plans for students with diverse psychopathologies, including Autism Spectrum Disorder, Borderline Personality Disorder, Attention Deficit Hyperactivity Disorder, Bipolar Disorder, etc.
- Implemented treatment plans, behavioral/academic interventions, individual, and group therapy for elementary, middle, and high school students using cognitive-behavioral therapy and dialectical behavioral therapy.
- Interviewed students, parents, and teachers.
- Wrote psycho-educational reports and reviewed existing files/data.
- Participated in group and individual supervision meetings.
- Participated in case conferences with parents, teachers, staff, and students.
- Administered and interpreted cognitive, achievement, behavioral, personality, and neuropsychological assessments.

**Student Clinician**, Supervisor: Elizabeth O'Laughlin, Ph.D., HSPP August 2012 – June 2013  
Attention Deficit Hyperactivity Disorder (ADHD) Clinic, Indiana State University, *Terre Haute, IN*

- Conducted evaluations.
- Provided consultation to parents regarding diagnosis and possible interventions.
- Wrote reports based on diagnoses.
- Reviewed existing files and data.
- Participated in case staff meetings.
- Administered and scored tests assessing attention/hyperactivity, academics, and cognitive functioning to children between ages 5 and 9.

**Clinical Supervisor**, Supervisor: Carrie Ball, Ph.D. August 2012 – April 2013  
Reading Enhancement for Academic Development (READ), Van Duyn Elementary School, *Clinton, IN*

- Supervised six graduate students in their utilization of the Voyager reading program, which provided direct instruction for reading enhancement in students grades K-5.
- Assisted graduate students in developing and implementing behavioral intervention plans.
- Led group and individual supervision on a weekly and biweekly basis.

### **SUPERVISED CLINICAL EXPERIENCE**

**Student Clinician**, Supervisor: Damon Krug, Ph.D.

September 2010 – July 2011

Porter School Psychology Center, Indiana State University, *Terre Haute, IN*

- Conducted initial evaluations and reevaluations.
- Provided consultation for parents and students.
- Interviewed students and parents.
- Wrote psycho-educational reports.
- Reviewed existing files and data.
- Participated in group and individual supervision meetings.
- Administered and scored cognitive and achievement tests.
- Administered and scored behavioral rating scales.

**Student Clinician**, Supervisor: Lara Andrews, Ed.S.

January 2011 – June 2011

R.I.S.E. Special Services, *Indianapolis, IN*

- Conducted and assisted in completion of evaluations, reevaluations, interventions, and consultation.
- Administered and scored cognitive and achievement tests.
- Administered and scored behavioral rating scales.
- Assisted in the administration and scoring of Autism Diagnostic Observation Schedules (ADOS).
- Wrote psycho-educational reports.
- Reviewed existing files and data.

**Student Clinician**, Supervisor: Damon Krug, Ph.D.

September 2010 – May 2011

South Vermillion Schools, *Clinton, IN*

- Conducted Functional Behavioral Analyses, curriculum-based measurements, data analyses, and provided consultation.
- Interviewed students and teachers.
- Collected and reported data to Intervention Team.
- Actively participated at weekly Intervention Team Meetings.
- Wrote psycho-educational reports.

**Student Clinician**, Supervisors: Jennifer Farris, Ed.S. and Michael Latta, Ph.D.

September 2010 – February 2011

Clay County School District, *Clay County, IN*

- Conducted Functional Behavioral Assessments, curriculum-based measurements, and data analyses.
- Interviewed students, parents, and teachers.
- Participated in staff meetings and case conference meetings.
- Wrote and provided assistance with psycho-educational reports.
- Reviewed existing files and data.
- Administered and scored achievement tests.

**Student Clinician**, Supervisor: Ginny Phegley, Ed.S.

November 2010 – January 2011

Greene-Sullivan Joint Services, *Greene and Sullivan Counties, IN*

- Administered behavioral rating scales.
- Participated in school psychologists' staff meetings, case conferences, and file reviews.

**Student Clinician**, Supervisor: Damon Krug, Ph.D.

September 2010 – November 2010

G.L.A.S.S. (Greater Lafayette Area Special Services Co-operative), *Lafayette, IN*

- Actively participated in preschool classroom modifications/Functional Behavioral Assessments for children with disabilities including: developmental delay, cognitive disability, autism spectrum disorder, and multiple disabilities.
- Participated in school psychologists' staff meetings.

**Student Clinician**, Supervisor: Damon Krug, Ph.D.

August 2009 – May 2010

Reading Enhancement for Academic Development (READ), Van Duyn Elementary School, *Clinton, IN*

- Utilized the Voyager reading program and behavioral intervention plans, which provided direct instruction for reading enhancement in students grades K-5.
- Improved reading and comprehension fluency skills among various elementary school students.
- Worked with students three times per week for 50 minute sessions.
- Progress monitored using DIBELS and other modified reading content.

### **SUPERVISED CLINICAL EXPERIENCE**

**Job Shadow Student, Part-Time**, Supervisor: Damon Krug, Ph.D.  
Covered Bridge Special Education District, *Terre Haute, IN*

August 2009 – December 2009

- Observed psycho-educational evaluations for a variety of students at various ages.
- Attended case conference and staff meetings with school psychologists, school personnel, and parents.

### **RESEARCH EXPERIENCE**

#### **Ongoing Research 2008 – Present**

**Graduate Assistant**, Supervisor: Linda Sperry, Ph.D.  
Indiana State University, *Terre Haute, IN*

August 2009 – July 2011

- Examined vocabulary exposure rates among young children ages 24-42 months.
- Transcribed discourse and observations in parent-child interactions for research investigating the relationship between vocabulary exposure and socio-economic status.
- Conducted literature searches on emergent literacy, development of self, and early representational thought.
- Managed transcription lab.

**Laboratory Research Assistant**, Supervisors: Elise Masur, Ph.D., Christine Malecki, Ph.D.  
Northern Illinois University, *DeKalb, IL*

August 2008 – May 2009

- Participated in studies in curriculum-based measurement (CBM) in writing and reading for children in kindergarten through eighth grades in the DeKalb and Sycamore area school districts in Illinois.
- Collected, scored, and entered survey and CBM data into data management systems including AIMSweb and SPSS.
- Transcribed discourse and observations in parent-child interactions in a study of social and cognitive prerequisites for language acquisition.

**Research Assistant**, Supervisor: Sandra Arntz, Ph.D.

September 2008 – May 2009

Northern Illinois University, Office of Research Compliance in the Division of Research & Graduate Studies, *DeKalb, IL*

- Established and maintained an electronic library of research protocols submitted by faculty, students, and professionals in the community for Northern Illinois University.

### **TEACHING**

**Associate Instructor**, Supervisor: Linda Sperry, Ph.D. and JaDora Sailes, Ph.D.

August 2010 – May 2012

Educational Psychology (EPSY) 341-Multicultural Education, Indiana State University, *Terre Haute, IN*

- Designed and facilitated weekly class sessions.
- Developed and implemented course activities.
- Maintained effective and timely correspondence with students.
- Managed student evaluations.

### **ASSESSMENT EXPERIENCE**

- Academic Performance Rating Scale
- Adaptive Behavioral Assessment System, 2<sup>nd</sup> Edition (ABAS-II)
- Adolescent Apperception Cards
- ADHD Rating Scale IV – Home & School Version
- Autism Diagnostic Interview, Revised (ADI-R)
- Autism Diagnostic Observation System, 2<sup>nd</sup> Edition (ADOS-2) – Trained to Administer by WPS (2015) & University of Maryland Autism Research Consortium (2021)
- Autism Spectrum Rating Scale (ASRS)
- Beck Depression Inventory-II (BDI-II)
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 5<sup>th</sup> Edition (Beery VMI)
- Behavior Assessment System for Children, 2<sup>nd</sup> Edition (BASC-2)
- Behavior Assessment System for Children, 3<sup>rd</sup> Edition (BASC-3)
- Behavioral Observation of Students in Schools (BOSS)
- Behavior Rating Inventory of Executive Function, Parent & Teacher Form (BRIEF)
- Behavior Rating Inventory of Executive Function, Parent & Teacher Form, 2<sup>nd</sup> Edition (BRIEF-2)
- Childhood Autism Rating Scale, 2<sup>nd</sup> Edition, (CARS-2)
- Childhood Autism Rating Scale, 2<sup>nd</sup> Edition, High Functioning (CARS-2 HF)
- Children's Depression Inventory, 2<sup>nd</sup> Edition (CDI-2)
- Cognitive Assessment for Young Children (CAYC)
- Comprehensive Test of Nonverbal Intelligence, 2<sup>nd</sup> Edition (C-TONI-II)
- Conduct Disorder Scale (CDS)
- Conners, 3<sup>rd</sup> Edition (Conners-3)
- Conners Comprehensive Behavior Rating Scale (CBRS)
- Conners Continuous Performance Test, 2<sup>nd</sup> Edition (CPT-2)
- Conners Continuous Performance Test, 3<sup>rd</sup> Edition (CPT-3)
- Curriculum-Based Measurement (CBM)
- Developmental Assessment of Young Children–Second Edition (DAYC-2)
- Developmental Profile, 3<sup>rd</sup> Edition (DP-3)
- Developmental Profile, 4<sup>th</sup> Edition (DP-4)
- Disruptive Behavior Disorders Structured Parent Interview
- Draw-A-Person: Screening Procedure for Emotional Disturbance (DAP: SPED)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Functional Behavioral Assessment (FBA)
- Get It, Got It, Go!
- Gilliam Asperger's Disorder Scale (GADS)
- Gilliam Autism Rating Scale, 2<sup>nd</sup> Edition (GARS-2)
- House-Tree-Person (HTP)
- Incomplete Sentences
- Integrated Visual and Auditory Continuous Performance Test (IVA CPT)
- Jesness Inventory–Revised (JI–R)
- Kaufman Brief Intelligence Test, 2<sup>nd</sup> Edition (KBIT-2)
- Kaufman Test of Educational Achievement, 2<sup>nd</sup> Edition (KTEA-II)
- Kaufman Test of Educational Achievement, 2<sup>nd</sup> Edition Brief (KTEA-II Brief)
- Key Math 3
- Millon Adolescent Clinical Inventory (MACI)
- Millon Pre-Adolescent Clinical Inventory (M-PACI)
- Minnesota Multiphasic Personality Inventory, 2<sup>nd</sup> Edition (MMPI-2)
- Minnesota Multiphasic Personality Inventory, 2<sup>nd</sup> Edition, Adolescent (MMPI-2-A)
- Multidisciplinary Anxiety Scale for Children, 2<sup>nd</sup> Edition (MASC-2)
- O'Leary Parenting Scale
- Parenting Stress Scale
- Revised Children's Manifest Anxiety Scale, 2<sup>nd</sup> Edition (RCMAS-2)
- Roberts Apperception Test for Children, 2<sup>nd</sup> Edition (Roberts-2)
- Rotter Incomplete Sentence Blank (RISB)

### **ASSESSMENT EXPERIENCE**

- Sensory Profile
- Test of Auditory Processing Skills, 3<sup>rd</sup> Edition (TAPS-III)
- Test of Visual Processing Skills, 3<sup>rd</sup> Edition (TVPS-III)
- Transdisciplinary Play Based Assessment
- Universal Nonverbal Intelligence Test, 2<sup>nd</sup> Edition (UNIT-II)
- Vineland Adaptive Behavior Scales, 2<sup>nd</sup> Edition (VABS-II)
- Voyager Literacy Reading Program
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Wechsler Abbreviated Scale of Intelligence, 2<sup>nd</sup> Edition (WASI-II)
- Wechsler Adult Intelligence Scale, 4<sup>th</sup> Edition (WAIS-IV)
- Wechsler Individual Achievement Test, 2<sup>nd</sup> Edition (WIAT-II)
- Wechsler Individual Achievement Test, 2<sup>nd</sup> Edition (WIAT-II) – Abbreviated
- Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition (WIAT-III)
- Wechsler Individual Achievement Test, 3<sup>rd</sup> Edition (WIAT-IV)
- Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)
- Wechsler Intelligence Scale for Children, 4<sup>th</sup> Edition (WISC-IV)
- Wechsler Preschool and Primary Scale of Intelligence, 3<sup>rd</sup> Edition (WPPSI -III)
- Wechsler Preschool and Primary Scale of Intelligence, 4<sup>th</sup> Edition (WPPSI -IV)
- Woodcock-Johnson Test of Achievement, 3<sup>rd</sup> Edition (WJ-III ACH)
- Woodcock-Johnson Test of Achievement, 4<sup>th</sup> Edition (WJ-IV ACH)
- Woodcock-Johnson Test of Cognitive Abilities, 3<sup>rd</sup> Edition (WJ-III COG)
- Woodcock-Johnson Test of Cognitive Abilities, 4<sup>th</sup> Edition (WJ- IV COG)

### **PUBLICATIONS**

Kolodziej, J.A. (2016). *Predictors to vulnerability of body image disturbance* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Document No. 1712659263)

Sperry, L.L. & Kolodziej, J.A. (2013, December). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Manuscript in progress for submission for publication.

Tinnerman, L. & Kolodziej, J. (2012). A Synergistic Collaborative Learning Model. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3102-3109). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

### **CONFERENCE PRESENTATIONS**

Kolodziej, J.A. & Sperry L.L. (2010, June). *What's a parent to do: a case study of socializing talk by parents to siblings*. Lecture presented at the annual meetings of the Ethnographic Qualitative Research Conference, Cedarville, OH.

Kolodziej, J.A. & Sperry, L.L. (2011, February). *Socializing talk and frustrated preschoolers*. Poster presented at the annual meetings of the Convention for the National Association of School Psychologists, San Francisco, CA.

Kolodziej, J.A., Sperry, L.L., Phelps, C., Michaels, L., & Scott, R. (2021, April). *Educator Response to Children's Trauma in the Midst of the COVID-19 Pandemic*. Poster presented at the biennial meetings of the Society for Research in Child Development, Virtual Conference.

Kolodziej, J.A., Sperry, L.L., Phelps, C., Michaels, L., & Scott, R. (2021, November). *Educator Response to Children's Trauma in the Midst of the COVID-19 Pandemic Further Study*. Infographic presented at the COVID Generation (COVGEN) Research Summit with International Society for Developmental Psychobiology 2021 Hybrid Meeting: Virtual Conference & Chicago, IL.

Kolodziej, J.A., Sperry, L.L., Vowell, A., & Sperry, D.E. (2017, April). *Caregivers' Management of Very Young Children's Noncompliance in Two U.S. Communities*. Poster presented at the biennial meetings of the Society for Research in Child Development, Austin, TX.

Sperry, D.E., Glass, S., Kolodziej, J.A., Hamil, M., & Sperry, L.L. (2012, June). *A cross-cultural comparison of how adults versus youths say "no" to two year olds*. Poster presented at the biennial meetings of the International Conference on Infant Studies, Minneapolis, MN.

Sperry, D.E., Kolodziej, J.A., & Sperry, L.L. (2010, April). *A reassessment of the vocabulary environment of low-income American children*. Poster presented at the biennial meetings of the Conference on Human Development, New York, NY.

Sperry, L.L., Kolodziej, J.A., & Sperry, D.E. (2011, April). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Sperry, L.L., Kolodziej, J.A., & Sperry, D.E. (2011, April). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Poster presented at the Center for Student Research and Creativity, Indiana State University, Terre Haute.

Tinnerman, L.S. & Kolodziej, J.A. (2012, March). *A synergistic collaborative learning model*. Lecture presented at the annual meetings of Society for Information Technology and Teacher Education, Austin, TX.

#### **TECHNICAL & THERAPEUTIC TRAINING SKILLS**

- Computer Skills: *Microsoft Word/PowerPoint/Excel/SPSS/G\*Power/EndNote/Ethnograph/InfoEd*
- Crisis Prevention Institute (CPI) Trained – Certification is Current
- Therapeutic Crisis Intervention (TCI) Trained – Certification has lapsed

#### **SCHOLARSHIPS/AWARDS**

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|---|--|
| • Allstate Insurance Company Academic Achievement Scholarship               | August 2002 – May 2005                 |
| • CIBA Vision Academic Achievement Scholarship                              | August 2001                            |
| • Clouse Award  | April 2013                             |
| • Dr. Liam K. Grimley Professional Development Award                        | April 2010 & April 2013                |
| • Graduate Student Research & Professional Development Fund                 | April 2009, June 2010,<br>& April 2011 |
| • ICASE Rutherford B. Porter Scholarship                                    | October 2012                           |
| • Indiana Association of School Psychologists Dr. Stana Michael Scholarship | October 2009 & October 2010            |
| • Jacob G. and Lydia G. Gemmer Collicott Memorial PG Scholarship            | May 2012                               |
| • Kweku Bentil Doctoral Student Award                                       | April 2010                             |
| • Research Award from College of Graduate and Professional Studies          | April 2011                             |